



INED820

Research Methods in Indigenous Education

S2 External 2013

Indigenous Studies - Warawara

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General Information

Unit convenor and teaching staff

Unit Convenor

Michelle Trudgett

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Room 320 in W3A

By appointment

Credit points

4

Prerequisites

Admission to MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

Unit description

This research unit is organised around a hypothetical research project which students begin to develop themselves without actually carrying out. This unit will facilitate the first stages of the research. Assessment tasks for this unit will produce an ethics application, research proposal and design and an annotated bibliography.

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:

Investigate the ethical and methodological requirements of good social research.

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

Identify and develop your own research questions and develop the steps involved in choosing a research topic in Indigenous contexts.

Demonstrate a critical awareness of some complexities of conducting research with Indigenous participants.

Demonstrate an informed ability to reflect on your responsibilities as a researcher.

Critically engage with the perspectives of other students using the prescribed online

technology (i.e. ilearn).

Assessment Tasks

Name	Weighting	Due
Weekly Online Activities	30%	Sunday of each week
Research Proposal	35%	Sunday, 29th September 2013
Presentation	35%	Sunday, 3rd November 2013

Weekly Online Activities

Due: **Sunday of each week**

Weighting: **30%**

Students are required to provide a response of approximately 250 words to the weekly online activity. There are 13 weeks in the semester and each week will be given a mark out of 10. The best 10 weeks will then be added together to give you a total mark out of 100. This will then be reduced to a percentage of 30% which will contribute to your final grade.

Things to consider:

- It is imperative that the response be provided by to the Sunday of each week.
- Referencing in this activity is appropriate. When you reference in text, make sure you have a reference list at the bottom. The reference list will not be included in your word count for this activity.
- Restrict your responses to around 250 words. (Applying a 10% flexibility rule this means that they must be 225-275 words). Anything outside that will be deducted marks.
- Feedback will be provided at the end of semester along with a final grade for this assessment piece. You will receive a grade each week but will not receive feedback on a weekly basis unless you attempt a weekly question and do not achieve a pass grade.
- You will be able to see what the other students post for their responses only after you have posted your own response. This is to enhance student engagement and learning while ensuring a fair process for all.

Please note that late submissions will incur a one mark per day penalty.

Week

Due Date (2012)

Activity

1

Familiarise yourself with ilearn site. Post a brief introduction about yourself of approximately 250 words. You might like to include some of the following points:

- Ancestry.
- Where you live.
- Employment.
- Reason for enrolling in the course.
- What you hope to gain from the course.

For this week only your response will be visible to other students. Future weekly activities will only be seen by teaching staff.

2

What are the key characteristics of qualitative research?

OR

Why is qualitative research important for educational research?

3

What are the key characteristics of quantitative research?

OR

Why is quantitative research important for educational research?

4

What is mixed methods research?

OR

Johnson & Christensen (2012) identify four potential problems in writing and attempting to publish a mixed method research report. Provide a concise 250 word overview on these four problems.

5

What are the main aims of a literature review? How do you decide what literature is relevant to your work?

6

What are the main features of a good research proposal?

7

Provide a 250 word summary of why ethical practice in research is important.

8

Provide a 250 word explanation on **one** of the following points. Linking your response to AIATSIS & NHMRC, consider why it is an important component in Indigenous related research.

- Reciprocity
- Respect
- Equality
- Responsibility
- Survival and protection
- Spirit and Integrity.

9

Provide a 250 word explanation as to why it would be important to have a range of people from diverse backgrounds on an ethics committee (such as the Macquarie University Human Research Ethics Committee).

10

Explain why Indigenous Knowledge is difficult to define.

OR

Briefly describe the relationship between Indigenous Knowledges and the academic sector.

11

Provide a 250 word definition on what is Indigenous Methodologies?

12

Do Indigenous Methodologies have a place in Western Higher Education Institutions

(universities)?

13

Reflecting on this unit, has your knowledge pertaining to undertaking research in Indigenous contexts developed? Explain your reasoning.

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- Demonstrate an informed ability to reflect on your responsibilities as a researcher.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

Research Proposal

Due: **Sunday, 29th September 2013**

Weighting: **35%**

You are required to write a 2,000 word research proposal for a hypothetical project.

