EDED11458 *Indigenous Studies and Learning*

Term 2 - 2017

Profile information current as at 12/10/2024 03:34 pm

All details in this unit profile for EDED11458 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Corrections

Unit Profile Correction added on 29-05-17

Please note that there is a prescribed text for this Unit: Harrison, N. (2011). *Teaching and learning in Aboriginal education,* 2nd ed, Sth Melbourne: Oxford University Press. The CQUniversity's Bookshop has a number of copies in stock at Rockhampton and Mackay, or it can be ordered online from their website (http://bookshop.cqu.edu.au/).

General Information

Overview

The unit Indigenous Studies and Learning develops knowledge and understanding of historical factors that impact on the engagement of Aboriginal and Torres Strait Islander learners and families in education and care settings. The policy and action of governments and media representations are analysed, discussed and compared with indigenous perspectives on race relations and past events with an emphasis on developing understanding and appreciation of contemporary Indigenous Australian identity and culture. Pedagogies for working effectively and appropriately with indigenous Australians, families and communities including current systemic initiatives and policies are evaluated in terms of their suitability for students in rural, remote and urban Australian communities. You will consider Aboriginal and Torres Strait Islander world views and your own and others attitudes to Indigenous people to defend the selection of teaching strategies aimed at promoting reconciliation and effective learning relationships with students, families and communities.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

To be eligible to enrol in this unit, students must be enrolled in CC12, CC13, CC14 or the Start University Now (SUN) program
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 50%
2. **Practical and Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Students

Feedback

Assessment Task 1 was complex and confusing.

Recommendation

Add additional instructions clarifying the Assessment task 1 requirements in the Moodle Assessment Area.

Feedback from

Feedback

Recommendation

Unit Learning Outcomes

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

1. Analyse the impact of deficit views of Aboriginal and Torres Strait Islander students on learning and engagement
2. Analyse and respond to representations of Aboriginal and Torres Strait Islander peoples in contemporary and historical texts and their impact on race relations with non-Indigenous Australians
3. Critique government policies and approaches to the education of Aboriginal and Torres Strait Islander students in past and present society
4. Explain the effect of Aboriginal and Torres Strait Islander world views and the concept of relatedness on the learning styles of indigenous students
5. Justify the use of strategies that cater for the diversity of experience, identity and linguistic background of contemporary Aboriginal and Torres Strait Islander students and communities
6. Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, families and communities for promoting engagement and participation in education and care.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 50%	•	•	•			•
2 - Practical and Written Assessment - 50%				•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•		
2 - Problem Solving		•			•	
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy		•	•	•	•	•
5 - Team Work						
6 - Information Technology Competence						
7 - Cross Cultural Competence	•	•	•	•	•	•
8 - Ethical practice	•	•	•	•	•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•			•	•		
2 - Practical and Written Assessment - 50%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

EDED11458

Prescribed

Teaching and Learning in Aboriginal Education
Edition: 2nd edn (2011)
Authors: Harrison , N
Oxford University Press
South Melbourne , Vic , Australia
ISBN: 9780195574593
Binding: Paperback
CQUni Bookshop

Additional Textbook Information
There is also an ebook available through the Library website at no cost. However, please note that only three users can use this resource at the same time.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Distance students are advised that they will need a headset with microphone

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Daniel Teghe Unit Coordinator
d.teghe@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - Understanding Aboriginal and Torres Strait Islander Children	Set text - Chapter 1	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1, continued.		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 - Inclusive Australia History	Set text - Chapter 2	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2, continued.		

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3 - The Impacts of Past Policies on Aboriginal Cultures and Identity	Set text - Chapters 4 & 5	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
There is no unit material prescribed for this week.		

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3, continued,		

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4 - Culture and Identity: Ways of Knowing, Learning and Being	Set text - Chapters 5, 9 & 10	**Critical Response** Due: Week 7 Friday (1 Sept 2017) 11:30 pm AEST

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4, continued.		

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5 - Quality Teaching for Indigenous Australian Children	Gray, J, & Beresford, Q 2008, 'A 'formidable challenge': Australia's quest for equity in Indigenous education', *Australian Journal of Education* (ACER Press), vol. 52, no. 2, pp. 197-223.	

