INED820

Research Methods in Indigenous Education

S2 External 2019

Dept of Indigenous Studies

Contents

General Information

Unit convenor and teaching staff
Convenor
Dr Tristan Kennedy
tristan.kennedy@mq.edu.au
6 First Walk W3A - 407
By Appointment

Head of Department
Professor Bronwyn Carlson
bronwyn.carlson@mq.edu.au
6 First Walk: 411
By email appointment

Credit points
4

Prerequisites
Admission to MIndigenousEd or GradDipIndigenousEd or GradCertIndigenousEd

Corequisites

Co-badged status

Unit description
In preparation for conducting research, this unit provides an opportunity to develop a hypothetical research project that supports students to develop their skills prior to engaging in research involving human subjects. The unit covers topics from conceptualising a research project, developing a research proposal including design and methodology, applying for ethics approval and ensuring research is best practice, ethical and promotes meaningful engagement and reciprocity between researchers and Indigenous people and communities.

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:

Investigate the ethical and methodological requirements of ethical research with

Indigenous Peoples, Communities and Knowledge(s)

Analyse, identify and evaluate issues concerning research in Indigenous contexts.

Choose an Indigenous research topic and develop your own research questions in relation to the topic.

Evaluate the complexities of conducting research with Indigenous Peoples, Communities and Knowledge(s).

Critically reflect on your responsibilities as a researcher in practice contexts.

Critically engage with the perspectives of other students using the prescribed online technology (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.

Protocols for Indigenous Studies

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

When writing about Aboriginal and Torres Strait Islanders do not use the acronym 'ATSI', write in full. A capital 'A' should always be used when referring to Aboriginal peoples. 'Aboriginal peoples' with a capital 'A' refers to the many hundreds of different groups in Australia. While it is an acceptable term to use, it should be recognised that it is a collective term and often used improperly to impose a single identity on the many different communities.

Aboriginal people generally prefer to be called by the language/cultural groups or communities, to which they belong, that is, own names rather than terms such as 'Aborigines' or the 'Aboriginals'. For example, Aboriginal peoples in the Sydney region may refer to themselves as Dharug. It is important that you always check with the local Aboriginal and/or Torres Strait Islander community as to 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 not now acceptable, including terms such as '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 racists language, use (sic) directly after the inappropriate term of 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.

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
Participation	30%	No	On-going
Methodology Essay	30%	Yes	16/9/19
Research Proposal	40%	No	8th November

Participation

Due: **On-going**
Weighting: **30%**

Active participation is crucial to getting the most out of this unit. Each week there will be activities to complete on iLearn related to the lecture content and readings. To gain high marks for tutorial participation you will need to respond to the following:

- Complete all tutorial exercises in their corresponding week (prior to the Monday of the following week),
- Offer thoughtful and considered contributions that make reference to the required readings as listed on iLearn,
- Engage with other students' posts (constructively respond to or offer useful or relevant links).

You participation grade will be calculated at the end of session based on satisfactory completion of these three criteria for each tutorial task. NB – The GERAIS quiz in the 'Ethics of Indigenous

Research' Week will be marked on a Pass/Fail basis where a Pass = full marks for tutorial participation for that week.

On successful completion you will be able to:

- Investigate the ethical and methodological requirements of ethical research with Indigenous Peoples, Communities and Knowledge(s)
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Evaluate the complexities of conducting research with Indigenous Peoples, Communities and Knowledge(s).
- Critically reflect on your responsibilities as a researcher in practice contexts.
- Critically engage with the perspectives of other students using the prescribed online technology (ilearn).

Methodology Essay

Due: **16/9/19**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Prepare a 2000-word essay that responds to one of the following:

1. What are the similarities between teaching for social justice and researching for social justice? How can Critical Race Theory (CRT) inform both practices?
2. Discuss the utility of Indigenous Standpoint Theory as a methodological approach to researching Indigenous Australian students' success in the classroom.
3. How can Critical Race Theory (CRT) inform research with a social justice focus in an Australian educational setting?
4. Critically analyse a current issue in Australian education from an Indigenous Studies perspective. (Please clarify your chosen issue with the unit convenor prior to choosing this question).
5. A key tenet of Indigenous Standpoint Theory (IST) is that it is research conducted by Indigenous peoples. How can the principles of IST inform research by non-Indigenous researchers?
6. GERAIS Principles 11-12 address the broader category of "benefits, outcomes and giving back". With reference to peer-reviewed academic literature discuss how the inclusion of these principles respond to previous failures of Western social research.
7. Discuss the applicability of international approaches to research (such as those offered by Maori, North American First Nations, and Sami) to Australian Indigenous research.

What ethical and methodological considerations need to be taken into account?

Your essay should be a properly referenced (Harvard) academic paper with a clear structure that demonstrates your high-level academic writing skills. You should demonstrate sound critical analytical skills in your use of Indigenous Studies and other social sciences literature to support your discussion. You must use appropriate terminology as outlined in the Appropriate Terminology guide on iLearn.

On successful completion you will be able to:
- Investigate the ethical and methodological requirements of ethical research with Indigenous Peoples, Communities and Knowledge(s)
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Evaluate the complexities of conducting research with Indigenous Peoples, Communities and Knowledge(s).

Research Proposal

Due: **8th November**
Weighting: **40%**

You are to write a 2500-word research proposal for a project of your choosing. You will not actually conduct research. You should include the following:

- A well-considered research question
- A discussion of the research context and a literature review
- An outline and justification of your chosen methodological approach and chosen method
- The scope of your project and potential timeline

Your research proposal should demonstrate your high-level academic writing skills, use Harvard referencing, and have a clear structure. You will also demonstrate your critical analytical skills in making sophisticated links to relevant scholarship in your chosen field. You must use appropriate terminology when referring to Indigenous peoples and culture; more information can be found on iLearn.