The research proposal is an integral component to all research projects. This task can be viewed as quite difficult or overwhelming for those who are new to research. Breaking the study down into smaller sections makes the overall task appear less daunting and become more manageable. Designing your research also provides an avenue for you to unpack your ideas and identify areas where there may be gaps in terms of understanding and development. In short, the research proposal is a means of planning and structuring your research.

This task is based on a hypothetical research project you may be interested in undertaking in the future. This assessment is only the design of the project. You do not need to go out and undertake the actual project for this assessment (actually, please don't as you won't have ethics approval). Some of you may be thinking of undertaking Higher Degree Research (HDR) in the future, this task will prove highly beneficial to this cohort. Others may have identified a need for something to be investigated in your professional workplace or community. Here is your chance to start planning the project.

When undertaking research you will need to demonstrate that you have a good understanding of what it is that you intend to research and most importantly – how you intend to go about it. The following headings should guide your thinking and are standard in most research proposals.

However, if there are any additional headings you believe are integral to your research you may include them in the research proposal.

COMPONENTS OF A RESEARCH PROPOSAL

· **Title**

Provide a short title for your project. If you can, give it a memorable/catchy title.

e.g. Leading Torres Strait Islander academic Martin Nakata wrote a book called '*Disciplining the savages: Savaging the Disciplines.*'

You need to also be careful not to use a title that is misleading i.e. the old classic '*The catcher in the rye*' led some people to think it was about baseball. It wasn't!

· **Introduction** (approx. 200 words)

Provide a brief introduction to the research. Provide a brief background about your research topic without going directly into what you plan to do. Here you need to include some references!

· **Research Aim /Questions** (approx. 100 words)

Describe the key aims of the research. What questions do you seek to answer?

e.g. This study aims to:

1. Identify successful strategies and practices for the supervision of Indigenous Australian doctoral candidates.
2. Establish a model of best practice for the supervision of Indigenous Australian doctoral students.

HINT: Pay particular attention to the first word in each aim i.e. identify, establish, develop.

· **Significance**(approx. 200 words)

Explain why your research will be significant. All research should anticipate some benefits. This could be through practical benefits such as creating new opportunities for people, or theoretical benefits such as new knowledge that can be shared with communities, scholars, and so on.

· **Literature Review** (approx. 600 words)

For example if you were to be researching the topic "Research projects written by Indigenous Australian postgraduate students" you would need to locate literature in the following areas – Indigenous Australian participation in higher education; benefits of Indigenous research; and perhaps research projects written by Indigenous people throughout the world.

Your literature review needs to convince the reader/examiner that you are well versed in what others have done in your field (in the broader sense).

· **Methodology** (approx. 300 words)

Here you need to convince the reader that you have a clear process in terms of how you will go about your research. You need to describe in detail the steps you will take in the project. For

instance:

∅ How will you collect your data? Will you be relying on publicly accessible information (such as literature or archival evidence), stories from the past that have been told to you, your own personal experiences, participants, etc....

∅ Here you also need to mention details relating to participants (if you plan to have any) including recruitment, numbers and demographic .

∅ Data collection – Will you be recording the data, if so how (audio, visual etc)?

Note: Remember the AIATSIS and NHMRC Ethics Guidelines when writing your methodology.

· **Ethical Issues** (approx. 150 words)

Describe any ethical dilemmas you may have in undertaking your project.

· **Timeline** (approx. 150 words)

Provide a detailed summary of your plan to undertake your project. Include in the timeline aspects such as:

- Fieldwork
- Conducting a comprehensive literature review.
- Data analysis.
- Writing up your research. Here you need to break this down into timelines for each chapter or section.

· **Expected Outcomes** (approx. 150 words)

Here you need to mention details about the expected outcomes. If for instance, you expect that the research will be transformed in a report for your workplace and that this will lead to significant changes in your organisation then list that here.

· **Communication of Results** (approx. 150 words)

It is normal practice for research results to be disseminated to research participants and academic peers. Explain how you plan to communicate the results of your research project.

· **References**

Provide at least 15 references.

Please note: One mark per day penalty will apply for late submissions.

On successful completion you will be able to:

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- Identify and develop your own research questions and develop the steps involved in choosing a research topic in Indigenous contexts.
- Demonstrate a critical awareness of some complexities of conducting research with Indigenous participants.
- Demonstrate an informed ability to reflect on your responsibilities as a researcher.

Presentation

Due: **Sunday, 3rd November 2013**

Weighting: **35%**

Develop a presentation using powerpoint or another source that contains visual images and audio sound. The presentation is to be framed as a polished lecture. Students are to speak for a total of 15-20 minutes about one of the following topics:

1. The importance of undertaking ethical research when undertaking research with Indigenous People.
2. Indigenous Knowledges
3. Indigenous Methodologies

Regardless of the topic you choose, it is important that you:

- Provide a clear definition of the topic.
- Demonstrate a clear understanding of the topic.
- Discuss the advantages and disadvantages within the topic.
- Provide a detailed critique of the literature encompassing the topic.

Please note:

- It is your responsibility to ensure that this presentation is easy to upload using a program that is compatible with a standard PC (and not Apple).
- One mark per day will be deducted for late submissions.

On successful completion you will be able to:

- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Demonstrate a critical awareness of some complexities of conducting research with Indigenous participants.

Delivery and Resources

This unit is offered online. There are no on-campus sessions.

Required text:

Johnson, B. & Christensen, L. (2012). *Educational Research* (4th edition). Sage publications, Thousand Oaks California.

Unit Schedule

MODULE 1 – QUALITATIVE & QUANTITATIVE RESEARCH		
Week 1	29 July – 4 th August	Introduction
Week 2	5 th – 11 th August	Qualitative research
Week 3	12 th – 18 th August	Quantitative research
Week 4	19 th -25 th August	Mixed Methods
MODULE 2 – PLANNING & DESIGN		
Week 5	26 th August – 1 st September	Reviewing the literature
Week 6	2 nd – 8 th September	Planning and designing a research project
MODULE 3 – ETHICS		
Week 7	9 th – 15 th September	Importance of ethical practice in research
MID SEMESTER BREAK - 16th - 29th September		
Week 8	30 th September– 6 th October	Indigenous Australians and ethical research
Week 9	7 th – 13 th October	Ethics process at Macquarie University

MODULE 4 –INDIGENOUS KNOWLEDGES & METHODOLOGIES		
Week 10	14 th – 20 th October	Indigenous Knowledges
Week 11	21 st – 27 th October	Indigenous Methodologies – Part 1
Week 12	28 th October – 3 rd November	Indigenous Methodologies – Part 2
Week 13	4 th – 10 th November	Unit Summary

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://www.mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Support for Indigenous Australian students –

Warawara – Department of Indigenous Studies has an Indigenous Student Support Officer, who

is able to provide social educational and personal support for all Indigenous students. For further information please contact them on (02)9850 4209. The Indigenous Student Support Officer is located at Warawara Department of Indigenous Studies, room 307, building W3A.

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Investigate the ethical and methodological requirements of good social research.
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Identify and develop your own research questions and develop the steps involved in choosing a research topic in Indigenous contexts.
- Demonstrate a critical awareness of some complexities of conducting research with Indigenous participants.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Identify and develop your own research questions and develop the steps involved in choosing a research topic in Indigenous contexts.
- Demonstrate a critical awareness of some complexities of conducting research with Indigenous participants.
- Demonstrate an informed ability to reflect on your responsibilities as a researcher.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Investigate the ethical and methodological requirements of good social research.
- Analyse, identify and evaluate issues concerning research in Indigenous contexts.
- Identify and develop your own research questions and develop the steps involved in choosing a research topic in Indigenous contexts.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able

to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Investigate the ethical and methodological requirements of good social research.
- Demonstrate a critical awareness of some complexities of conducting research with Indigenous participants.
- Demonstrate an informed ability to reflect on your responsibilities as a researcher.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a critical awareness of some complexities of conducting research with Indigenous participants.
- Demonstrate an informed ability to reflect on your responsibilities as a researcher.