



EDED40351 Culture And Learning

Term 3 - 2018

Profile information current as at 01/05/2024 11:41 pm

All details in this unit profile for EDED40351 have been officially approved by CQU University 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.

General Information

Overview

This unit examines the interplay between Aboriginal and Torres Strait Islander cultures and learning, and those experienced at university. First, we examine the concepts of culture and identity, before going on to look at Aboriginal and Torres Strait Islander cultures, identities and ways of learning, followed immediately by an exploration of university culture and ways of learning. This allows us to examine ways in which university culture can work together with Indigenous Australian cultures, combining ways of learning, and our various learning experiences. Finally, we explore university values and the topic of racism at university.

Details

Career Level: *Non-award*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 3 - 2018

- 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 Non-award 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. **Presentation**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

3. **Written Assessment**

Weighting: 20%

4. **Online Quiz(zes)**

Weighting: 20%

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 Unit evaluation responses

Feedback

Positive feedback on using the correct protocols and terminology.

Recommendation

Continue embedding Aboriginal and Torres Strait protocols and terminology is embedded in the Moodle sites and students are required to use them in academic writing.

Feedback from Unit evaluation responses

Feedback

Positive feedback on referencing and academic writing

Recommendation

Create activities for referencing which can be included in the Residential Schools to reinforce the understanding of how to reference.

Unit Learning Outcomes

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

1. Recognise culture and identity as social constructions
2. Compare the ways of learning associated with Indigenous Australian cultures ways of learning experienced at university
3. Recognise ways in which university culture and ways of learning can work together with Indigenous Australian cultures and ways of learning
4. Uphold university values and recognise racism where it might occur at university

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation - 20%		•	•	
2 - Written Assessment - 40%	•	•	•	•
3 - Written Assessment - 20%		•	•	•
4 - Online Quiz(zes) - 20%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Self Management	—	—		—
2 - Communication	—	—	—	—
3 - Information Literacy	—	—	—	—
4 - Information Technology Competence				
5 - Problem Solving			—	—
6 - Critical Thinking	—	—	—	—
7 - Cross-Cultural Competence	—	—	—	—
8 - Ethical Practice			—	—
9 - 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
1 - Presentation - 20%	—	—		—		—	—	—	
2 - Written Assessment - 40%	—	—	—			—	—		
3 - Written Assessment - 20%	—	—	—			—	—		
4 - Online Quiz(zes) - 20%	—			—	—	—	—		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

None required

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Vincent Skinner Unit Coordinator
r.skinner@cqu.edu.au

Schedule

Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Culture and the Learning unit		

Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Culture and Identity		

Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander cultures and identities		Compulsory Residential School 19 - 23 November, Building 7, CQUniversity, Bundaberg Campus
		Oral Presentation Due: Week 3 Friday (23 Nov 2018) 11:45 pm AEST

Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander ways of learning		

Non Teaching Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
University Culture		

Week 6 - 17 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
University Ways of Learning		

Week 7 - 31 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
University culture working together with Indigenous Australian cultures		

Week 8 - 07 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Combining ways of learning		

Week 9 - 14 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Racism at Universty		Written Assessment - Portfolio Due: Week 9 Friday (18 Jan 2019) 11:45 am AEST

Week 10 - 21 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Culture and leadership		

Week 11 - 28 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander Culture & Leadership		

Week 12 - 04 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
Unit Overview		Written Assessment: Academic Essay Due: Week 12 Friday (8 Feb 2019) 11:45 pm AEST

Exam Week - 11 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Term Specific Information

Contact Details

Coordinator: Dr Ross Skinner

Phone: (07) 4930 9251

Email: r.skinner@cqu.edu.au

Unit presentation

10-12 hours of study per week of self-directed study

Student access to the Internet, email and residential schools is recommended for this unit, with the exception of those students in correctional centres. Students are expected to follow a self-directed study schedule which meets the required deadlines.

Residential School

Residential School is a requirement of this unit. One Residential School will be held during the term - week 3 (19-23 November). During this school, group work, lectures, tutorials, presentations and individual tuition will be held.

Please also confirm your attendance by emailing tep@cqu.edu.au or telephoning Suellen Thomas on 1800 651 891.

