INED802

Contemporary Issues in Indigenous Education

S2 External 2018

Dept of Indigenous Studies

Contents

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General Information

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Credit points
4

Prerequisites
Admission to MIndigenousEd or GradDipIndigenousEd or GradCertIndigenousEd

Corequisites

Co-badged status

Unit description
The proportion of Indigenous Australians completing all levels of education is significantly lower than that of non-Indigenous Australians. This unit examines the current climate of Indigenous education in Australia whilst analysing strategies to improve the evident disparity.

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:

A basic ability to use on line communication forums and engage in Informed interactive learning.

Improved Library and Internet research skills in finding and evaluating relevant material

to contribute to independent learning.

High level written communication skills including structuring and supporting an academic argument.

High level competency in the ability to think critically and evaluate and apply course content.

General Assessment Information

Submission of Assignments

All work is to be submitted via the Turnitin function inside the ilearn site. Information about how to submit work online can be accessed through the ilearn unit.

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Protocols for Indigenous Studies

In Australia, there are two distinct Indigenous peoples: Aboriginal peoples and Torres Strait Islander peoples.

When writing about Aboriginal and Torres Strait Islanders do not use the acronym 'ATSI', write in full. A capital 'A' should always be used when referring to Aboriginal peoples. 'Aboriginal peoples' with a capital 'A' refers to the many hundreds of different groups in Australia. While it is an acceptable term to use, it should be recognised that it is a collective term and often used improperly to impose a single identity on the many different communities.

Aboriginal people generally prefer to be called by the language/cultural groups or communities, to which they belong, that is, own names rather than terms such as 'Aborigines' or the 'Aboriginals'. For example, Aboriginal peoples in the Sydney region may refer to themselves as Dharug. It is important that you always check with the local Aboriginal and/or Torres Strait Islander community as to 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 not now acceptable, including terms such as '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.

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 Harvard referencing style.

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz	30%	No	24/8/2018
Participation	40%	No	starting 6/8/2018
Major Essay	30%	Yes	09/11/2018

Quiz

Due: **24/8/2018**
Weighting: **30%**

Quiz – 30% – due end week 4

The quiz will consist of 10 questions. The questions will be multiple choice and will refer to content covered in lectures one, two, three and four. You are required to choose the most fitting response to the question based on what you have learned and read to date.

On successful completion you will be able to:

- A basic ability to use on line communication forums and engage in Informed interactive learning.
- Improved Library and Internet research skills in finding and evaluating relevant material to contribute to independent learning.

Participation

Due: **starting 6/8/2018**
Weighting: **40%**

Participation - 40% - ongoing week 2 -11

NOTE This task has TWO parts

Part One: Each week commencing in week two, a piece of text or quote from one of the readings will be posted on the iLearn forum. Students will post a 200 word (or within 10% of) response to the post which will

- Demonstrate they understand and can critically engage with the quote
- Demonstrate academic prose at MA level, and referencing where appropriate (i.e.if you use another citation to support a point, reference it).

Here is an example of how your response might look to the following statement:

Quote: "Pedagogy which begins with the egoistic interests of the oppressors (an egoism cloaked in the false generosity of paternalism) and makes of the oppressed the objects of its humanitarianism, itself maintains and embodies oppression. It is an instrument of dehumanization". (Freire POTO, 39)

Response:

Freire suggests that oppressive forms of pedagogy can be identified by a form of egoism that pretends to be 'humane' but is, in fact, characterised by paternalism. We can see this form of paternalistic pedagogy operating throughout the history of Indigenous education in Australia, for example, where policy has 'included' Aboriginal people without consultation, and where Aboriginal students have become the objects of a dehumanizing education that completely erases all prior forms of knowledge. Freire's statement questions the very concept and practice of humanitarianism and suggests we need to be wary of what he calls "false generosity."   What Freire points to is the way in which colonizers in many nations have condescended to Aboriginal people under the guise of 'inclusion' - (humanitarianism) but have, in reality, maintained the power relations that structure and sustain western knowledge and its oppressive colonial force. This is evident today if we look at the education statistics for Aboriginal students at all levels; generations of being systematically excluded from the education system continue to influence considerably lower outcomes.   The most important thing to remember when reading Freire's work is that he saw education as a liberating force for all students that is political in nature and always subject to transformation.