On successful completion you will be able to:
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Choose an Indigenous research topic and develop your own research questions in relation to the topic.
- Evaluate the complexities of conducting research with Indigenous Peoples, Communities and Knowledge(s).
- Critically reflect on your responsibilities as a researcher in practice contexts.

Delivery and Resources

Unit Requirements

During the unit students will be required to access the Learning Management System to:

- Submit the required assessment tasks in a timely manner.
- Complete all the required readings for the unit.
- Contribute to online discussions and activities.
- Engage with the course materials

Online Participation Guidelines

A significant part of your online learning experience involves learning *with* and *from* other students and the teacher in the online discussions and activities. Active participation means sharing information and resources, posting your own ideas, and critiquing or expanding on the ideas of others in a respectful and collegial fashion. You are expected to follow accepted standards of English spelling, grammar and punctuation, when you are participating in web discussions or sending emails. These discussions are for you to exchange your reflections with your classmates and teacher about what you are learning. The discussions will be organised into forums around the particular themes you are studying.

As an online student in an advanced degree, you will be taking a proactive approach to your learning. The Unit Convenor's role is to support your learning, your role is to engage your own learning. You will be managing your own time so that you can complete the readings, activities and assignments for the unit. It is anticipated that if you have genuine difficulties that you will approach the Unit Convenor, and also that you use the opportunity to ask questions and share some of your thoughts and ideas within the collaborative online learning space.

Submission of Assignment

All work is to be submitted via the Turnitin function inside the ilearn site.

Return of marked work

Marked work will be returned to students electronically via ilearn.

Electronic Submissions

Information about how to submit work online can be accessed through the ilearn unit.

Examinations

There are **no** examinations in this unit.

Completion of Assessment Tasks

Please email the unit convenor (Sandy) if you find yourself unable to meet the submission dates for assessments.

Technology

Online units can be accessed at: https://ilearn.mq.edu.au/login/MQ/

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

2. This unit is taught fully on line and access to the internet and a computer are essentail (mobile technology such as an iphone or ipad are not suffcent for this course).

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

4. For basic training in how to use the LMS, please go to http://mq.edu.au/iLearn/student_info/index.htm

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). 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 (https://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

- Investigate the ethical and methodological requirements of ethical research with Indigenous Peoples, Communities and Knowledge(s)

- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Choose an Indigenous research topic and develop your own research questions in relation to the topic.
- Evaluate the complexities of conducting research with Indigenous Peoples, Communities and Knowledge(s).
- Critically reflect on your responsibilities as a researcher in practice contexts.
- Critically engage with the perspectives of other students using the prescribed online technology (ilearn).

Assessment tasks

- Participation
- Methodology Essay
- Research Proposal

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

- Investigate the ethical and methodological requirements of ethical research with Indigenous Peoples, Communities and Knowledge(s)
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Choose an Indigenous research topic and develop your own research questions in relation to the topic.
- Evaluate the complexities of conducting research with Indigenous Peoples, Communities and Knowledge(s).
- Critically reflect on your responsibilities as a researcher in practice contexts.
- Critically engage with the perspectives of other students using the prescribed online technology (ilearn).

Assessment tasks

- Participation
- Methodology Essay
- Research Proposal

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

- Investigate the ethical and methodological requirements of ethical research with Indigenous Peoples, Communities and Knowledge(s)
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Choose an Indigenous research topic and develop your own research questions in relation to the topic.
- Evaluate the complexities of conducting research with Indigenous Peoples, Communities and Knowledge(s).
- Critically reflect on your responsibilities as a researcher in practice contexts.
- Critically engage with the perspectives of other students using the prescribed online technology (ilearn).

Assessment tasks

- Participation
- Methodology Essay
- Research Proposal

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

- Investigate the ethical and methodological requirements of ethical research with Indigenous Peoples, Communities and Knowledge(s)
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Choose an Indigenous research topic and develop your own research questions in relation to the topic.

- Evaluate the complexities of conducting research with Indigenous Peoples, Communities and Knowledge(s).
- Critically reflect on your responsibilities as a researcher in practice contexts.

Assessment tasks

- Methodology Essay
- Research Proposal

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

- Investigate the ethical and methodological requirements of ethical research with Indigenous Peoples, Communities and Knowledge(s)
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Choose an Indigenous research topic and develop your own research questions in relation to the topic.
- Evaluate the complexities of conducting research with Indigenous Peoples, Communities and Knowledge(s).
- Critically reflect on your responsibilities as a researcher in practice contexts.
- Critically engage with the perspectives of other students using the prescribed online technology (ilearn).

Assessment tasks

- Participation
- Methodology Essay
- Research Proposal

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

- Investigate the ethical and methodological requirements of ethical research with Indigenous Peoples, Communities and Knowledge(s)
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Choose an Indigenous research topic and develop your own research questions in relation to the topic.
- Evaluate the complexities of conducting research with Indigenous Peoples, Communities and Knowledge(s).
- Critically reflect on your responsibilities as a researcher in practice contexts.
- Critically engage with the perspectives of other students using the prescribed online technology (ilearn).

Assessment tasks

- Participation
- Methodology Essay
- Research Proposal

Appropriate Terminology

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 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 racists language, use (sic) directly after the inappropriate term of 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.