



ENVG380

Human Geography in Action

S2 Day 2014

Dept of Environment & Geography

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Donna Houston

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Contact via donna.houston@mq.edu.au

E7A 606

By appointment

Lecturer - Sabah Field Stream

Fiona Miller

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By appointment

Tutor - Sydney Stream

Linda Kelly

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Credit points

6

Prerequisites

39cp including (ENVG330 or ENVG340 or ENVG350 or ENVG370 or ENVG390 or ENVG461 or ENVG462 or ENVG463)

Corequisites

Co-badged status

Unit description

Drawing on field-based research this unit develops students' practical, analytical and interpretative skills in ways directly relevant to employment as a professional geographer. Students are guided through research processes including: problem formulation; research design; data collection; selection and use of appropriate analytical, interpretative and conceptual tools; and production of oral and written reports presenting research findings and evaluating their research process. The unit addresses quantitative and qualitative methods, team building skills, specific aspects of research practice such as professional ethics, and relevant areas of social science theory in applied contexts. This unit allows students to draw on previous work in human geography to strengthen their portfolio of demonstrated skills relevant to the wide range of employment destinations available to human geographers.

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:

- Identify a research problem and the ways in which it might be approached
- Locate information pertinent to the research problem
- Design an effective methodology to address research questions
- Evaluate the available information
- Understand research processes including problem formulation, research design, data collection, selection and use of appropriate analytical, interpretative and conceptual tools
- Understand and apply research methodologies and methods used in human geography (both quantitative and qualitative)
- Understand differences between quantitative and qualitative research methods
- Understand links between theory and research in practice
- Ability to undertake Field-based research with community partners
- Operate effectively within small research groups and through engagement with the community
- Critical thinking, professional ethics and issues of cultural diversity when developing appropriate research practice in social science
- Effectively summarise research findings using prose, schematic diagrams, and appropriate quantitative means
- Bring the research to a conclusion
- Develop appropriate standards and effective skills in communicating research

Effectively communicate the results through oral and written reports based on original research findings and an understanding of the existing research information and debates in the topic area

General Assessment Information

An assessment guide for ENVG380 will be handed out in the first week of class (a copy will also be posted on iLearn). This will include specific instructions and marking criteria for each assessment task. Unless otherwise indicated, all assessment tasks should be handed in to the Science Student Centre by 11am on the due date (see section on assignment submission below). All assessment tasks are compulsory and missed assessment tasks may result in failure of the unit. Please contact Donna if you are having trouble understanding what you need to do to successfully complete this unit.

Assessment Tasks

Name	Weighting	Due
<u>Research Portfolio</u>	60%	Week 13
<u>Group Research & Presentation</u>	30%	Week 12
<u>Presentation of Portfolio</u>	10%	Week 13

Research Portfolio

Due: **Week 13**

Weighting: **60%**

This assessment focuses on the learning processes of how to conduct research in Human Geography. Because this is a 6cp unit that covers both group and individual assessment - it is important that you document your activities in a systematic way. The portfolio is due in Week 13 (November 14) is how you will do this in ENVG380. The content of the research portfolio will emphasise your practice and your critical reflections on research. We hope that this will be a useful document for you - especially if you are required to demonstrate research skills, an ability to conduct work in teams and leadership skills in job interviews. The final portfolio will contain **all** assessment items including the assessment tasks, your notes and reflections on fieldwork and your contribution to the group presentation (including your group charter and meeting minutes).

To assist you in documenting and reflecting on your research skills and practices in your portfolio, you will be required to complete the following assessment tasks:

1. Draft Research Proposal (15%) due 11am Friday Aug 29
2. Research Proposal (20%) due 11am Friday September 12
3. Research Diary and Reflection (20%) - due in research portfolio by 11am Friday November 14
4. Peer Assessment (5%) – include in research portfolio due 11am on Friday November 14

In addition to these accumulative assessment tasks, your portfolio will include:

5. A copy of your signed Group Charter
6. Evidence of your contributions to group work (meeting minutes, timesheet or assigned actions - see note on documenting group work below)
7. Your group research project and presentation (this can be in electronic form if it is very bulky)

The individual and group tasks contribute to the overall mark of your final research portfolio document and they are designed to help you prepare for your fieldwork, build up your research skills toolkit, and receive feedback from assessors before and after you go out into the field. The mark for the portfolio is **accumulative** (60%) and there is an additional 10% mark for the quality and presentation of the research portfolio itself (see 'presentation of portfolio' below). If you are confused about how this works, please contact Donna immediately.

