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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

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd or GradCertIndigenousEd</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Corequisites</th>
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<table>
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<tr>
<th>Co-badge status</th>
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<table>
<thead>
<tr>
<th>Unit description</th>
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<tbody>
<tr>
<td>This unit looks at education from a social community point of view and explores cultural attitudes, beliefs and processes in relation to education. Students will gain an insight into the cultural complexities of learning (ways of knowing) and explore the value of community collaboration (ways of doing) and gain a greater understanding of observational skills and strategies (ways of seeing). Importantly, it examines the role of education in Indigenous community contexts.</td>
</tr>
</tbody>
</table>

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](https://www.mq.edu.au/study/calendar-of-dates)

Learning Outcomes

On successful completion of this unit, you will be able to:

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Create a mini-documentary demonstrating agency in Indigenous community education.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
- Justify your stance on Indigenous learning styles.
- Critically engage with the perspectives of other students using the prescribed online
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>30%</td>
<td>Sunday 12:00 midnight</td>
</tr>
<tr>
<td>Task 2</td>
<td>30%</td>
<td>Sunday 12th, April</td>
</tr>
<tr>
<td>Task 3</td>
<td>40%</td>
<td>Monday 1st, June</td>
</tr>
</tbody>
</table>

Task 1

Due: **Sunday 12:00 midnight**  
Weighting: **30%**  

Students are required to provide a 250 word response to the weekly online activity.

*Please note that late submissions will result in a one mark per day penalty.*

On successful completion you will be able to:

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
- Justify your stance on Indigenous learning styles.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

Task 2

Due: **Sunday 12th, April**  
Weighting: **30%**  

Students are required to prepare a 15 minute mini-documentary in video, Powerpoint or other creative format as determined in collaboration with the lecturer.

*Please note that late submissions will result in a one mark per day penalty.*

On successful completion you will be able to:

- Distinguish between education in Indigenous communities and education from
Indigenous communities.
  • Create a mini-documentary demonstrating agency in Indigenous community education.

**Task 3**
Due: **Monday 1st, June**
Weighting: **40%**

Students are required to choose an essay questions and prepare a 4000 word essay written response.

*Please note that late submissions will result in a one mark per day penalty.*

On successful completion you will be able to:
  • Compare and contrast a range of meanings of the concept Indigenous community.
  • Outline Australian and international models of working collaboratively within an Indigenous community education setting.
  • Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
  • Justify your stance on Indigenous learning styles.

**Delivery and Resources**

This unit is delivered externally. There are no on-campus sessions. Each week students are expected to listen to the recorded mini-lecture, read the readings for the week and post a response to the weekly topic question, through the ilearn learning platform.


**Unit Schedule**

<table>
<thead>
<tr>
<th>MODULE 1 – Defining Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
</tr>
</tbody>
</table>

**MODULE 2 – Working with Indigenous Communities**
## INED810 Education in Indigenous Communities

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Monday 16(^{th}) March - Sunday 22(^{nd}) March</th>
<th>Working collaboratively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Monday 23(^{rd}) March - Sunday 29(^{th}) March</td>
<td>Models of Engagement</td>
</tr>
<tr>
<td>Week 6</td>
<td>Monday 30(^{th}) March – Thurs 2(^{nd}) April</td>
<td>International examples</td>
</tr>
</tbody>
</table>

**MID SEMESTER BREAK – 3\(^{rd}\) April – 19\(^{th}\) April**

### MODULE 3 – Learning in Indigenous Communities

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Monday 20(^{th}) April - Sunday 26(^{th}) April</th>
<th>Indigenous Learning Styles?</th>
</tr>
</thead>
</table>
| Week 8 | Monday 27\(^{th}\) April - Sunday 3\(^{rd}\) May | Educational continuity: using traditional knowledge to teach today  
  *Case Study 1: Maths* |
| Week 9 | Monday 4\(^{th}\) May - Sunday 10\(^{th}\) May | Educational continuity: using traditional knowledge to teach today  
  *Case Study 2: Creation stories* |
| Week 10 | Monday 11\(^{th}\) May - Sunday 17\(^{th}\) May | International Examples |

### MODULE 4 – Grand narratives: Education ‘from’ Indigenous communities

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Monday 18(^{th}) May - Sunday 24(^{th}) May</th>
<th>Inside out: the role of Indigenous film in community education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>Monday 25(^{th}) May - Sunday 31(^{st}) June</td>
<td>Dance, drama and books: connecting old with new</td>
</tr>
<tr>
<td>Week 13</td>
<td>Monday 1(^{st}) June - Sunday 7(^{th}) June</td>
<td>Summary and review</td>
</tr>
</tbody>
</table>

[https://unitguides.mq.edu.au/unit_offerings/51698/unit_guide/print](https://unitguides.mq.edu.au/unit_offerings/51698/unit_guide/print)
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://mq.edu.au/policy/docs/academic_honesty/policy.html
Disruption to Studies Policy  http://www.mq.edu.au/policy/docs/disruption_studies/policy.html  The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct:  https://students.mq.edu.au/support/student_conduct/

Results

Results shown in iLearn, 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.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.
Graduate Capabilities

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

• Compare and contrast a range of meanings of the concept Indigenous community.
• Evaluate a range of methods to incorporate Indigenous Knowledge’s in a learning environment.
• Justify your stance on Indigenous learning styles.
• Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

Assessment tasks

• Task 1
• Task 2
• Task 3
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

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Create a mini-documentary demonstrating agency in Indigenous community education.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
- Justify your stance on Indigenous learning styles.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

Assessment tasks

- Task 1
- Task 2
- Task 3

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

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Create a mini-documentary demonstrating agency in Indigenous community education.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.
environment.

- Justify your stance on Indigenous learning styles.
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

**Assessment tasks**

- Task 1
- Task 2
- Task 3

**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**

- Compare and contrast a range of meanings of the concept Indigenous community.
- Distinguish between education in Indigenous communities and education from Indigenous communities.
- Create a mini-documentary demonstrating agency in Indigenous community education.
- Outline Australian and international models of working collaboratively within an Indigenous community education setting.
- Evaluate a range of methods to incorporate Indigenous Knowledge's in a learning environment.

**Assessment task**

- Task 3

**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 outcomes**

- Create a mini-documentary demonstrating agency in Indigenous community education.
• Outline Australian and international models of working collaboratively within an Indigenous community education setting.
• Justify your stance on Indigenous learning styles.
• Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

Assessment tasks
• Task 1
• Task 2
• Task 3

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
• Compare and contrast a range of meanings of the concept Indigenous community.
• Distinguish between education in Indigenous communities and education from Indigenous communities.
• Create a mini-documentary demonstrating agency in Indigenous community education.
• Outline Australian and international models of working collaboratively within an Indigenous community education setting.
• Evaluate a range of methods to incorporate Indigenous Knowledge’s in a learning environment.
• Critically engage with the perspectives of other students using the prescribed online technology (i.e. ilearn).

Assessment tasks
• Task 1
• Task 2
• Task 3

Changes from Previous Offering
Student feedback from the previous offering of this unit has been positive. Minor changes have been made to key dates and some minimal changes have been made to assessment
descriptions to provide greater clarity.

## Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>09/03/2015</td>
<td>word change</td>
</tr>
<tr>
<td>05/03/2015</td>
<td>Removal of the &quot;The C word&quot;.</td>
</tr>
<tr>
<td>25/02/2015</td>
<td>Added new unit convenor.</td>
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