Travel will be organised through Centrelink, and not TEP. If you are of Aboriginal and/or Torres Strait Islander descent, it is important that you register with Centrelink/Abstudy at the earliest opportunity. Residential travel cannot be organised until the registration process has been completed. Please note that Abstudy needs 3 weeks' notice of your intended travel. Abstudy will confirm your registration with us and then arrange travel for you. TEP will arrange your accommodation and meals. Abstudy will notify you of your travel details and so it is important that your contact details are up to date. Contact TEP urgently if something at the last moment prevents you attending.

Unit Website

The unit website is offered through the learning management system, Moodle. You should find this website easy to use. Consequently, you will need access to the internet. If the learning management system Moodle is temporarily unavailable when you need to submit an assessment item, you can send your assessment by email to your unit coordinator.

Computer (including software) requirements

Access to a computer is necessary. If you can regularly get to a CQUniversity campus, you can use the computers there. If you cannot get to a campus, it is best to have your own computer. You may also be able to use a computer at your local Queensland Open Learning Study Centre or your local library. Internet access is necessary so you can access the unit website. Microsoft Office software is preferred. Students in correctional centres do not require computer access.

Assessment Tasks

1 Oral Presentation

Assessment Type

Presentation

Task Description

Prepare a 10 - 15 minute oral presentation on a significant learning experience from your own life. The presentation must also include a PowerPoint slide show. A significant learning experience can be something you learnt in your childhood, such as riding a bike or how to treat a pet. It could also be something you have learnt recently, such as preparing to protect your home in a bush fire or how to care for a baby. The choice is yours. Ensure your talk is well prepared, practised and timed. It needs to be between 10 and 15 minutes in length. Students should prepare a PowerPoint presentation with narration. The PowerPoint is also required to have visuals. Check the marking criteria and use it to guide your oral presentation.

The following questions will direct your presentation; use them as prompts for each section.

- What was the learning experience?
- Who else was involved in the learning situation?
- What made the learning experience so significant?
- Was it a positive or negative experience? What did you learn from it?

The Culture and Learning Study Guide and the Moodle site for Week 3 outlines how to prepare and present an oral and PowerPoint presentation. Please apply this information and consult the assessment criteria below, which will be used for marking the oral presentation, before beginning to prepare your presentation. Correctional Centre students may send a written account of their presentation.

Assessment Due Date

Week 3 Friday (23 Nov 2018) 11:45 pm AEST

Return Date to Students

Week 5 Friday (14 Dec 2018)

Weighting

20%

Assessment Criteria

Students will be assessed on *Content* - which includes:

- Attention to grammar and spelling
- Clarity of expression
- Legibility and format
- Kept within the time allocation

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Compare the ways of learning associated with Indigenous Australian cultures ways of learning experienced at university
- Recognise ways in which university culture and ways of learning can work together with Indigenous Australian cultures and ways of learning

Graduate Attributes

- Self Management
- Communication
- Information Technology Competence
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

2 Written Assessment - Portfolio

Assessment Type

Written Assessment

Task Description

Complete the eight (8) **Portfolio items** listed below. Instructions for the completion of these portfolio items are given in the various weekly Study Guide modules, and students should refer to these instructions before attempting the portfolio item. The purpose of the portfolio is to assist you with your comprehension, critical analysis and reflection skills. For further details see the weekly study guides. The word count for the eight Portfolio Journal items is between 1000 -1200 words which is approximately 100 - 130 words for each item (students are able to allocate the word count however they decide).

Item 1 - About me

Item 2 - Culture

Item 3 - Identity

Item 4 - Aboriginal and Torres Strait Islander cultures and identities

Students submit Portfolio Journal items 1 - 4 through Moodle - feedback will be given before commencing the next item.

Item 5 - Aboriginal and Torres Strait Islander ways of learning

Item 6 - University culture

Item 7 -University ways of learning

Item 8 - Inclusion of Indigenous Australian cultures and knowledges within university culture

All portfolio items should be submitted through Moodle, and all portfolio items should be submitted by the end of week 9.

Assessment Due Date

Week 9 Friday (18 Jan 2019) 11:45 am AEST

Return Date to Students

Week 11 Monday (28 Jan 2019)

Weighting

40%

Assessment Criteria

Students will be assessed on:

Content:

- Critical thinking analysis
- Reflections in the portfolio responses
- Clarity of learning experiences
- Ability to observe and describe reactions to the resource material
- Participation in online forums and/or Residential Schools and Presentations
- Attention to grammar and spelling, including paragraph structure and clarity of expression, legibility and format number of portfolio responses
- Word count

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Recognise culture and identity as social constructions
- Compare the ways of learning associated with Indigenous Australian cultures ways of learning experienced at university
- Recognise ways in which university culture and ways of learning can work together with Indigenous Australian cultures and ways of learning
- Uphold university values and recognise racism where it might occur at university

Graduate Attributes

- Self Management
- Communication
- Information Literacy
- Critical Thinking
- Cross-Cultural Competence

3 Written Assessment: Academic Essay

Assessment Type

Written Assessment

Task Description

Leadership is a role that has a function in all cultures. Using the content from Weeks 10, 11 and 12 in the Moodle unit, reflect upon and write about a leader you admire. Your essay should be between 1000-1200 words. You can choose a leader from anywhere in the world. The person can be male, female, young or old. There are no restrictions on your

choice. Remember to include Indigenous Australian protocols where necessary. Write about a leader you admire. Some ideas that you can use for your assessment include:

- identify the person by name
- where the person comes from or came from
- where they are or were living
- their leadership role their leadership style
- the person's qualities—why you have chosen that person
- add any other information you wish to include about the person's leadership

Assessment Due Date

Week 12 Friday (8 Feb 2019) 11:45 pm AEST

Return Date to Students

Exam Week Friday (15 Feb 2019)

Weighting

20%

Assessment Criteria

Assessment Criteria

Academic content

- Evidence of research
- Demonstration of understanding of topic
- Originality
- Relevance to the topic

Writing skills

- Logical organisation of ideas and arguments
- Clarity of expression, avoidance of grammatical errors, correct use of words
- Accuracy and fairness in representing the views discussed Formality of style

Referencing skills

- Use of academic sources
- Acknowledging of sources
- Meeting of the length requirements

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Compare the ways of learning associated with Indigenous Australian cultures ways of learning experienced at university
- Recognise ways in which university culture and ways of learning can work together with Indigenous Australian cultures and ways of learning
- Uphold university values and recognise racism where it might occur at university

Graduate Attributes

- Self Management
- Communication
- Information Literacy
- Critical Thinking
- Cross-Cultural Competence

4 Online Quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

The task associated with this assessment item is to complete the online quizzes during the term on the unit's Moodle website. These quizzes will be available in Weeks 3, 6, 9 and 12, and each quiz will test the student's knowledge of unit material for the previous three weeks.

Each quiz will consist of ten (10) questions that are randomly selected from a question bank. Each quiz will be worth 5% of the total grade for the unit and the complete assessment of four quizzes will be worth 20% of the total grade.

Although a mark will be given to students after each quiz, the final grade will not be shown until the end of term.

Points to note:

- Students will be allowed two attempts at each quiz. The attempt with the highest grade will be accepted for assessment.
- There will be no time limit on quizzes.
- Students are encouraged to refer to the unit materials in order to obtain as many correct answers as possible.
- Students are encouraged to attempt every quiz to obtain the maximum number of marks.
- If students have technical problems with the quiz, they should contact the unit coordinator or TASAC as soon as possible.

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

Friday (15 Feb 2019) 11:45 pm AEST

Return Date to Students

Exam Week Friday (15 Feb 2019)

Weighting

20%

Assessment Criteria

Students are marked according to number of correct responses for each quiz.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Recognise culture and identity as social constructions
- Compare the ways of learning associated with Indigenous Australian cultures ways of learning experienced at university
- Recognise ways in which university culture and ways of learning can work together with Indigenous Australian cultures and ways of learning
- Uphold university values and recognise racism where it might occur at university

Graduate Attributes

- Self Management
- Information Technology Competence
- Problem Solving
- Critical Thinking
- Cross-Cultural Competence

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