



# INED821

## Indigenous Education Capstone Research Project

S2 External 2017

*Dept of Indigenous Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor

Bronwyn Carlson

[bronwyn.carlson@mq.edu.au](mailto:bronwyn.carlson@mq.edu.au)

Contact via email

W3A room 411

Tuesday 9-11 or by appointment

Credit points

8

Prerequisites

Admission to MIndigenousEd and 32cp including (INED801 and INED802 and INED803 and INED804 and INED810 and INED820)

Corequisites

Co-badged status

Unit description

This research-based unit provides students with the opportunity to integrate various topics covered throughout their degree into one significant research project. Students are required to select a topic of their choice and prepare a structured research proposal outlining their intended project. This is then developed into a detailed research report which investigates an area of important relevance to Indigenous education.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Critically engage with key issues concerning research in Indigenous education

Demonstrate the ability to conduct effective and meaningful research relating to Indigenous education

Evaluate his/ her own position as a researcher in relation to factors relevant to research in Indigenous education

Undertake a thorough literature review: searching for and evaluating appropriate sources

in relation to a specific topic

Articulate the implications of the AIATSIS Guidelines for Ethical Research in Australian Indigenous Studies for research in Indigenous education

Actively participate in scholarly conversations about research in Indigenous education through engagement with other students (through the prescribed online technology - iLearn), the Lecturer (through assessments and online discussion), and the broader academic/ professional community (through engagement with published research).

## General Assessment Information

### Submission of Assignments

All work is to be submitted via the Turnitin function inside the ilearn site. Information about how to submit work online can be accessed through the ilearn unit.

### Return of marked work

Marked work will be returned to students electronically via ilearn.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Participation and engagement</a>	10%	No	13 November 2017
<a href="#">Stocktake &amp; Reflection 1</a>	15%	No	14 August 2017
<a href="#">Stocktake &amp; Reflection 2</a>	15%	No	28 Aug 2017
<a href="#">Research Portfolio</a>	60%	No	13 November 2017

### Participation and engagement

Due: **13 November 2017**

Weighting: **10%**

This element of the final grade is not intended to induce a minimal level of participation - at this point in postgraduate study all students are assumed to be capable and aware of the benefits of actively participation in a collaborative environment. Instead, it is a mechanism by which your active, collegial, engaged and consistent participation throughout the semester can be reflected in your final grade.

Marking criteria: Your participation grade will be assigned at the end of semester; it will take into account the collegiality, timeliness, and thoughtfulness of your engagement with the online discussions throughout the semester.

On successful completion you will be able to:

- Actively participate in scholarly conversations about research in Indigenous education through engagement with other students (through the prescribed online technology - iLearn), the Lecturer (through assessments and online discussion), and the broader academic/ professional community (through engagement with published research).

## Stocktake & Reflection 1

Due: **14 August 2017**

Weighting: **15%**

Our first 'Stocktake & Reflection' module focuses on the researcher.

Critically reflect on who you are as a researcher and how you are positioned in relation to the broad field of Indigenous Education. Draw on critical reading you have done about the position of researchers in relation to their research in order to enable this to be a robust and thoughtful reflection. Consider things like your heritage, community affiliations, education, training, experience, generation, family context, language proficiency, professional experience.

As a part of your reflection, select ONE piece of assessment you completed for another unit and consider what it tells you (or what it taught you) about who you are as a researcher.

Write your reflection in the style of a semi-formal email or journal entry... use paragraphing and think about the structure of your ideas, but focus on reflection rather than an 'argument'.

Marking criteria: The criteria and standards by which your work will be assessed will be available in the ilearn site

On successful completion you will be able to:

- Critically engage with key issues concerning research in Indigenous education
- Demonstrate the ability to conduct effective and meaningful research relating to Indigenous education
- Evaluate his/ her own position as a researcher in relation to factors relevant to research in Indigenous education
- Actively participate in scholarly conversations about research in Indigenous education through engagement with other students (through the prescribed online technology - iLearn), the Lecturer (through assessments and online discussion), and the broader academic/ professional community (through engagement with published research).

## Stocktake & Reflection 2

Due: **28 Aug 2017**

Weighting: **15%**

Our second 'Stocktake & Reflection' module focuses on research skills.

Critically reflect on your specific research training in INED.

First, take the time to map out all of the INED units you have taken and the assessments completed (and feedback received) for each. Identify the specific insights into research which you have gained from each unit. Draw this 'map' in any style that works for you, and upload a picture of it to the relevant forum in the 'Module 1' area of iLearn.

Then, select ONE article with which you really connected (perhaps because it challenged or affirmed you, because it made you think, because it articulated things clearly, etc). Write 1000 words critically analysing the article and describing its implications for your thinking about Indigenous Education.

Marking criteria: The criteria and standards by which your work will be assessed will be available in the ilearn site

On successful completion you will be able to:

- Critically engage with key issues concerning research in Indigenous education
- Demonstrate the ability to conduct effective and meaningful research relating to Indigenous education
- Undertake a thorough literature review: searching for and evaluating appropriate sources in relation to a specific topic
- Actively participate in scholarly conversations about research in Indigenous education through engagement with other students (through the prescribed online technology - iLearn), the Lecturer (through assessments and online discussion), and the broader academic/ professional community (through engagement with published research).

## Research Portfolio

Due: **13 November 2017**

Weighting: **60%**

Your research portfolio will include several discrete elements. Each of these has a deadline for submission (noted here) - this will provide opportunities for feedback and discussion as you work towards your next assessment task. Although each of these components is submitted separately, the portfolio you submit on 17th November should include all of them, in order. Your 60% grade will be based on the quality of this portfolio.

**Initial statement of research project** - Monday 4 September

Submit an initial statement of your intentions for your research project: state clearly WHAT you would like to research, WHY (both why it is of interest to you personally and why the research is important generally). Also indicate whether you will seek to write a journal article or a professional context project.

**Annotated bibliography** - Monday 2 Oct

Produce an annotated bibliography for the research project. This should contain AT LEAST fifteen key critical sources - following the conventions of an annotated bibliography, note the bibliographic details of each source and provide a summary/ reflection for each item. Remember that although this will be assessed, the ann bib should be undertaken to be of use to you in your research. You MUST include the AIATSIS Guidelines for Ethical Research in Australian Indigenous Studies as one of your sources.

### **Research plan** - Monday 9 October

Now you have read more widely around your topic, and received feedback on your thinking and reading, go back to your initial statement and rework it into a more detailed research plan. Again include the categories WHAT and WHY, but in this case your discussion of 'why' can include your understanding of the existing literature on the topic and so you can also position your research in relation to a 'gap' in the field or an 'extension' you would like to undertake. Additionally, include a section on HOW you will undertake the research: methods, research output/ form (what will be the 'thing' at the end of the process - an article? a report? a paper for discussion in a curriculum context? something else?), and timeframe.

As well as uploading this to Turnitin, please upload it to the relevant forum on iLearn so other students can provide feedback at this stage.

### **Final research project** - Monday 6 November

Your final research project should take the form of a journal article (formal essay) OR a professional context project. A journal article should be 4000 words in length; if you are producing a professional context project please negotiate an appropriate length/ scope with the lecturer.

### **Reflection** - Monday 13 November

Write a short reflection which considers the research process you have undertaken this semester, the research project you have produced, and possible opportunities for dissemination of your research.

Marking criteria: The criteria and standards by which your work will be assessed will be available in the ilearn site

On successful completion you will be able to:

- Demonstrate the ability to conduct effective and meaningful research relating to Indigenous education
- Evaluate his/ her own position as a researcher in relation to factors relevant to research in Indigenous education
- Undertake a thorough literature review: searching for and evaluating appropriate sources in relation to a specific topic

- Articulate the implications of the AIATSIS Guidelines for Ethical Research in Australian Indigenous Studies for research in Indigenous education
- Actively participate in scholarly conversations about research in Indigenous education through engagement with other students (through the prescribed online technology - iLearn), the Lecturer (through assessments and online discussion), and the broader academic/ professional community (through engagement with published research).

## **Delivery and Resources**

This unit is arranged into two modules:

### **Weeks 2-5 Stocktake & Reflection**

During this module we will focus on bringing together the learning you have already done as a part of your INED degree (and other training and experience). This will be an opportunity to recall, reflect and consolidate. There are specific readings for each week, and every week there will be a forum discussion during which I will pose specific questions for discussion and I may make suggestions of relevant readings which connect to our online discussions. These forum discussions will also relate to the two assessments related to this module.

During this first module, I will expect that you participate in the discussion topics which will be posted every week to iLearn on Monday mornings; this participation should take place before the end of that week.

### **Weeks 6-13 Undertaking research in Indigenous education**

During the second module you will undertake individual research projects. Information, additional resources, and suggested readings will be posted in iLearn. Please note that the final portfolio (due 14 November) is made up of a number of components which are due at various dates throughout this module. We will not have weekly forum discussions; instead, every TWO weeks there will be a forum to 'Check in' about specific stages of the research process as you move through them.

### **Required readings**

Because this is a research capstone unit, students will also source their own readings. During specific weeks, the lecturer may suggest readings for consideration and the bibliographic information about these will be posted on iLearn so students can find them through databases held by the MQ library.

### **Unit delivery**

This unit is taught fully on line and access to the internet and a computer are essential (mobile technology such as an iphone or ipad are not sufficient for this course). Online units can be

accessed at: <https://ilearn.mq.edu.au/login/MQ/>

For technical support with passwords or to check if the Learning Management System (LMS) is down, go to <http://informatics.mq.edu.au/help/>

For Learning & Teaching issues e.g. how to access your online materials such as readings, i-lecture, please contact the Unit Convenor.

For basic training in how to use the LMS, please go to [http://mq.edu.au/iLearn/student\\_info/index.htm](http://mq.edu.au/iLearn/student_info/index.htm)

## Unit Schedule

Week	Starting	Topic for discussion	Assessment
1	31 July	Introduction: Capstone/ why research?	
		<b>Stocktake &amp; Reflection</b>	
2	7 Aug	Researcher 1	
3	14 Aug	Researcher 2	14 Aug Stocktake 1
4	21 Aug	Research methods 1	
5	28 Aug	Research methods 2	28 Aug Stocktake 2
		<b>Undertaking research in Indigenous education</b>	
6	4 Sept		4 Sept Initial statement of research
7	11 Sept	Checking in: finding sources	
	RECESS	18 Sept 25 Sept	
8	2 Oct	Checking in: developing a plan	2 Oct Annotated bibliography

9	9 Oct		9 Oct Research plan
10	16 Oct	Checking in: giving feedback	
11	23 Oct		
12	30 Oct	Checking in: writing process	
13	6 Nov	Checking in: reflection and evaluation	6 Nov Research project 13 Nov Research portfolio

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Evaluate his/ her own position as a researcher in relation to factors relevant to research in Indigenous education
- Undertake a thorough literature review: searching for and evaluating appropriate sources in relation to a specific topic

## Assessment tasks

- Participation and engagement
- Stocktake & Reflection 1
- Stocktake & Reflection 2
- Research Portfolio

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Critically engage with key issues concerning research in Indigenous education
- Demonstrate the ability to conduct effective and meaningful research relating to Indigenous education
- Articulate the implications of the AIATSIS Guidelines for Ethical Research in Australian Indigenous Studies for research in Indigenous education

## Assessment tasks

- Stocktake & Reflection 1
- Stocktake & Reflection 2
- Research Portfolio

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate the ability to conduct effective and meaningful research relating to Indigenous education
- Undertake a thorough literature review: searching for and evaluating appropriate sources in relation to a specific topic
- Articulate the implications of the AIATSIS Guidelines for Ethical Research in Australian

Indigenous Studies for research in Indigenous education

## Assessment tasks

- Stocktake & Reflection 2
- Research Portfolio

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate the ability to conduct effective and meaningful research relating to Indigenous education
- Evaluate his/ her own position as a researcher in relation to factors relevant to research in Indigenous education
- Undertake a thorough literature review: searching for and evaluating appropriate sources in relation to a specific topic
- Actively participate in scholarly conversations about research in Indigenous education through engagement with other students (through the prescribed online technology - iLearn), the Lecturer (through assessments and online discussion), and the broader academic/ professional community (through engagement with published research).

### Assessment task

- Research Portfolio

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate the ability to conduct effective and meaningful research relating to Indigenous education
- Undertake a thorough literature review: searching for and evaluating appropriate sources

in relation to a specific topic

- Actively participate in scholarly conversations about research in Indigenous education through engagement with other students (through the prescribed online technology - iLearn), the Lecturer (through assessments and online discussion), and the broader academic/ professional community (through engagement with published research).

## Assessment tasks

- Participation and engagement
- Research Portfolio

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- Critically engage with key issues concerning research in Indigenous education
- Evaluate his/ her own position as a researcher in relation to factors relevant to research in Indigenous education
- Actively participate in scholarly conversations about research in Indigenous education through engagement with other students (through the prescribed online technology - iLearn), the Lecturer (through assessments and online discussion), and the broader academic/ professional community (through engagement with published research).

## Assessment tasks

- Participation and engagement
- Stocktake & Reflection 1
- Stocktake & Reflection 2