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# General Information

Unit convenor and teaching staff

Unit Convenor  
Akesha Horton  
akesha.horton@mq.edu.au  
Contact via akesha.horton@mq.edu.au

| Credit points | 4 |

| Prerequisites | Admission to MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd or GradCertIndigenousEd |

| Corequisites |

## Unit description

Education issues that influence Indigenous people in Australia, New Zealand and the United States are examined in this unit. Students will gain a solid understanding of the education similarities and differences that Indigenous communities around the globe face. This unit challenges students to analyse ways that legislation has shaped the education of such communities from a historical and contemporary context.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

## Learning Outcomes

1. Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
2. Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
3. Evaluate the impact language has had on education opportunities of Indigenous people throughout the world
4. Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
5. Demonstrate advanced knowledge of education issues that relate to minority groups in
the United States of America

6. Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others

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

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Online Activity</td>
<td>30%</td>
<td>Sunday of each week</td>
</tr>
<tr>
<td>Digital Storytelling Piece</td>
<td>30%</td>
<td>Sunday, 26th April, 2015</td>
</tr>
<tr>
<td>Essay</td>
<td>40%</td>
<td>Sunday, 31 May 2015</td>
</tr>
</tbody>
</table>

Weekly Online Activity

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.

The penalty for a late submission is one mark per day.

Weekly Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sunday, 1st March, 2015</td>
<td>Familiarise yourself with iLearn site. Post a brief introduction about yourself. Kindly begin by telling us a little bit about who you are (including your ancestry), what you do, and where you do it. Additionally, please share with us what you wanted to be or do with your life when you were growing up in the Introductions section. Please reflect on how your current coursework relates with your current aspirations.</td>
</tr>
</tbody>
</table>

Lastly, if you have not done so already, kindly upload a digital image of yourself in image upload section of your iLearn profile as well as update your iLearn profile. (Please use the Tools box located on the left side of the page to update your iLearn profile). While we cannot see each other in person, these images go a long way to establishing a vibrant online learning community.
Sunday, 8th March, 2015

Please provide an overview of the evolution and components of the Treaty of Waitangi.

Sunday, 15th March, 2015

Provide a summary of Newcomb's ideas about Cognitive theory and how it relates to federal Indian law.

Sunday, 22nd March, 2015

Discuss either the most striking similarity or difference between the educational histories of the Indigenous people based in Australia, New Zealand, and the United States.

Sunday, 29th March, 2015

Should Dreamtime be included in the science curriculum? Using the information you have read this week, explain the pros and cons of including this topic in an educational curriculum.

Spring Break

Sunday, 26th April, 2015

Define in your own words each of these terms and explain how they differ from each other: Assimilation, Melting Pot, Differentialism, Multiculturalism, and Pluralism.

Sunday, 3rd May, 2015

Based on the readings and lecture materials, provide 5 characteristics of a global citizen.

Sunday, 10th May, 2015

Describe some of the challenges and benefits of creating a bilingual education program for Indigenous peoples.

Sunday, 17th May, 2015

Based on the Weekly readings what are some of the concerns of First Peoples (in Canada) in their efforts towards self-determination?

Sunday, 24th May, 2015

What are Pewewardy and Hammer's recommendations for culturally responsive teaching for American Indian students? Which ones overlap with TribCrit?
Describe how the education of the Maori people was impacted by the Treaty of Waitangi.

Describe some of the concerns and benefits of using ICTs to archive Indigenous language and culture.

Based on the lectures and discussions in the course, explain how you define what it means to be a Global Indigenous Citizen. Use the information in the provided in the previous lessons to justify your definition.

Assignment 1 Marking Criteria

- It is imperative that the response be provided by to the Sunday of each week.
- Demonstrates a clear understanding of topic.
- Evidence that student has read the related materials.
- Structure of response (i.e. a clear introduction, body and conclusion).
- Presentation (i.e. grammar and formatting).
- Make(s) (a) compelling point(s) supported by empirical evidence. 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.

