



# INED810

## Education in Indigenous Communities

S1 External 2018

*Dept of Indigenous Studies*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

Dr Colleen McGloin

[colleen.mcgloin@mq.edu.au](mailto:colleen.mcgloin@mq.edu.au)

Please make an appointment via email

Head of Department

Professor Bronwyn Carlson

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

W3A:411

via email

Credit points

4

Prerequisites

Admission to MIndigenousEd or GradDipIndigenousEd or GradCertIndigenousEd

Corequisites

Co-badged status

Unit description

This unit looks at education from a social community point of view and explores cultural attitudes, beliefs and processes in relation to education. Students will gain an insight into the cultural complexities of learning (ways of knowing) and explore the value of community collaboration (ways of doing) and gain a greater understanding of observational skills and strategies (ways of seeing). Importantly, it examines the role of education in Indigenous community contexts.

## 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:

Compare and contrast a range of meanings of the concept Indigenous community.

Distinguish between education in Indigenous communities and education from Indigenous communities.

Prepare an oral presentation addressing agency in Indigenous community education.  
Justify your stance on Indigenous learning styles.  
Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.  
Outline Australian and international models of working collaboratively within an Indigenous community education setting.  
Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

## General Assessment Information

### Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Referencing

Referencing is an essential component of academic writing or presentation since it enables the reader to follow up the source of ideas and information presented in your work, and to examine the interpretation you place on the material discovered in your research. Reliable referencing clearly indicates where you have drawn your own conclusions from the evidence presented. Importantly, much of the material you will use is covered by copyright which means that you must acknowledge any source of information, including books, journals, newsprint, images and the internet.

It is obligatory for students to reference all sources used in their written work including electronic material. Students should consult the University library website for a detailed explanation and examples of how to reference electronic material correctly

Different programs use different referencing styles to reflect the needs of their discipline. It is the student's responsibility to check which referencing style is used. Indigenous Studies use the Harvard referencing style.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Task 1</u>	30%	No	26 March 2018
<u>Task 2</u>	30%	No	30th April 2018
<u>Task 3</u>	40%	Yes	1st June 2018

## Task 1

Due: **26 March 2018**

Weighting: **30%**

Drawing from lecture material, readings, independent research and if appropriate, experience, what is your understanding of an Indigenous community. In your response, you might consider how Indigenous communities contrast with those of non-Indigenous people (this is not a comparison that suggests one is better than the other; you are being asked to consider how history has generated the development of specific types of communal relationships/activity etc.)

Your essay will be marked as follows:

Evidence of research, critical thinking and response to the question /15

Academic writing appropriate to MA level (includes grammar, punctuation, structure, prose, referencing and response to the question) /15

On successful completion you will be able to:

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Justify your stance on Indigenous learning styles.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

## Task 2

Due: **30th April 2018**

Weighting: **30%**

In this task you are asked to consider a strategy for working effectively with the local Indigenous community at your school (your school may be real or fictitious). The strategy should be set out like a report with headings outlining the various topics/approaches you see as important in developing a working relationship with the community. When developing the strategy, you might consider the following, however these are not points – they are considerations that will help you stimulate a formal strategy or approach.

What will be your initial approach to the local community, i.e. who will you contact and why?

What action will you take to establish trust and an on-going relationship?

How will you maintain school/community relationships through students and parents etc?

Your strategy will be marked as follows:

Creative and critical thinking /15

Presentation/academic prose & expression etc /15

On successful completion you will be able to:

- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Prepare an oral presentation addressing agency in Indigenous community education.

## Task 3

Due: **1st June 2018**

Weighting: **40%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

As an Masters student, you are capable of selecting the final essay question yourself. **You will submit your essay question for approval via email to your tutor in WEEK 10 (May 14th).**

The essay question must relate to the course content **and your own independent research**, and must not have been previously submitted. The essay will be marked as follows:

Originality of ideas/creative thinking /10

Critical analysis appropriate to MA level /10

Academic prose (grammar, presentation, expression, punctuation, structure etc.) /10

Referencing/bibliography /10

On successful completion you will be able to:

- Compare and contrast a range of meanings of the concept Indigenous community.
- Justify your stance on Indigenous learning styles.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.

## Delivery and Resources

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

Students are to engage with all material on ilearn.