A note on peer assessment

Students in each group will assess each other's work. This means that students who do not adequately participate in their group's activities or contribute to the final presentation can receive a substantially lower mark than the rest of their group. Please report any problems arising in the group work projects to the unit convenor.

Missed assessment items

Please note that you must complete **all** assessment tasks by the due dates indicated in order to receive marks for the portfolio assignment. Failure to complete any of the tasks may result in failure of the portfolio assignment.

On successful completion you will be able to:

- Identify a research problem and the ways in which it might be approached
- Locate information pertinent to the research problem
- Design an effective methodology to address research questions
- Evaluate the available information
- Understand research processes including problem formulation, research design, data collection, selection and use of appropriate analytical, interpretative and conceptual tools
- Understand and apply research methodologies and methods used in human geography (both quantitative and qualitative)
- Understand differences between quantitative and qualitative research methods
- Understand links between theory and research in practice
- Ability to undertake Field-based research with community partners
- Operate effectively within small research groups and through engagement with the community
- Critical thinking, professional ethics and issues of cultural diversity when developing appropriate research practice in social science

- Effectively summarise research findings using prose, schematic diagrams, and appropriate quantitative means
- Bring the research to a conclusion
- Develop appropriate standards and effective skills in communicating research

Group Research & Presentation

Due: **Week 12**

Weighting: **30%**

Group Research Project (20%)

Each field stream group is required to conduct research into a unique social/geographical context through engagement with a community-based partner. This means that the outputs of the research (the final research products) will vary widely between the different groups and streams. Depending on individual group research tasks and the requirements of various field (community) partners, groups are required to produce a final document, short film, website, brochure, report, or policy that reflects the research findings of their project. Reporting back to partners and making your research accessible and useful to others is a vitally important research skill. Each group will work closely with their stream leader to determine an appropriate output for their research project.

Presentation (10%)

Each group will do a 10-minute presentation of their research projects, reflections and field experiences in Week 12. The presentation is a group task that visually and verbally represents the following: the research topic, the research context, research questions, methodology, findings, outputs and reflections (which include the overall participation and community engagement experience). In order to save valuable time, we ask that students doing a PowerPoint presentation send their slideshows to Dr Houston (donna.houston@mq.edu.au) by the evening before the day of the presentation. All group members must attend and contribute in some way to this presentation. The failure of any individual group member to do so may result in that individual group member's failure of this assessment. Each group should include a slide at the end of the presentation which documents how each group member contributed to the research and presentation (though it is not necessary to spend time talking about in class).

On successful completion you will be able to:

- Understand links between theory and research in practice
- Ability to undertake Field-based research with community partners
- Operate effectively within small research groups and through engagement with the community
- Critical thinking, professional ethics and issues of cultural diversity when developing appropriate research practice in social science
- Effectively summarise research findings using prose, schematic diagrams, and

appropriate quantitative means

- Bring the research to a conclusion
- Develop appropriate standards and effective skills in communicating research
- Effectively communicate the results through oral and written reports based on original research findings and an understanding of the existing research information and debates in the topic area

Presentation of Portfolio

Due: **Week 13**

Weighting: **10%**

The final portfolio is an accumulative task that puts together your individual and group contributions to ENVG380. This unit focuses on research practice and it is important to demonstrate how you respond to and reflect on the challenges of fieldwork. The presentation of your portfolio is worth **10%** of your final mark.

Preparing your portfolio

Students who produce excellent portfolios think about it throughout the semester rather than leaving it to the end of the semester to put together. Please do not discard assignments or feedback as this needs to be included in the portfolio. In particular, the research diary and reflection assignment plays a significant role in the overall quality of the portfolio and it is important to take detailed field notes and sketches and document your reflections on research while you are conducting your research in the field. Patchy note taking or limited engagement with fieldwork and group activities (site visits, observations, documentation of archival or desktop research, documentation of group tasks and time spent on them) will make it very difficult to produce a quality research portfolio.