This Assessment Task relates to the following Learning Outcomes:
- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
- Develop a strong theoretical basis to understand historical injustices Indigenous people
throughout the world have faced and the impact this has had on their education

• Evaluate the impact language has had on education opportunities of Indigenous people throughout the world

• Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand

• Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others

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

Digital Storytelling Piece

Due: Sunday, 26th April, 2015
Weighting: 30%

Rosemary van den Berg, a Nyoongar Elder of the south-west people in Western Australia, notes:

Aboriginal culture is an oral culture and for forty thousand years or more, it has been passed down from generation to generation. Traditionally Aboriginal story telling had many functions, and it still does. It reinforced the Aboriginal people’s ideological beliefs in the Dreamtime – the Creation and other cultural stories of the Rainbow Serpent and their environment…Aboriginal story telling gave information of where the best game and water sources were to be found; where people could venture and where they weren’t permitted to go, such places as sacred sites and where men’s and women’s businesses were conducted that was off-limits to the uninitiated. So storytelling was a learning process – children learnt from an early age how to survive their environment by listening to their elders. Aboriginal Elders, the Holders of their Culture, or Keepers of the Stories both men and women, passed their knowledge on to the younger generations and because Aboriginal cultures were oral cultures, retaining what they learned was just as important as the learning process. With no written material to refer to, Aborigines relied on memory to store all the information they gathered. Through learning and retaining what they learned through memory, they became expert in surviving their diverse environments… Over the last few decades, Aboriginal people have found a new ‘voice’ for keeping their stories alive and that is through literature: printed storytelling.

This assignment affords you the opportunity to engage in 21st century storytelling.

What is a Digital Story? From 7 Things You Should Know About Digital Storytelling

Digital storytelling is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. Sophisticated digital stories can be interactive movies that include highly produced audio and visual effects, but a set of slides with corresponding narration or music constitutes a basic digital story. Digital stories can be instructional, persuasive, historical, or reflective. The resources available to incorporate into a digital story are virtually limitless, giving the storyteller enormous creative latitude. Some learning theorists believe that as a pedagogical
technique, storytelling can be effectively applied to nearly any subject. Constructing a narrative and communicating it effectively require the storyteller to think carefully about the topic and consider the audience's perspective. Digital storytelling is grounded in creativity. It is a digital literacy that blends images, text, first-person narration, and music.
The creative process of creating a digital story gives powerful representation to one’s voice; a process Zhao (2008) suggests represents the knowledge that has the most worth. Thus, a key question for educators is: In what ways can digital stories be utilized in order to unleash the creativity of learners?

**Purpose:**
The purpose of this assignment is for you to create your own digital story for the purposes of reflecting on topics related to Global Indigenous Education. The reason for this assignment is two-fold. When we explore the experiences of Indigenous People and Internet Communications Technology, we will see there are several arguments made for the importance of digiliteracy among Indigenous people. Additionally, we will learn in Week 10, the importance of incorporating narratives into educational practices.

**Directions:**

- **Read Chapter 1 of Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit:** (in Week 5 readings).
- **Create a story based on one of the following topics:**
  - Use a story to explain one of the following concepts: cultural relativism, universalism, assimilation, or multiculturalism Through the history of one of the Indigenous Peoples in the world outside of Australia, Canada, New Zealand or the United States
  - Show an example of how an Indigenous practice has been acculturated into the practice of a dominant
  - Tell a story explaining the educational significance of the Treaty of Waitangi pm concepts of multiculturalism in today’s society.
  - You are welcome to submit topic choices prior to Week 4 of the semester.
- **There are a few ways you can present this digital story:**
  - A Narrated PowerPoint,
  - YouTube Video Creator/Editor [https://www.youtube.com/editor](https://www.youtube.com/editor)
  - Prezi: [http://www.prezi.com](http://www.prezi.com)

**What to include in your digital story:**

- A title and your name
- 30-45 photographs or 5 - 8 minutes of video content.
- Voice narration that explains and narrates the images in a story format (i.e. a beginning introduction, a middle, an ending conclusion)
- Important: As you create your digital story for the digital storytelling assignment be sure to check, listen to, and edit your narration volume. I recommend narrating and previewing a couple of test slides to be sure the narration is at a consistently loud volume. This is especially true if you are going to use the computer’s built-in microphone. You want to speak clearly and at a "conversation with friends in a crowded coffee shop" tone.
volume level. This doesn't mean you have to shout, but your volume should be loud enough to consistently hear your voice over any background music. Err on the side of being louder when you narrate.

- Appropriate credits for all the pictures (this is best done as a slide at the end of your digital story)
- Music (optional but recommended)
- Important: Avoid using copyrighted music as there are plenty of royalty free music sites on the Internet that allow you to legally use entire songs. Sites like www.freeplaymusic.com and http://www.royaltyfreemusic.com/free-music-resources.html offer a variety of musical genres. A simple Google search will help you identify other such sites. Please remember that even when you use royalty free music or "free music" you should still cite the musician(s) name(s) if given. Your citation can be formatted as follows - Digital story background music: "Free Music is Fun" by Jane Smith.

### Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of Story</td>
<td>Establishes a purpose early on and maintains a clear focus throughout.</td>
<td>Establishes a purpose early on and maintains focus for most of the presentation.</td>
<td>There are a few lapses in focus, but the purpose is fairly clear.</td>
<td>It is difficult to understand the purpose of the presentation.</td>
</tr>
<tr>
<td>Point of View</td>
<td>The point of view is well developed and contributes to the overall meaning of the story.</td>
<td>The point of view is stated but does not connect with each part of the story, although an attempt is made to connect it to the overall meaning of the story.</td>
<td>The point of view is stated but no attempt is made to connect it to the overall meaning of the story.</td>
<td>The point of view is only hinted at, or is difficult to discern.</td>
</tr>
<tr>
<td>Choice of Content</td>
<td>Contents create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. Provides documentation for claims.</td>
<td>Contents create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. Provides some documentation for claims.</td>
<td>An attempt was made to use contents to create an atmosphere/tone but it needed more work. Image choice is logical.</td>
<td>Little or no attempt to use contents to create an appropriate atmosphere/tone.</td>
</tr>
<tr>
<td>Clarity of Voice</td>
<td>Voice quality is clear and consistently audible throughout the presentation.</td>
<td>Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.</td>
<td>Voice quality is clear and consistently audible through some (70-84%) of the presentation.</td>
<td>Voice quality needs more attention.</td>
</tr>
</tbody>
</table>
Pacing of Narrative

The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.

Occasionally speaks too fast (rhythm and voice punctuation), or too slowly for the story line. The pacing (rhythm and voice punctuation) is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.

Tries to use pacing (rhythm and voice punctuation), but it is noticeable that the pacing does not fit the story line. Audience is not consistently engaged.

No attempt to match the pace of the storytelling to the story line or the audience.

Quality of Images

Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.

Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.

An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.

The story seems to need more editing. It is noticeably too long or too short in more than one section.

The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.

The story composition is typically good, though it seems to drag somewhat. It is too long or too short in more than one section.

Economy of Story Detail

The story is told with exactly the right amount of detail throughout. It does not seem too short - at least 5 minutes - nor does it seem too long - no longer than 8 minutes.

The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.

The story composition is typically good, though it seems to drag somewhat. It is too long or too short in more than one section.

Grammar and Language Usage

Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.

Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.

Grammar and usage were typically correct but errors detracted from story.

Grammar and usage were typically correct but errors distracted greatly from the story.

Organization

Clear introduction, body, and conclusion. Story flows in a logical manner

Introduction, body, and conclusion. Story flows in a somewhat logical manner

Introduction, body, and conclusion. Story flow does not flow in a logical manner

No introduction, body, and conclusion. Little or no clear flow to the story.

The penalty for a late submission is one mark per day.

This Assessment Task relates to the following Learning Outcomes:

- Evaluate the impact language has had on education opportunities of Indigenous people throughout the world
- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America

Essay

Due: Sunday, 31 May 2015
Weighting: **40%**

Select one of the four choices below as a subject for a 4000 word essay. Please use Times or Times New Roman 12pt font, and double space your work.

- Describe the ways in which you see multiculturalism and global citizenship education being “two sides of the same coin”. How do these concepts interact with the United Nations Declaration for Human Rights for Indigenous people? What parallels and contradictions exist? What role does critical multiculturalism play in the conversations around these concepts?