PC and Internet access are required. Basic computer skills (e.g. internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

## Unit Schedule

<b>MODULE 1 – Defining Community</b>		
<b>Week 1</b>		Introduction
<b>Week 2</b>		What is a community?
<b>Week 3</b>		Diversity in Indigenous communities
<b>MODULE 2 – Working with Indigenous Communities</b>		
<b>Week 4</b>		Working collaboratively
<b>Week 5</b>		Models of Engagement
<b>Week 6</b>		International examples
<b>MID SEMESTER BREAK – Friday 14th April - Sunday 30th April</b>		
<b>MODULE 3 – Learning in Indigenous Communities</b>		
<b>Week 7</b>		Indigenous Learning Styles?

<b>Week 8</b>		Educational continuity: using traditional knowledge to teach today <i>Case Study 1: Maths</i>
<b>Week 9</b>		Educational continuity: using traditional knowledge to teach today <i>Case Study 2: Creation stories</i>
<b>Week 10</b>		International Examples
<b>MODULE 4 – Grand narratives: Education ‘from’ Indigenous communities</b>		
<b>Week 11</b>		Inside out: the role of Indigenous film in community education
<b>Week 12</b>		Dance, drama and books: connecting old with new
<b>Week 13</b>		Summary and review

## Policies and Procedures

Macquarie University policies and procedures are accessible from **Policy Central** (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)

- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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 Support for Indigenous Australian students –

The University has an Indigenous Student Support Officer, who is able to provide social



educational and personal support for all Indigenous students. For further information please contact (02) 9850 4209.

## 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

- Compare and contrast a range of meanings of the concept Indigenous community.
- Justify your stance on Indigenous learning styles.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

#### Assessment tasks

- Task 1
- Task 2
- Task 3

### 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**

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Prepare an oral presentation addressing agency in Indigenous community education.
- Justify your stance on Indigenous learning styles.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

## **Assessment tasks**

- Task 1
- Task 2
- Task 3

## **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**

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Prepare an oral presentation addressing agency in Indigenous community education.
- Justify your stance on Indigenous learning styles.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Critically engage with the perspectives of other students using the prescribed online

technology (i.e. ilearn).

## **Assessment tasks**

- Task 1
- Task 2
- Task 3

## **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**

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Prepare an oral presentation addressing agency in Indigenous community education.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.

### **Assessment task**

- Task 3

## **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**

- Prepare an oral presentation addressing agency in Indigenous community education.
- Justify your stance on Indigenous learning styles.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.

- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

## **Assessment tasks**

- Task 1
- Task 2
- Task 3

## **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**

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Prepare an oral presentation addressing agency in Indigenous community education.
- Evaluate a range of methods to incorporate Indigenous Knowledges in a learning environment.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
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## **Assessment tasks**

- Task 1
- Task 2
- Task 3

## **Changes from Previous Offering**

Student feedback from the previous offering of this unit has been positive. Minor changes have been made to key dates and some minimal changes have been made to assessments and assessment descriptions to facilitate ease of submission and provide greater clarity.

## Terminology Protocols for Indigenous Studies

### Protocols for Indigenous Studies

In Australia there are two distinct Indigenous peoples: Aboriginal people and Torres Strait Islander people.

When writing about Aboriginal and Torres Strait Islanders do not use the acronym 'ATSI', write in full. Capital letters should always be used when referring to Aboriginal peoples and or Torres Strait Islander peoples.

While Aboriginal and Torres Strait Islander are acceptable terms to use, it should be recognised that these are collective terms and often used improperly to impose a single identity on the many different communities.

Aboriginal and Torres Strait Islander people generally prefer to be known by the language/cultural groups or communities, to which they belong, that is, own names rather than terms such as 'the Aboriginals' or 'the Islanders'. For example, Aboriginal people in the area surrounding Macquarie University may refer to themselves as Dharug. It is important that you always check the correct name or terms to use for people in the area/region.

The use of incorrect, inappropriate or dated terminology is to be avoided as it can give offence. Many historical terms or those in common usage some years ago are now not acceptable, including terms such as 'aborigine' 'native', 'savage' and 'primitive'. Similarly, do not use the terms 'half-caste', 'part-Aborigine/Aboriginal' or any reference to skin colour or physical features, as they do not signify that a person is Aboriginal and/or Torres Strait Islander and may cause offence. When quoting from academic or other sources that uses inappropriate, dated terminology or racist language, use (sic) directly after the inappropriate term or phrase, thus calling attention to the fact that it has been sourced from the original and that you understand it to be outdated, inappropriate or problematic in the contemporary context.