



INED8002

Sociology of Education

Session 1, Online-flexible 2022

Department of Indigenous Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	6

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

Colleen McGloin

colleen.mcgloin@mq.edu.au

Bronwyn Carlson

bronwyn.carlson@mq.edu.au

Credit points

10

Prerequisites

Admission to MIndigenousEd

Corequisites

Co-badged status

Unit description

This unit offers students a range of skills that will equip them as effective educators across a range of social and cultural divides. The unit is interested in what constitutes 'good pedagogy' in a general sense, and how effective teaching and learning can be applied specifically to Indigenous teaching and learning contexts. The unit will provide students with the critical skills necessary to question and evaluate a range of considerations pertaining to critical pedagogy, and it will encourage prospective teachers to re-think some of their pre-conceived ideas about the relationship between teachers and learners. It will also equip future teachers of Indigenous students with a skill-set appropriate to cultural competencies and pedagogical expectations.

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:

ULO1: Understand how to apply effective teaching and learning practices to Indigenous students/cohorts.

ULO2: Understand the theoretical origins and practical application of critical pedagogy and Indigenous critical pedagogy.

ULO3: Think critically about the roles of teachers and learners.

ULO4: Demonstrated high level of written communication skills including structuring and supporting an academic argument.

ULO5: Demonstrated high level of competency in the ability to research independently, think critically and evaluate and apply course content.

ULO6: Confidently use online communication forums and engage in informed interactive learning.

General Assessment Information

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved,

(a) a penalty for lateness will apply – 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and

(b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline.

No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received and Special Consideration has not been approved.

We stress that you review

- the complete assessment schedule for each unit in which you are enrolled and plan accordingly.
- the [Special Consideration procedure, eligibility criteria and application process](#) if you encounter short disruptions to your studies.
- the [Student Wellbeing support services](#) available to you if you have ongoing personal circumstances which impact on your studies and are not eligible for Special Consideration.

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

'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.

For more information please refer to the Terminology Guide available in iLearn.

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 and APA referencing style

Assessment Tasks

Name	Weighting	Hurdle	Due
Participatory tasks	30%	No	Weekly on Sunday from weeks 2-11
Online Quiz	30%	No	19-21 March 2022
Major Essay	40%	No	30/5/2022

Participatory tasks

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 20 hours

Due: **Weekly on Sunday from weeks 2-11**

Weighting: **30%**

Students will be required to actively participate in weekly online tutorial activities. These will be available on a weekly basis on iLearn.

On successful completion you will be able to:

- Understand how to apply effective teaching and learning practices to Indigenous students/cohorts.
- Understand the theoretical origins and practical application of critical pedagogy and Indigenous critical pedagogy.
- Think critically about the roles of teachers and learners.
- Demonstrated high level of competency in the ability to research independently, think critically and evaluate and apply course content.
- Confidently use online communication forums and engage in informed interactive learning.

Online Quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 20 hours

Due: **19-21 March 2022**

Weighting: **30%**

The Quiz is based on unit content and will be available online

On successful completion you will be able to:

- Understand how to apply effective teaching and learning practices to Indigenous students/cohorts.
- Understand the theoretical origins and practical application of critical pedagogy and Indigenous critical pedagogy.
- Think critically about the roles of teachers and learners.
- Confidently use online communication forums and engage in informed interactive learning.

Major Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **30/5/2022**

Weighting: **40%**

This task requires students to choose one question from a list provided. The essay will ask

students to critically engage with Indigenous research frameworks outlined in the unit.

On successful completion you will be able to:

- Understand the theoretical origins and practical application of critical pedagogy and Indigenous critical pedagogy.
- Think critically about the roles of teachers and learners.
- Demonstrated high level of written communication skills including structuring and supporting an academic argument.
- Demonstrated high level of competency in the ability to research independently, think critically and evaluate and apply course content.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

INED8002 weekly material (weekly topic descriptions, weekly readings and weekly tutorial questions can be accessed at: <http://ilearn.mq.edu.au/>).

The library provides study skills support. Information about library resources and study skills is available at: <https://students.mq.edu.au/support/study>

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://policies.mq.edu.au) (<https://policies.mq.edu.au>). 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](#)

- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.