A note on documenting individual contributions to group work in your portfolio

Within the university and in the public and private sectors, research is most commonly conducted in groups or teams. Good research practice requires careful documentation of how tasks are allocated to individuals, the time spent on allocated tasks, and the documentation of decision-making processes within the group. In ENVG380, you must be able to account for time spent on research away from class and demonstrate your *individual* contribution to group work in ENVG380. In the first weeks of class, your group will receive a Group Charter to fill out which will outline the processes that your group will decide on. It is then up to your group to decide how best to communicate with each other and how to document research activities - some groups use iLearn, others set up pages on Wikis, Facebook, Dropbox or Google Docs. It is worthwhile developing a group timesheet, so individual members can record time spent on allocated tasks and also record things like emails sent out research partners/participants, etc. It is not expected that you will print out every last piece of correspondence between group members to include in your portfolio but you will need to account for how you have spent your time individually and collectively throughout the semester.

In cases where individuals do not pull their weight in group-work, a lack of documentation of

individual contributions and negative peer assessments from group members (see below), can result in a substantially lower mark than other students in the same group. Combined with missed individual assessments and/or poor attendance in class - this can result in a student failing ENVG380 even if the rest of the group performs well.

On successful completion you will be able to:

- Develop appropriate standards and effective skills in communicating research
- Effectively communicate the results through oral and written reports based on original research findings and an understanding of the existing research information and debates in the topic area

Delivery and Resources

ENVG380 is available only in internal mode and participation in class (lectures and tutorial) and in field-based exercises is a **compulsory** requirement of the unit. ENVG380 meets from weeks 1-6 and from weeks 9-13. There are no classes in weeks 7 and 8 (while students are in Sabah) and there is no class in week 11 (to allow time for groups to work on their research project presentations) . It is expected that Sydney students will use unassigned class time productively for fieldwork and other research-related activities. While the first hour of the lecture is recorded, the second hour of workshop is not. The workshop will be used to discuss important information about conducting field research (such as ethics and risk procedures) and we also run hands-on activities focused on specific research skills and techniques such as writing research proposals, conducting interviews and focus groups, and using GPS (this varies from year to year depending on the type of projects groups are doing). The final hour of class is the fieldwork tutorial where you will work in your groups on your project, guided by your fieldwork tutor. Attendance in this tutorial is **required** and will be recorded on an attendance sheet. The class time in ENVG380 is designed to teach you the necessary research skills for designing research and for undertaking your assigned PACE activities. Students who routinely miss class generally struggle with this unit and often risk failure.

ENVG380 Class Times

Lecture/Workshop	Fridays 1-3pm W6B 320
Fieldwork Tutorials (Sabah and Sydney)	Fridays 3-4pm W5A 205 (Sydney) W5A 203 (Sabah)

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Reading

There is a required text for ENVG380 available at the Co-op Bookshop:

Hay I. (ed.) *Qualitative Research Methods in Human Geography*, 2nd ed., Oxford University Press, Oxford. (Earlier editions of this book purchased second hand are also fine).

It is strongly recommended that you purchase this text as many of the unit readings are from this book. There is one copy of Hay on closed reserve in the library. Additional required readings are available through the Library e-reserve.

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

ENVG380 uses Macquarie University's standard iLearn environment to provide access to ECHO, copies of PowerPoint slides, and other unit resources. Students and teachers in this unit make extensive use of the announcement function to communicate with each other and use the mail link for individual communications. Please ensure that you regularly log on to iLearn to keep up-to-date with field project information. We also encourage students to share their reflections and field experiences on the blogs and to post any interesting material related to research methods and fieldwork.

