



INED821

Indigenous Education Capstone Research Project

S2 External 2019

Dept of Indigenous Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Professor Bronwyn Carlson

bronwyn.carlson@mq.edu.au

Contact via email

6 First Walk, 411

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

As a capstone unit, students are required to complete a significant research project that is based on the content of the Masters of Indigenous Education, professional experience and other tertiary studies. Students are required to select a topic, in consultation with the unit coordinator, and complete a series of tasks that lead to a detailed paper which investigates an area of relevance to Indigenous education. The paper will be prepared as if to be submitted to The Australian Journal of 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:

1. Critically engage with key issues concerning research in Indigenous education.
2. Demonstrate the ability to conduct effective, ethical and meaningful research relating to Indigenous education.
3. Evaluate your own position as a researcher conducting research with and for Indigenous people and communities.
4. Demonstrated ability to think critically and objectively about research and

Indigenous education and to present a sophisticated argument.

5. Demonstrated high level of written communication skills including structuring and supporting an academic argument.

General Assessment Information

General Assessment Information

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.

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>Participation and Engagement</u>	10%	No	Weekly
<u>Stocktake 1</u>	15%	No	Sunday 18th August
<u>Stocktake 2</u>	15%	No	Sunday 1st September
<u>Research Portfolio</u>	60%	Yes	Sunday 17th November

Participation and Engagement

Due: **Weekly**

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:

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- 4. Demonstrated ability to think critically and objectively about research and Indigenous education and to present a sophisticated argument.

Stocktake 1

Due: **Sunday 18th August**

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:

- 1. Critically engage with key issues concerning research in Indigenous education.
- 3. Evaluate your own position as a researcher conducting research with and for Indigenous people and communities.
- 4. Demonstrated ability to think critically and objectively about research and Indigenous education and to present a sophisticated argument.
- 5. Demonstrated high level of written communication skills including structuring and supporting an academic argument.

Stocktake 2

Due: **Sunday 1st September**

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

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Research Portfolio

Due: **Sunday 17th November**

Weighting: **60%**

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

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 - Sunday 8th 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 - Sunday 6th 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 - Sunday 13th 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), 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 - Sunday 17th November

Your final research project including all components

Reflection - Sunday 17th 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. Post to the iLearn Forum.

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

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- 5. Demonstrated high level of written communication skills including structuring and supporting an academic argument.

Delivery and Resources

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

Students are to listen 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.

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) (<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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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) 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

If you are a Global MBA student contact globalmba.support@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/.

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

- 2. Demonstrate the ability to conduct effective, ethical and meaningful research relating to Indigenous education.
- 3. Evaluate your own position as a researcher conducting research with and for Indigenous people and communities.

Assessment tasks

- Participation and Engagement
- 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

- 1. Critically engage with key issues concerning research in Indigenous education.
- 2. Demonstrate the ability to conduct effective, ethical and meaningful research relating to Indigenous education.
- 3. Evaluate your own position as a researcher conducting research with and for Indigenous people and communities.
- 4. Demonstrated ability to think critically and objectively about research and Indigenous education and to present a sophisticated argument.
- 5. Demonstrated high level of written communication skills including structuring and supporting an academic argument.

Assessment tasks

- Participation and Engagement
- Stocktake 1
- Stocktake 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

1. Critically engage with key issues concerning research in Indigenous education.
2. Demonstrate the ability to conduct effective, ethical and meaningful research relating to Indigenous education.
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Assessment tasks

- Participation and Engagement
- Stocktake 1
- Stocktake 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

- 1. Critically engage with key issues concerning research in Indigenous education.
- 2. Demonstrate the ability to conduct effective, ethical and meaningful research relating to Indigenous education.
- 3. Evaluate your own position as a researcher conducting research with and for Indigenous people and communities.
- 5. Demonstrated high level of written communication skills including structuring and supporting an academic argument.

Assessment tasks

- Participation and Engagement
- Stocktake 2
- 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

- 4. Demonstrated ability to think critically and objectively about research and Indigenous education and to present a sophisticated argument.
- 5. Demonstrated high level of written communication skills including structuring and supporting an academic argument.

Assessment tasks

- Participation and Engagement
- Stocktake 1
- Stocktake 2
- 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

- 2. Demonstrate the ability to conduct effective, ethical and meaningful research relating to Indigenous education.
- 3. Evaluate your own position as a researcher conducting research with and for Indigenous people and communities.

Assessment tasks

- Participation and Engagement
- Stocktake 1
- Research Portfolio

Terminology 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 Islander people 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 people 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 '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 an Aboriginal and/or Torres Strait Islander person and may cause offence. When quoting from academic or other sources that uses inappropriate, dated terminology or racists 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.