



# INED8020

## Indigenous Research Theory and Practice

Session 2, Online-flexible 2022

*Department of Indigenous Studies*

### Contents

---

|   |    |
|---|----|
| <a href="#"><u>General Information</u></a>              | 2  |
| <a href="#"><u>Learning Outcomes</u></a>                | 2  |
| <a href="#"><u>Assessment Tasks</u></a>                 | 3  |
| <a href="#"><u>Delivery and Resources</u></a>           | 4  |
| <a href="#"><u>Unit Schedule</u></a>                    | 7  |
| <a href="#"><u>Policies and Procedures</u></a>          | 8  |
| <a href="#"><u>Protocols for Indigenous Studies</u></a> | 10 |

---

#### **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

Tristan Kennedy

[tristan.kennedy@mq.edu.au](mailto:tristan.kennedy@mq.edu.au)

Bronwyn Carlson

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

Credit points

10

Prerequisites

Admission to MIndigenousEd

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:

**ULO1:** Demonstrate a high level understanding of the ethical and methodological requirements of research with Indigenous people and communities.

**ULO2:** Analyse, identify and evaluate issues concerning research in Indigenous contexts.

**ULO3:** Demonstrate knowledge of Indigenous methodologies and the ability to apply them to research.

**ULO4:** Critically reflect on your responsibilities as a researcher.

**ULO6:** Demonstrated high level of written communication skills including structuring and supporting an academic argument.

**ULO7:** Confidently use online communication forums and engage in informed interactive learning.

## Assessment Tasks

| Name                                | Weighting | Hurdle | Due           |
|-------------------------------------|-----------|--------|---------------|
| <a href="#">Review Essay</a>        | 30%       | No     | 5th September |
| <a href="#">Tutorial Activities</a> | 30%       | No     | Weekly        |
| <a href="#">Major Essay</a>         | 40%       | No     | 4th November  |

### Review Essay

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

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

Due: **5th September**

Weighting: **30%**

The review essay requires a critical analysis and discussion of an Indigenous research methods text chosen from a list provided.

On successful completion you will be able to:

- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Demonstrate knowledge of Indigenous methodologies and the ability to apply them to research.
- Demonstrated high level of written communication skills including structuring and supporting an academic argument.

### Tutorial Activities

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

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

Due: **Weekly**

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:

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

- Demonstrate knowledge of Indigenous methodologies and the ability to apply them to research.
- Critically reflect on your responsibilities as a researcher.
- 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: **4th November**

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:

- Demonstrate a high level understanding of the ethical and methodological requirements of research with Indigenous people and communities.
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Demonstrate knowledge of Indigenous methodologies and the ability to apply them to research.
- Demonstrated high level of written communication skills including structuring and supporting an academic argument.

---

<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

READINGS Readings will be available via Leganto and the MQ Library

### Week 1

Bishop, M., Vass, G., Thompson, K. (2021). Decolonising schooling practices through relationality and reciprocity: embedding local Aboriginal perspectives in the classroom. *Pedagogy, Culture & Society*, 29, 193–211.

Moodie, N. (2019). Learning about knowledge: threshold concepts for Indigenous studies in education. *The Australian Educational Researcher*, 46, 735–749.

## Week 2

### **Required**

Fredericks, B. (2007). Utilising the concept of pathway as a framework for Indigenous research. *The Australian Journal of Indigenous Education*, 36(1), 15-22.

Pidgeon, M. (2019). Moving between theory and practice within an Indigenous research paradigm. *Qualitative Research*, 19(4), 418-436.

### **Recommended**

Foley, D. (2003). Indigenous epistemology and Indigenous Standpoint Theory. *Social Alternatives*, 22(1), 44-52.

Moreton-Robinson, A. (2013). Towards an Australian Women's Standpoint Theory. *Australian Feminist Studies*, 28(78), 331-347.

## Week 3

Bishop, M. (2022). Indigenous education sovereignty: another way of 'doing' education. *Critical Studies in Education*, 63(1), 131-146.

Flores, M. A. (2018). Linking teaching and research in initial teacher education: knowledge mobilisation and research-informed practice. *Journal of Education for Teaching*, 44(5), 621-636.

## Week 4

Tynan, L. (2020). Thesis as kin: living relationality with research. *AlterNative: an international journal of indigenous peoples*, 16(3), 163-170.

Burgess, C., Bishop, M., & Lowe, K. (2022). Decolonising Indigenous education: the case for cultural mentoring in supporting Indigenous knowledge reproduction. *Discourse*, 43(1), 1-14.

## Week 5

Ball, J., & Janyst, P. (2008). Enacting research ethics in partnerships with Indigenous communities in Canada: "Do it in a good way". *Journal of Empirical Research on Human Research Ethics*, 3(2), 33-51.

Kim Elston, J., Saunders, V., Hayes, B., Bainbridge, R., & McCoy, B. (2013). Building Indigenous Australian research capacity. *Contemporary nurse*, 46(1), 6-12.

## Week 6

Allen, C. (2012). Introduction: Ands turn Comparative turn Trans. In Allen, C. *Trans-Indigenous: Methodologies for Global Native Literary Studies*, University of Minnesota Press.

