



# INED8001

## History of Indigenous Education

Session 1, Online-flexible 2022

*Department of Indigenous Studies*

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#### Disclaimer

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## General Information

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Credit points

10

Prerequisites

Admission to MIndigenousEd

Corequisites

Co-badged status

Unit description

Aboriginal and Torres Strait Islander populations have been sharing knowledge for over 65,000 years. This unit explores many of these older ways of teaching and learning and inter-generational knowledge transmission. This unit also examines how Western education practices and policies have impacted Aboriginal and Torres Strait Islander people since colonisation. Racism and the exclusion of Aboriginal and Torres Strait Islander people from various public-school systems is investigated.

## 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 the longevity of Indigenous practices of teaching and learning.

**ULO2:** Demonstrate a critical awareness of historical education policy and strategies targeted specifically towards Indigenous Australians.

**ULO3:** Examine how various forms of racism have impacted the education outcomes of Indigenous Australians.

**ULO4:** Develop a strong theoretical basis to understand the injustices Indigenous Australians face as a legacy of colonialism.

**ULO5:** Confidently use online communication forums and engage in informed interactive learning.

## General Assessment Information

### Online Quiz

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 6 (28th 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 the longevity of Indigenous practices of teaching and learning.
- Demonstrate a critical awareness of historical education policy and strategies targeted specifically towards Indigenous Australians.
- Confidently use online communication forums and engage in informed interactive learning.

### Tutorial Activities

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 26 hours

Due: **Weekly (all posts prior to Tuesday of the following week will count towards this assessment)** Weighting: **30%**

You 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:

- Demonstrate a critical awareness of historical education policy and strategies targeted specifically towards Indigenous Australians.
- Develop a strong theoretical basis to understand the injustices Indigenous Australians face as a legacy of colonialism.
- Confidently use online communication forums and engage in informed interactive learning.

### Major Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **Week 12 (30th May 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 longevity of Indigenous practices of teaching and learning.
- Demonstrate a critical awareness of historical education policy and strategies targeted specifically towards Indigenous Australians.
- Examine how various forms of racism have impacted the education outcomes of Indigenous Australians.
- Develop a strong theoretical basis to understand the injustices Indigenous Australians face as a legacy of colonialism.

<sup>1</sup> 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 [Learning Skills Unit](#) for academic skills support.

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

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Major Essay</a>	40%	No	30th May
<a href="#">Online Quiz</a>	30%	No	Week 6 (28th March - 4th April)
<a href="#">Tutorial Activities</a>	30%	No	Weekly (prior to Tuesday of the following week)

### Major Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **30th May**

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 longevity of Indigenous practices of teaching and learning.

- Demonstrate a critical awareness of historical education policy and strategies targeted specifically towards Indigenous Australians.
- Examine how various forms of racism have impacted the education outcomes of Indigenous Australians.
- Develop a strong theoretical basis to understand the injustices Indigenous Australians face as a legacy of colonialism.

## Online Quiz

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 6 (28th March - 4th April)**

Weighting: **30%**

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

On successful completion you will be able to:

- Understand the longevity of Indigenous practices of teaching and learning.
- Demonstrate a critical awareness of historical education policy and strategies targeted specifically towards Indigenous Australians.
- Confidently use online communication forums and engage in informed interactive learning.

## Tutorial Activities

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 26 hours

Due: **Weekly (prior to Tuesday of the following week)**

Weighting: **30%**

You 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:

- Demonstrate a critical awareness of historical education policy and strategies targeted specifically towards Indigenous Australians.
- Develop a strong theoretical basis to understand the injustices Indigenous Australians face as a legacy of colonialism.
- Confidently use online communication forums and engage in informed interactive learning.

<sup>1</sup> 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.

<sup>2</sup> 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

### Delivery and Resources

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

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://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](mailto:ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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.

## 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 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.