



INED8040

Global Indigenous Education

Session 1, Online-flexible 2025

School of Communication, Society and Culture

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>	7

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General Information

Unit convenor and teaching staff

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Tutor

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Credit points

10

Prerequisites

Admission to MIndigenousEd

Corequisites

Co-badged status

Unit description

While exploring education from the perspectives of Indigenous people in Australia and in other parts of the world you will gain a better understanding how education has been used as a tool for the colonial project. This unit focuses on education and Indigenous people from Australia, Aotearoa (NZ), Canada and the United States. These particular countries cover hundreds of distinctive Indigenous communities who exist across contemporary national boundaries and geo-political divisions. Although these communities are linguistically and culturally diverse, they nevertheless share common colonial histories of dispossession and ongoing political, economic and social marginalisation and subjugation.

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: Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.

ULO2: Demonstrate a strong theoretical basis of the historical injustices Indigenous peoples throughout the world have faced and the impact this has had on their education.

ULO3: Understand the ways in which Indigenous peoples continue to teach Indigenous knowledges.

ULO4: Understand the impact of colonisation on the diverse cultures and knowledges of Indigenous peoples globally.

ULO5: Understand the concept of 'global solidarity' and the continuity of Indigenous activism.

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.

General Assessment Information

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 Islander people 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 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 APA 7 referencing style.

Late submission penalty

Unless a Special Consideration request has been submitted and approved, **a 5% penalty (of the total possible mark) will be applied each day to late submissions, up until the 7th calendar day (including weekends)**. After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

Important to note:

- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs) will be addressed by the unit convenor in a Special consideration application.
- Students should not request an informal arrangement from their tutor, lecturer or Unit Convenor (or equivalent).
- Where an application for Special Consideration is approved and the outcome is an extension to the due date of a task, submissions that are received after the new due date will be subject to late penalties that are calculated from the new due date. This only applies where the outcome is an extension to the due date – see the [Special Consideration Policy](#) for a schedule of all possible outcomes.

Assessment Tasks

Name	Weighting	Hurdle	Due
Participatory Tasks	30%	No	Fortnightly, Sunday 11:55pm
Online Quiz	30%	No	Sunday 6th April 11:55pm
Major Essay	40%	No	Sunday 1st June 11.55pm

Participatory Tasks

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 26 hours

Due: **Fortnightly, Sunday 11:55pm**

Weighting: **30%**

Engagement with readings and other materials / activities offered on iLearn

On successful completion you will be able to:

- Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.
- Demonstrate a strong theoretical basis of the historical injustices Indigenous peoples throughout the world have faced and the impact this has had on their education.
- Understand the ways in which Indigenous peoples continue to teach Indigenous knowledges.
- Understand the impact of colonisation on the diverse cultures and knowledges of Indigenous peoples globally.
- Understand the concept of 'global solidarity' and the continuity of Indigenous activism.
- 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: **Sunday 6th April 11:55pm**

Weighting: **30%**

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

On successful completion you will be able to:

- Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.
- Demonstrate a strong theoretical basis of the historical injustices Indigenous peoples throughout the world have faced and the impact this has had on their education.
- Understand the ways in which Indigenous peoples continue to teach Indigenous knowledges.
- Understand the impact of colonisation on the diverse cultures and knowledges of Indigenous peoples globally.
- Understand the concept of 'global solidarity' and the continuity of Indigenous activism.

Major Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **Sunday 1st June 11.55pm**

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:

- Critically examine the Declaration of Human Rights and demonstrate an understanding of its impact on Indigenous peoples throughout the world.
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- Understand the ways in which Indigenous peoples continue to teach Indigenous knowledges.
- Understand the impact of colonisation on the diverse cultures and knowledges of Indigenous peoples globally.
- Understand the concept of 'global solidarity' and the continuity of Indigenous activism.
- 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

All 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 connect.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/>

Academic Success

[Academic Success](#) 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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), 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.

Unit information based on version 2025.01R of the **Handbook**