Unit Schedule

Lectures and workshops

Date	Lectures/Workshops	Required Readings	Assessment
	Fridays 1-3pm W6B 320		
Week 1 Aug 8	Lecture: Human Geography in Action, Research Approaches Workshop: Assessment for ENVG380	<ul style="list-style-type: none"> Winchester, H. (2005) 'Qualitative Research and its Place in Human Geography', in Iain Hay (ed) <i>Qualitative Research Methods in Human Geography</i>, 2nd edition. South Melbourne: Oxford University Press. (Chapter 1, pp 3-17) 	Hand out draft research proposal assignment (due week 4) Hand out assessment guide
Week 2 Aug 15	Lecture: Doing Qualitative Research - Design and Approaches Workshop: Research proposals	<ul style="list-style-type: none"> Monk, J and Bedford, R. (2005) 'Writing a Compelling Research Proposal' in Hay, I (ed) <i>Qualitative Research Methods in Human Geography</i> (2nd Edition). Melbourne: Oxford University Press. Gatrell A. and Flowerdew R. (2005) 'Choosing a topic', pp. 38-56 in Flowerdew R. and Martin D. (eds) (2005) <i>Methods in Human Geography</i>, 2nd ed., Pearson, Harlow (GF26.M47.2005). 	

<p>Week 3 Aug 22</p>	<p>Lecture: Doing Qualitative Research - Discourses and Experiences</p> <p>Workshop: Focus groups and interviews</p>	<ul style="list-style-type: none"> Valentine G. (2005) 'Tell me about....: using interviews as a research methodology', pp. 110-27 in Flowerdew R. and Martin D. (eds) (2005) <i>Methods in Human Geography</i>, 2nd ed., Pearson, Harlow (GF26.M47.2005). Cameron, J (2005) 'Focusing on the Focus Group' in Hay, I (ed) <i>Qualitative Research Methods in Human Geography</i> (2nd Edition). Melbourne: Oxford University Press. Mullings B. (1999) 'Insider or outsider, both or neither: some dilemmas of interviewing in a cross-cultural setting', <i>Geoforum</i>, 30, pp. 337-50. 	
<p>Week 4 Aug 29</p>	<p>Lecture: Data Collection</p> <p>Workshop: thick description and observations</p>	<ul style="list-style-type: none"> Dowling R. (2005) 'Power, subjectivity and ethics in qualitative research', pp. 20-9 in Hay I. (ed.) <i>Qualitative Research Methods in Human Geography</i>, 2nd ed., Oxford University Press, Oxford (GF21.Q37.2005). Kearns, R. (2005) 'Knowing Seeing? Undertaking Observational Research', pp.192-206 in Hay I. (ed.) <i>Qualitative Research Methods in Human Geography</i>, 2nd ed., Oxford University Press, Oxford (GF21.Q37.2005). 	<p>Draft research proposal due 11am Science Student Centre</p>
<p>Week 5 Sept 5</p>	<p>Lecture: Doing Cross Cultural Research</p> <p>Workshop: Ethics and Informed consent in the field</p>	<ul style="list-style-type: none"> Howitt, R and Stevens, S. (2005) Cross-Cultural Research: ethics, methods and relationships in Hay, I (ed) <i>Qualitative Research Methods in Human Geography</i> (2nd Edition). Melbourne: Oxford University Press. McGregor, A., Gibson, C., and Miller, F. 2007., 'Babes in the woods': geographers reflect on their participation in a forest consultancy project, <i>Geography</i>, Vol. 92 (1), 49-57 	<p>We will get feedback to you on your draft research plan this week. Individual research proposals for your projects are due at 11am in the Science Student Centre in Week 6 (September 12)</p>