PART TWO Following submission of your post, you will identify and select another student's post and provide a 50-60 word feedback statement to that student on their comment. Each response must provide your name and must use the student's name, i.e. introduce yourself! This is an interactive exercise to (a) help students get to know each other and (b) to teach us how to provide productive feedback to our peers – i.e. it is a demonstration of your ability to teach and learn effectively! You need to read the post carefully and make a considered and succinct response – see the example provided.

Both parts of the task (the online post and the feedback) must be completed to pass the task.

Example of response to another student:

Hi Mary Blogs, this is Joe Smith. I found your post interesting because you gave examples that I could easily relate to regarding the work of Martin Nakata. I would add, though, that the concept of "the cultural interface" is not easy to understand but refers to a productive site of interaction where new knowledge can be produced.

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On successful completion you will be able to:

- A basic ability to use on line communication forums and engage in Informed interactive learning.
- Improved Library and Internet research skills in finding and evaluating relevant material to contribute to independent learning.
- High level written communication skills including structuring and supporting an academic argument.
- High level competency in the ability to think critically and evaluate and apply course content.

Major Essay

Due: **09/11/2018**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Major essay - 30% -   2500 words

The major essay will respond to one of the questions below and will adhere to the following criteria:

- Demonstrated ability to research the topic (including sources outside of course readings)
- Demonstrated ability to construct an academic essay appropriate to MA level (e.g. academic prose, correct referencing/citation, essay structure, grammar, adherence to word count, punctuation etc.)
- Critical engagement with content/demonstrated understanding and response to the topic

Essay Questions:

1. What does Nakata teach us about Australian Indigenous education?
2. What is critical pedagogy and how can this body of knowledge be applied to Indigenous education in Australia?
3. Can the work of Paulo Freire teach us anything about Indigenous education in Australia? In your response consider the similarities and differences in Indigenous contexts, and the possibilities for applying Freire's models to Australia.

4. Issues of race and gender have implications for all students. Discuss using the work of bell hooks.

On successful completion you will be able to:

- A basic ability to use on line communication forums and engage in Informed interactive learning.
- Improved Library and Internet research skills in finding and evaluating relevant material to contribute to independent learning.
- High level written communication skills including structuring and supporting an academic argument.
- High level competency in the ability to think critically and evaluate and apply course content.

Delivery and Resources

Online units can be accessed at: http://ilearn.mq.edu.au/.

Students are to listen to engage with all material on ilearn.

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.

Unit Schedule

Available via the iLearn site

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4*

December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

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

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

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

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.

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

- High level written communication skills including structuring and supporting an academic argument.
- High level competency in the ability to think critically and evaluate and apply course content.

Assessment tasks

- Participation
- Major Essay

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

- A basic ability to use on line communication forums and engage in Informed interactive learning.
- Improved Library and Internet research skills in finding and evaluating relevant material to contribute to independent learning.

Assessment tasks

- Participation
- Major 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

- Improved Library and Internet research skills in finding and evaluating relevant material to contribute to independent learning.
- High level competency in the ability to think critically and evaluate and apply course content.

Assessment tasks

- Participation
- Major 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

- Improved Library and Internet research skills in finding and evaluating relevant material to contribute to independent learning.
- High level written communication skills including structuring and supporting an academic argument.
- High level competency in the ability to think critically and evaluate and apply course content.

Assessment tasks

- Quiz
- Participation
- Major 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

- Improved Library and Internet research skills in finding and evaluating relevant material to contribute to independent learning.
- High level competency in the ability to think critically and evaluate and apply course content.

Assessment tasks

- Quiz
- Participation
- Major 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

- A basic ability to use on line communication forums and engage in Informed interactive learning.
- High level written communication skills including structuring and supporting an academic argument.

Assessment tasks

- Quiz
- Participation
- Major Essay

Changes since First Published

Date	Description
05/08/2018	date of major essay