Kvidal-Røvik, T. & Cordes, A. (2022). Into the unknown [Amas Mu Vuordá]? Listening to Indigenous voices on the meanings of Disney's Frozen 2 [Jik?on 2]. *Journal of international and intercultural communication*, 15(1), 17-35.

## Week 7

### **Required**

Mertens, D. (2017). Transformative research: personal and societal. *International Journal of Transformative Research*, 4(1), 18-24.

Smith, L.T., 2013. Chapter Three: Colonizing Knowledges. In Smith, L.T., *Decolonizing methodologies: Research and Indigenous peoples*. Zed Books Ltd.

### **Recommended**

Greene, S. (2008). Introduction: Teaching for Social Justice. *Counterpoints*, 316, 1-25.

Russell-Mundine, G. (2012). Reflexivity in Indigenous research: Reframing and decolonising research?. *Journal of Hospitality and Tourism Management*, 19(1), 85-90.

## Week 8

TBC

## Week 9

Ball, J., & Janyst, P. (2008). Enacting research ethics in partnerships with indigenous communities in Canada: "Do it in a good way". *Journal of Empirical Research on Human Research Ethics*, 3(2), 33-51.

Kavelin, C. (2008). Universities as the Gatekeepers of the Intellectual Property of Indigenous People's Medical Knowledge. *The Australian Journal of Indigenous Education*, 37, 34-45.

## Week 10

### **Required**

Henderson, R., Simmons, D.S., Bourke, L., & Muir, J. (2002). Development of guidelines for non-Indigenous people undertaking research among the Indigenous population of north-east Victoria. *Medical Journal of Australia*, 176(10), 482-485.

Snow, K. (2018). What Does Being a Settler Ally in Research Mean? A Graduate Students Experience Learning From and Working Within Indigenous Research Paradigms. *International journal of qualitative methods* 17(1), 1-11.

### **Recommended**

Land, C. (2015). *Decolonizing solidarity: Dilemmas and directions for supporters of indigenous struggles*. Zed Books Ltd.

## Week 11

Walter, M. (2018). The voice of Indigenous data: Beyond the markers of disadvantage. *Griffith Review*, 60, 256-263.

Walter, M. (2016). Data politics and Indigenous representation in Australian statistics. In T Kukutai & J Taylor (Eds.), *Indigenous data sovereignty: Toward an agenda*, (38, 79-98) ANU Press.

## Week 12

Dunbar, T. & Scrimgeour, M. (2006). Ethics in Indigenous research—connecting with community. *Journal of Bioethical Inquiry*, 3(3), 179-185.

Kennedy, T. (2018). We must listen to Indigenous voices. Social media is a good place to start. *The Guardian*, 5 February, <https://www.theguardian.com/commentisfree/2018/feb/05/we-must-listen-to-indigenous-voices-social-media-is-a-good-place-to-start>

## Unit Schedule

| Date (Monday) | Week  | Topic  |
|---------------|-------|--|
| 25/7          | 1     | <b>Indigenous Studies</b><br><i>What is Indigenous Studies? What is the history of Indigenous research in higher education and in relation to settler-colonial systems?</i>                  |
| 1/8           | 2     | <b>Research Paradigms</b><br><i>Ways of knowing, being, and doing in research. Indigenous methodological ideas. Standpoint theory.</i>   |
| 8/8           | 3     | <b>Research in Educational Settings</b><br><i>How can research principals inform classroom practice? What can research informed teaching offer teachers and students?</i>                    |
| 15/8          | 4     | <b>Knowledges</b><br><i>Indigenous perspectives on the world around us. Decolonising knowledge created and shared in classrooms.</i>   |
| 22/8          | 5     | <b>Capacity Building</b><br><i>How can our research practices create opportunities for future Indigenous researchers?</i>  |
| 29/8          | 6     | <b>Discovery and Recovery</b><br><i>Re-centring Indigenous voices and perspectives in research and classrooms.</i>   |
| 5/9           | 7     | <b>Transformative Research</b><br><i>Researching and teaching for social justice. Understanding the politics involved in our decision about research and teaching.</i>                       |
| 12/9          | Break |  |
| 19/9          | Break |  |
| 26/9          | 8     | <b>Indigenous Queer Methodology</b><br><i>Understanding Indigenous diversity and the implications for Indigenous queer peoples presented by heteronormative settler-colonial narratives.</i> |

|       |    |   |
|-------|----|---|
| 3/10  | 9  | <b>Research Ethics and Dissemination</b><br><i>Using AIATSIS Code of Ethics to inform decision making. Ensuring Indigenous communities benefit from research and teaching activities.</i> |
| 10/10 | 10 | <b>Allies in Indigenous Research and Teaching</b><br><i>How do non-Indigenous researchers conduct research in culturally appropriate ways?</i>  |
| 17/10 | 11 | <b>Data Sovereignty</b><br><i>Types of data (qualitative / quantitative). Who owns and controls how data is produced, analysed, and presented?</i>  |
| 24/10 | 12 | <b>What Works Workshop</b><br><i>Examples of good practice from around Australia and the world</i>  |
| 31/10 | 13 | <b>Reflection and Feedback</b>  |

## 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](http://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.

## 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 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.