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Week 6 Sept 12	Lecture: Geographical Research in Practice (TBA) Workshop: Spatial tools and spatial thinking	<ul style="list-style-type: none"> • Martin, D. (2005) "Geographical Information systems and spatial analysis" in Flowerdew, R. and D. Martin, Eds. (2005). <i>Methods in Human Geography: a guide for students doing a research project</i>. (2nd ed). Harlow, Longman. pp. 270-285. • Rocheleau, Dianne. (1995) "Maps, Numbers, Text, and Context: Mixing Methods in Feminist Political Ecology" <i>Professional Geographer</i>, 47 (4) 458-466.
Week 7 Sept 19	Fieldwork period - no lectures or tutorials	<ul style="list-style-type: none"> • Sabah 2014 Fieldwork Dates (September 13 - October 11) • Sydney students - it is expected that you utilise this time for group fieldwork activities as leaving fieldwork until to after the break will not give your group sufficient time to complete a quality project for your PACE partner.
Sep 26	UNIVERSITY RECESS – NO CLASS	
Oct 3	UNIVERSITY RECESS – NO CLASS	
Week 8 Oct 10	No lectures or workshop - returning from fieldwork, time allocated for Sydney students to be working on their projects	
Week 9 Oct 17	Lecture: Analysing and Interpreting Data Workshop: Writing up research	<ul style="list-style-type: none"> • Cope, M. (2005) 'Coding Qualitative Data' in Hay, I (ed) <i>Qualitative Research Methods in Human Geography</i> (2nd Edition). Melbourne: Oxford University Press. • Crang, M. (2005) 'Analysing qualitative materials', in Flowerdew, R and Martin, D (eds), <i>Methods in Human Geography</i>. Harlow: Pearson Education Ltd (chapter 13, pp: 218-231 (GF26.M47.2005))

Week 10 Oct 24	Workshop: Reflective Practice Guest facilitator Serene Lin-Stephens, MQ Career and Employment Service	<ul style="list-style-type: none"> Routledge, P (2001) Within the River: Collaboration and Methodology. <i>Geographical Review</i> 91 (1 & 2): 113-120. 	
Week 11 Oct 31	No lectures or workshops – groups to work on research project presentations	<ul style="list-style-type: none"> It is expected that groups will dedicate this classroom time to working on their final presentations and research outputs. You can use the lecture and tutorials rooms for this purpose. 	
Week 12 Oct 28	1pm--3pm – Group presentations	<ul style="list-style-type: none"> Please send through presentations either the night before or certainly no later than 10am on the day of the presentations, we start at 1pm sharp! 	Group presentations due today - group research outputs can be handed in with Research Portfolios in Week 13
Week 13 Nov 4	1pm-3pm - Group Presentations & reflections on ENVG380		Completed Research Portfolios due to Science Centre by Friday 11am

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

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

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

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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/

If you are having trouble with this unit

If you are having trouble with any aspect of ENVG380, you should discuss the matter with Dr Houston, the Unit Convenor. If you require extensions for assignments, please do not leave it to the last moment, and please recognise that you need to provide appropriate documentation. The University provides excellent health and counselling services on-campus and also significant disability support if required.

The Faculty and the University have important policies on student behaviour, computer usage, plagiarism and other forms of cheating. Your conduct in ENVG380 should always be respectful of your fellow students and others involved in the unit, and the people and other species that your work affects, and should always be consistent with policies of the Faculty and the University.

Access and equity information

The Department of Environment & Geography aims to ensure equal opportunity for all students to access the School's services. Please feel free to contact any member of staff about these issues.

General Grievances

Procedures are available for the confidential airing of student problems or grievance concerning the Department of Environment & Geography. Any issue of concern to students in the Department will be considered.

Equal Opportunity

The Department has a policy of equal opportunity. The Department takes issues such as harassment and discrimination very seriously as they impinge on equal opportunity. If you feel you are not enjoying equal opportunity please contact Associate Professor Paul Beggs [Head of Department], Professor Richie Howitt [E7A609 (x8386)] or Dr Sandie Suchet-Pearson [E7A612 (x6052)].

Academic Honesty

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the Handbook of Undergraduate Studies or on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The policies and procedures explain what academic honesty is, the procedures that will be taken in cases of suspected academic dishonesty, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Other university policies

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardized numerical grade (SNG).

You may appeal your result in any assignment. Initial concerns should be raised with Dr Houston as Unit Convenor, but formal requests for special consideration or grading appeal should be made in the way prescribed by the university on its websites:

Grading appeals – <http://www.deanofstudents.mq.edu.au/grades.htm>

Special consideration - http://www.mq.edu.au/policy/docs/s/policy_specialconsideration.htm

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit. The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see

<http://senate.mq.edu.au/rules/Guidelines2003.doc> or

<http://senate.mq.edu.au/rules/detailedguidelines.doc>.

