INED8020
Indigenous Research Theory and Practice
Session 2, Online-flexible 2022

Department of Indigenous Studies

Contents

General Information ............................................. 2
Learning Outcomes ............................................. 2
Assessment Tasks ................................................ 3
Delivery and Resources ........................................ 4
Unit Schedule ..................................................... 7
Policies and Procedures ........................................ 8
Protocols for Indigenous Studies ......................... 10

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General Information

Unit convenor and teaching staff
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Bronwyn Carlson
bronwyn.carlson@mq.edu.au

Credit points
10

Prerequisites
Admission to MIndigenousEd

Corequisites

Co-badge status

Unit description
In preparation for conductng 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Essay</td>
<td>30%</td>
<td>No</td>
<td>5th September</td>
</tr>
<tr>
<td>Tutorial Activities</td>
<td>30%</td>
<td>No</td>
<td>Weekly</td>
</tr>
<tr>
<td>Major Essay</td>
<td>40%</td>
<td>No</td>
<td>4th November</td>
</tr>
</tbody>
</table>

Review Essay

Assessment Type 1: Essay
Indicative Time on Task 2: 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 1: Participatory task
Indicative Time on Task 2: 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 1: Essay
Indicative Time on Task 2: 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.

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
READINGS Readings will be available via Leganto and the MQ Library

Week 1

**Week 2**

**Required**


**Recommended**


**Week 3**


**Week 4**


**Week 5**


**Week 6**


Week 7

Required


Recommended


Week 8

TBC

Week 9


Week 10

Required


Recommended


Week 11


Week 12


## Unit Schedule

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

[https://unitguides.mq.edu.au/unit_offerings/153079/unit_guide/print](https://unitguides.mq.edu.au/unit_offerings/153079/unit_guide/print)
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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
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.

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.