-OR-

- Write an essay that examines the Historical Educational Background, Language Preservation Efforts and Self Determination Efforts of a country not discussed in this course (Australia, Canada, New Zealand or the United States) Include information as to how assimilation, accommodation, and/or multiculturalism efforts have impacted the Indigenous peoples you choose to research.

-OR-

- Based on the lessons from class, please describe three specific barriers to preserving “dying languages”. Also, based on your own research, please describe three specific interventions that are currently being used to preserve dying languages. This can include computer programs or games, website, etc... Provide information on any results of the intervention that are available as well as your ideas (based on the documentation you have provided).

**Rubric for choices listed above**

<table>
<thead>
<tr>
<th>Thesis</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a clearly defined thesis presented in the introduction of the paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The thesis is not fully developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ill defined thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component</td>
<td>Rating</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------</td>
<td>----------------------------------</td>
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</tr>
<tr>
<td>Content</td>
<td>Concrete, relevant details support the thesis throughout the paper. The information presented is relevant, appropriate in scope, and demonstrates a complex understanding of the topic.</td>
<td>Content support is present but not perfected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization-Structural Development of the Idea</td>
<td>The writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.</td>
<td>Logical organization; organization of ideas not fully developed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>The conclusion is engaging and restates the thesis.</td>
<td>The conclusion does not adequately restate the thesis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>No errors in punctuation, capitalization and spelling.</td>
<td>Almost no errors in punctuation, capitalization and spelling.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General information provided, supports are not specific. | Not applicable |

No evidence of structure or organization. | Not applicable |

Incomplete and/or unfocused. | Absent |

Numerous and distracting errors in punctuation, capitalization and spelling. | Not applicable |
<table>
<thead>
<tr>
<th>Usage</th>
<th>No errors in sentence structure and word usage.</th>
<th>Almost no errors in sentence structure and word usage.</th>
<th>Many errors and distracting errors in sentence structure and word usage.</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citation</td>
<td>All cited works, both text and visual, are done in the correct format with no errors.</td>
<td>Some cited works, both text and visual, are done in the correct format.</td>
<td>Few cited works, both text and visual, are done in the correct format.</td>
<td>Inconsistencies evident.</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Done in the correct format with no errors. Includes more than 5 major references (e.g. academic journal articles, books, but no more than two internet sites. Periodicals available online are not considered internet sites.)</td>
<td>Done in the correct format with few errors. Includes 5 major references (e.g. academic journal articles, books, but no more than two internet sites.)</td>
<td>Done in the correct format with some errors. Includes 4 major references (e.g. academic journal articles, books, but no more than two internet sites.)</td>
<td>Done in the correct format with many errors. Includes 3 major references (e.g. academic journal articles, books, but no more than two internet sites.)</td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
<td></td>
<td>Absent</td>
<td>Absent or the only sites are internet sites.</td>
</tr>
</tbody>
</table>

OR

Provide a summaries and critique of four journal articles published in Academic journals between March 2012 – May 2014 dealing with any of the Global Indigenous Education topics addressed in the class. Each article should address one of the following locations with no duplication of locations: New Zealand, the United States, Canada and Australia. 

I Explain the implication the article has for Indigenous Education, as well as Indigenous languages, multiculturalism, and/or Reconciliation. Make sure you also address:

Your critique should include some basic information:

1. Name(s) of the author(s)
2. Title of article

3. Title of journal, volume number, date, month and page numbers

4. Include a link to the article reviewed

5. The author’s purpose, approach or methods, hypothesis, and major conclusions.

The bulk of your critique, however, should consist of your qualified opinion (supported with academic references) of the article. Read the article you are to critique once to get an overview. Then read it again, critically. At this point you may want to make some notes to yourself that allow you to address the following:

1. Is the title of the article appropriate and clear?
2. Is the abstract specific, representative of the article, and in the correct form?
3. What is the purpose of the article?
4. What are the main claims the article makes?
5. What is the relationship between evidence and claims?
6. What is the rhetorical effectiveness of the article—logical, ethical, political, pedagogical, and aesthetic?

The penalty for a late submission is one mark per day.

This Assessment Task relates to the following Learning Outcomes:

- Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
- Evaluate the impact language has had on education opportunities of Indigenous people throughout the world
- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

Delivery and Resources
This unit is delivered externally. There are no on-campus sessions.

Reference list:

**Week 1 – Required Readings**


**Week 1 - Optional Readings**


**Week 2**

**Week 3 – Required Readings**


Ellis, H C, 1987, 'From the Battle in the Classroom to the Battle for the Classroom' *American Indian Quarterly*, vol. 11, no. 3 Summer, pp. 255-264


**Week 4 – Required Readings**


**Week 4 - Optional Readings**


**Week 5 – Required Readings**


Donnelly, J 1984, ‘Cultural Relativism and Universal Human Rights’ *Human Rights Quarterly*, vol. 6, no. 4, Nov, pp. 400-419

**Week 5 – Optional Readings**

Bowen, JR 2000, ‘Should We Have a Universal Concept of ‘Indigenous Peoples’ Rights’?: Ethnicity and Essentialism in the Twenty-First Century’ *Anthropology Today*, vol. 16, no. 4, August, pp. 12-16


Lewis, BF & Aikenhead, GS 2000, Introduction: Shifting Perspectives from Universalism to Cross-Culturalism


**Week 6 – Required Readings**


St. Denis, V. (2011). Silencing Aboriginal curricular content and perspectives through...

**Week 6 – Optional Readings**


**Week 7 – Required Readings**


**Week 7 – Optional Readings**


**Week 8 – Required Readings**


May, S, 2005 *Language Rights: Moving the Debate Forward*, *Journal of Sociolinguistics* vol 9 no 3, pp, 319-347


https://unitguides.mq.edu.au/unit_offerings/51713/unit_guide/print

**Week 8– Optional Readings**

**Week 9 – Required Readings**


**Week 9 – Optional Readings**


**Week 10 – Required Readings**


Pewewardy, C, and Hammer, P.C. 2003, ‘Culturally Responsive Teaching for American Indian Students’, Charleston WV ERIC Clearinghouse on Rural Education and Small Schools, viewed on October 2011,

Tatum, B. D. 1999,’Beyond Black and White: What Do We Mean When We Say Indian?’ in B.D. Tatum, "Why are all the Black kids sitting together in the cafeteria?: and other conversations about race. New York: BasicBooks

**Week 10 – Optional Readings**

**Week 11 – Required Readings**

**Week 11 – Optional Readings**

**Week 12 – Required Readings**


**Week 12 – Optional Readings**


**Week 13 – Required Reading**


**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


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/](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/](http://students.mq.edu.au/support/)

**Learning Skills**

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

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

**Student Enquiry Service**

For all student enquiries, visit Student Connect at ask.mq.edu.au

**Equity 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.

**IT 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.
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

- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
- Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

Assessment tasks

- Weekly Online Activity
- Digital Storytelling Piece
- Essay

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

- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
• Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
• Evaluate the impact language has had on education opportunities of Indigenous people throughout the world
• Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
• Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America
• Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
• Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

Assessment tasks
• Weekly Online Activity
• Digital Storytelling Piece
• Essay

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
• Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
• Evaluate the impact language has had on education opportunities of Indigenous people throughout the world
• Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
• Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
• Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)
Assessment tasks

- Digital Storytelling Piece
- Essay

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

- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
- Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

Assessment tasks

- Weekly Online Activity
- Digital Storytelling Piece
- Essay

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

- Critically examine the Declaration of Human Rights and develop a solid understanding of its impact on Indigenous people throughout the world
- Develop a strong theoretical basis to understand historical injustices Indigenous people
throughout the world have faced and the impact this has had on their education

- Evaluate the impact language has had on education opportunities of Indigenous people throughout the world
- Examine how the Treaty of Waitangi has influenced education outcomes of Māori people in Aotearoa, New Zealand
- Demonstrate advanced knowledge of education issues that relate to minority groups in the United States of America
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

**Assessment task**

- Weekly Online Activity

**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**

- Develop a strong theoretical basis to understand historical injustices Indigenous people throughout the world have faced and the impact this has had on their education
- Critically compare the education experiences of Indigenous Australians to those of other First Nation People and demonstrate the ability to communicate them to others
- Critically engage with the perspectives of other students using the prescribed online technology (i.e. Moodle)

**Assessment task**

- Digital Storytelling Piece