PACE procedures and policies

In conjunction with the implementation of the PACE Initiative at Macquarie University, a number of PACE-specific procedures and policies are in the process of being developed. These are gradually becoming available online; however, please consult the Unit Convenor or the PACE staff in the Faculty of Science for more information if you have any questions or concerns. The procedures and policies include:

1. Participation Activity – Commencement Prior to Unit Enrolment Procedure – to outline the conditions under which the unit convenor of a participation unit will consider a request from a student to commence or complete a participation activity prior to the official start date of the associated participation unit.
2. Disruption due to Participation Activity Procedure - to outline the University's approach to an absence or other form of disruption during the session due to a student undertaking a participation activity.
3. PACE Local and Regional Critical Incident Response Plan - developed to ensure the PACE Local and Regional Program at Macquarie University is able to respond in a timely and effective manner to an emergency situation occurring whilst students are undertaking a participation activity locally and regionally.
4. PACE International Critical Incident Response Protocol - to guide actions and communications between AVI and MQ, and within MQ in the event of an emergency situation arising, while PACE International project participants are overseas.

Occupational Health and Safety (OH&S)/Work Health Safety (WHS)

New work health and safety (WHS) laws replaced the occupational health and safety (OHS) laws in NSW on 1 January 2012. Macquarie University is committed to ensuring the Health and Safety of our students. Macquarie University has implemented stringent WHS practises and systems to manage work health and safety risks.

Whilst the responsibility for ensuring the health and safety of students rests with the University, students also have a responsibility to ensure that they comply with WHS policies and that their acts do not cause harm to themselves or others. Students of ENVG380 should also be aware that these considerations extend beyond the classroom to their participation activities and all engagement with the community. While all community partners of Macquarie University must meet both ethical and WHS standards, students also have a role to play in the compliance of the WHS Act while carrying out their participation activities. Students should therefore familiarise themselves with the University's WHS website as well as relevant information made available through the Faculty of Science:

<http://www.hr.mq.edu.au/HealthAndSafety/OHSforStudents/OHSForStudents.html>

<http://web.science.mq.edu.au/intranet/ohs/>

In addition, those students undertaking a PACE International activity should be aware of the following Risk Management procedures:

http://staff.mq.edu.au/teaching/participation_and_community_engagement/student_management/risk_management/

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) 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

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Operate effectively within small research groups and through engagement with the community
- Critical thinking, professional ethics and issues of cultural diversity when developing appropriate research practice in social science
- Develop appropriate standards and effective skills in communicating research

Assessment tasks

- Research Portfolio
- Group Research & Presentation
- Presentation of Portfolio

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Critical thinking, professional ethics and issues of cultural diversity when developing appropriate research practice in social science

- Develop appropriate standards and effective skills in communicating research

Assessment task

- Presentation of Portfolio

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Identify a research problem and the ways in which it might be approached
- Locate information pertinent to the research problem
- Design an effective methodology to address research questions
- Evaluate the available information
- Understand research processes including problem formulation, research design, data collection, selection and use of appropriate analytical, interpretative and conceptual tools
- Understand and apply research methodologies and methods used in human geography (both quantitative and qualitative)
- Understand differences between quantitative and qualitative research methods
- Understand links between theory and research in practice

Assessment tasks

- Research Portfolio
- Group Research & Presentation
- Presentation of Portfolio

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Identify a research problem and the ways in which it might be approached
- Design an effective methodology to address research questions
- Evaluate the available information
- Understand research processes including problem formulation, research design, data collection, selection and use of appropriate analytical, interpretative and conceptual tools
- Understand and apply research methodologies and methods used in human geography (both quantitative and qualitative)
- Understand links between theory and research in practice
- Critical thinking, professional ethics and issues of cultural diversity when developing appropriate research practice in social science
- Effectively summarise research findings using prose, schematic diagrams, and appropriate quantitative means

Assessment tasks

- Research Portfolio
- Group Research & Presentation
- Presentation of Portfolio

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Understand research processes including problem formulation, research design, data collection, selection and use of appropriate analytical, interpretative and conceptual tools
- Understand and apply research methodologies and methods used in human geography (both quantitative and qualitative)
- Understand links between theory and research in practice
- Ability to undertake Field-based research with community partners
- Operate effectively within small research groups and through engagement with the community
- Effectively summarise research findings using prose, schematic diagrams, and

appropriate quantitative means

- Bring the research to a conclusion

Assessment tasks

- Group Research & Presentation
- Presentation of Portfolio

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Ability to undertake Field-based research with community partners
- Operate effectively within small research groups and through engagement with the community
- Effectively summarise research findings using prose, schematic diagrams, and appropriate quantitative means
- Bring the research to a conclusion

Assessment tasks

- Research Portfolio
- Group Research & Presentation
- Presentation of Portfolio

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Effectively summarise research findings using prose, schematic diagrams, and appropriate quantitative means
- Bring the research to a conclusion
- Develop appropriate standards and effective skills in communicating research

- Effectively communicate the results through oral and written reports based on original research findings and an understanding of the existing research information and debates in the topic area

Assessment tasks

- Research Portfolio
- Group Research & Presentation
- Presentation of Portfolio

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Ability to undertake Field-based research with community partners
- Operate effectively within small research groups and through engagement with the community
- Critical thinking, professional ethics and issues of cultural diversity when developing appropriate research practice in social science
- Develop appropriate standards and effective skills in communicating research

Assessment tasks

- Research Portfolio
- Presentation of Portfolio

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Ability to undertake Field-based research with community partners
- Operate effectively within small research groups and through engagement with the

community

- Critical thinking, professional ethics and issues of cultural diversity when developing appropriate research practice in social science
- Develop appropriate standards and effective skills in communicating research

Assessment task

- Presentation of Portfolio

Assignment Submission and Feedback

All assignments in ENVG380 must be submitted on (or before) 11am on the due date listed.

Assignments must be delivered to the ENVG380 assignment box located in the reception area of the Science Student Centre (E7A102). The Science Student Centre is on the ground floor at the western end of building E7A, and opens from 9.00am to 5.00pm on Monday to Friday (though assignments are only accepted until 1pm). Your assignment must be submitted with a Cover Sheet. All students must complete all the details on the Cover Sheet and sign the declaration regarding academic honesty that is part of the cover sheet. Please note that because assignments are due on Fridays, any assignments submitted *after 1pm* to the Science Centre will be stamped as submitted on the following Monday.

Late penalties:

Please note that the penalty for late submission of assignments is 10% per day or part thereof, calculated from the day after the due date listed. This penalty will be applied unless you are granted an extension by the unit convenor (Dr Houston) and provide appropriate supporting documentation. Please talk to (or email) Dr Houston about any circumstances that affect your assignments before the due date.

Participation Unit

From 2012, ENVG380 has been classified as a PACE unit. PACE units provide an academic framework through which students can engage with the community, learn through participation, develop their capabilities and build on the skills that employers value. By completing a participation unit, students develop all these skills and capabilities, and also gain academic credit towards their degree. Participation units represent the third 'P' in Macquarie University's undergraduate curriculum: People, Planet, and Participation. The fieldwork component of ENVG380 provides students the opportunity to undertake participation activities - the experiential component of a PACE unit whereby students engage with the community through Participation.

As a Participation unit, ENVG380 will be flagged on student transcripts with the symbol 'π' after the unit code and before the unit title. Students can highlight this designation to future employers and academic institutions as the following definition, which details the value of such units, will also be included after the list of units and before Special Achievements, Recognition and Prizes (if included) or the Key to Grading:

π: Units marked with a π are designated participation units. These units provide students with an

opportunity to learn through practical experience and make a valuable contribution to the community by applying knowledge and skills acquired at the University.

Welcome to ENVG380 - Field-based Learning

Welcome to ENVG380 Human Geography in Action (6cp). ENVG380 offers a valuable capstone to studies in all aspects of Human Geography, and is also appropriate for inclusion in programs across the discipline and its inter-disciplinary linkages including Development Studies and Culture Change, Environmental Studies, Indigenous Studies, Geography Teacher Education, Planning and Urban Studies.

ENVG380 focuses on human geography's role in applied research in social and/or environmental sciences particularly involving fieldwork with community-based partners. Its field-based and research-focused learning opportunities develop students' practical, analytical and interpretative skills in ways that are relevant to employment as a professional geographer (and professional qualifications in international development, education and planning). ENVG380 also develops generic skills in areas of teamwork, research, discussion and cross-cultural awareness, as well as discipline-based skills in specific research methods, data presentation methods and analysis. ENVG380 encourages students to draw on previous studies in their undergraduate program in Human Geography and related fields to strengthen their portfolio of demonstrated skills relevant to the wide range of employment destinations available to human geographers.

ENVG380 is intended to offer a powerful field-based learning opportunity that affirms the value of a geographical education and encourages students to integrate their previous learning into a clear and coherent portfolio that presents their skills, values and understandings of the world. It offers a world-class program of skills development and field-based learning and was developed in response to a national survey of field-based teaching in Australian geography programs. In 2014, there are two options for student field-based learning (participation activities):

1. **Sydney Urban Field Project.** In this field-stream, students will explore a range of cultural, economic and place-based issues through field research conducted in small groups in the Metropolitan Sydney Area. Working with urban field project leader Ms Linda Kelly, students will conduct several research projects with Liverpool Council and the Greater Western Sydney Community Farm.
2. **Southeast Asia Field Project.** In this field-stream, students will have the opportunity to travel to Sabah in East Malaysia to develop practical research skills by working with local NGO PACOS and support the strategic goals of three PACOS programs: the Socio-Economic Program, Natural Resource Management Program and the Land Rights Program. Community projects and research topics are designed to collect, collate and analyse data that will further support the continued development and expansion of each of these 3 programs. These activities will contribute to the final assessment of this unit. This project is coordinated by Dr Fiona Miller.

We have structured the two field programs to offer distinct experiences of field research,

participation and engagement with community, and working in teams. The intercultural fieldwork opportunity is a more tightly-managed program involving field visits to a different cultural setting and a combination of observational and participatory field research. The program is linked to existing research within Human Geography and is itself being developed as part of a longitudinal research project on integration of student fieldwork into the Human Geography program, and the impact of such field-based learning on students' intercultural awareness, values and skills. The intercultural field program alternates annually between Sabah, where we collaborate with local NGO PACOS and Indigenous projects in the Northern Territory Field Project. In 2014, students are going to Sabah. The Urban Field Project provides more autonomous 'hands on' research by smaller research groups as your field site can be visited multiple times during the semester as appropriate. Students in each field program will be provided with information specific to their projects and all students will participate in a common lecture program and a number of common tutorial and seminar sessions. Some separate briefing, project and discussion sessions will be held for each group.

Workload Expectation

ENVG380 is a 6cp undergraduate unit. It is generally expected that students will commit at least 3 hours per week per credit point in their studies. Thus, in addition to attending weekly classes for three hours, students in ENVG380 are expected to complete appropriate reading, research and other activities equivalent to at least 12-15 hours per week, plus participate in the compulsory field activities (participation activities). Thus the total workload for this unit is 270 hours, which should be considered as a minimum of 18 hours per week averaged across the 15-week semester. However, as a PACE unit there is recognition that workload in ENVG380 may vary in comparison to traditional unit offerings. This is due to teaching delivery which is in-class and in the field, differences in timing for PACE activities (i.e. those which are local versus those conducted in Sabah), and individual styles of learning. Further, experience to date in other PACE units has indicated that students often choose to commit more time than required to their PACE activities in response to the associated personal and professional reward and learning opportunities which could not otherwise be achieved in the classroom.

With this in mind, students should understand that the total workload associated with ENVG380 is 270 hours although some variation may occur in terms of when and how these hours play out and individual approaches. If you are unable to make this commitment to your study, then you should reconsider your decision to enrol – or reassess your priorities. For virtually each student in the class, this unit is a core element of your final year studies and you should be aiming to secure as high a grade as possible. Your group members and PACE field partners rely on your commitment to this unit, if you think that you face impediments meeting the expectations and responsibilities associated with this unit, please discuss your situation with Dr Houston.