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5		

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6 - Relationships, Community Partnerships, and Strategies for Indigenous Education	Revisit Chapters 9 & 10.	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6 & Unit Revision		**Strategy selection and justification** Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Critical Response

Assessment Type
Written Assessment

Task Description
Context for this assessment task
Statistics show that despite substantial government spending on Indigenous education, there are still serious differences in the educational outcomes achieved by Indigenous and non-Indigenous Australians (Gray & Beresford, 2008). Many writers claim that policies that aim to close this gap for Australian Indigenous students will only achieve successful educational outcomes if schools and teachers acknowledge and address the impact that the past has had on the present for these students (Gray & Beresford, 2008; Vass, 2012; Ford, 2012).
Structure and expectations for your written response
Write a response of no more than 1500 words that clearly establishes your perspective on the contextual information provided above. Your response should use references to course readings to show your knowledge and understanding of the impact of past and present representations of Aboriginal and Torres Strait Islander peoples and government policy on race relations between Indigenous and non-Indigenous Australians.
Your response must also include your own personal reflections on the impact of a shared Australian history and your own cultural background on the attitudes and views you have formed of Aboriginal and Torres Strait Islander people as students and learners.
You should make reference to your participation in at least three (3) learning experiences from the course activities that have shaped your perspectives on the importance of teachers' acknowledgement, recognition and respect for Aboriginal history and culture for supporting the identity needs of Aboriginal and Torres Strait Islander students and promoting reconciliation within classroom contexts and the broader school community.

Assessment Due Date
Week 7 Friday (1 Sept 2017) 11:30 pm AEST

Return Date to Students
Week 10 Friday (22 Sept 2017)

Weighting
50%

Assessment Criteria

- Knowledge and understanding of the diverse Australian Indigenous histories, cultures, and languages.
- Analysis of the impact of historical government policy and the past and present representations of culture and identity of Australian Indigenous peoples and students.
- Critical reflection on Indigenous and non-Indigenous perspectives and the impact of diverse views on engagement and participation in education and care settings.
- Use of culturally appropriate language and academic conventions to construct a defensible position in response to the stimulus.

* Please ensure that you download, read and reflect on the Assignment 1 Marking Sheet provided on Moodle before tackling this assessment task.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit online, please follow the relevant link in the Assessment block. Ensure that you check the Turnitin report for your assignment, it may take some time before it is generated by the system.

assessmentOutcome

- Analyse the impact of deficit views of Aboriginal and Torres Strait Islander students on learning and engagement
- Analyse and respond to representations of Aboriginal and Torres Strait Islander peoples in contemporary and historical texts and their impact on race relations with non-Indigenous Australians

- Critique government policies and approaches to the education of Aboriginal and Torres Strait Islander students in past and present society
- Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, families and communities for promoting engagement and participation in education and care.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Strategy selection and justification

Assessment Type
Practical and Written Assessment

Task Description
Throughout the course, you have examined a range of strategies and resources for working with Indigenous learners, families and communities and for teaching the history of Australia in respectful ways that promote reconciliation.
For this task, you will select and describe the strategies **you** would use to engage Indigenous students in learning in educational settings and explain why you think they would work.
Task Details
1. You must identify strategies that show consideration of students' cultural, linguistic and identity needs AND strategies for working effectively and sensitively with families and communities to support the learning and engagement of Aboriginal and Torres Strait Islander students. Your work can be presented in a format of your choice such as a table, matrix, written report or a multimodal form that includes diagrams, flowcharts or any other format suitable for identifying and describing the chosen strategies. A word limit of 800 words (or equivalent for tables, diagrams, etc) applies to this section of the task.
2. You will write a justification of no more than 1000 words that clearly explains **why** these strategies would meet the learning, language, cultural and identity needs of Indigenous learners and that identifies any limitations on the effectiveness of these strategies in a range of different contexts. This justification should consider the diversity of needs of Aboriginal and Torres Strait Islander students in rural, remote and urban areas and educational settings made up solely of Indigenous learners as well as those where only a small minority of students are Indigenous. The justification should be supported by references from course readings and your set text.

Assessment Due Date
Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Return Date to Students
Exam Week Friday (20 Oct 2017)

Weighting
50%

Assessment Criteria

- Knowledge and understanding of the impact of Indigenous cultural identity on learning.
- Application of knowledge of Indigenous cultures to the selection of strategies for relationship building that support educational equity and performance.
- Knowledge of language backgrounds and the diversity of student characteristics that affect the learning of Aboriginal and Torres Strait Islander students.
- Use of authoritative sources to justify strategy selection.

* Please ensure that you download, read and reflect on the Assignment 2 Marking Sheet provided on Moodle before tackling this assessment task.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit online, please follow the relevant link in the Assessment block. Ensure that you check the Turnitin report for your assignment, it may take some time before it is generated by the system.

assessmentOutcome

- Explain the effect of Aboriginal and Torres Strait Islander world views and the concept of relatedness on the learning styles of indigenous students
- Justify the use of strategies that cater for the diversity of experience, identity and linguistic background of contemporary Aboriginal and Torres Strait Islander students and communities
- Evaluate the capacity of current programs and initiatives for Aboriginal and Torres Strait Islander students, families and communities for promoting engagement and participation in education and care.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem