



# EDED40351 Culture And Learning

## Term 1 - 2021

Profile information current as at 14/12/2025 12:39 pm

All details in this unit profile for EDED40351 have been officially approved by CQUUniversity 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 1 - 2021

- Online

#### 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 Staff feedback

##### Feedback

Support students with regular Zoom sessions.

##### Recommendation

Provide weekly Zoom sessions for all students, ensuring that sessions are also offered in the evening. The Zoom sessions must provide a platform for discussion, teaching and appropriate information sharing.

#### Feedback from Staff and Student feedback.

##### Feedback

Make more resources available to students.

##### Recommendation

Provide relevant resources through an e-reading list on the Moodle site.

## 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.

### 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

**Laurence Armstrong** Unit Coordinator  
[l.armstrong@cqu.edu.au](mailto:l.armstrong@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

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

### Week 2 - 15 Mar 2021

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

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander Cultures and Identities		Complete Quiz 1  <b>Oral Presentation with PowerPoint Slide Show</b> Due: Week 3 Friday (26 Mar 2021) 11:55 pm AEST

### Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander Ways of Learning		

### Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
University Culture		

### Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Non Teaching Week		

### Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
University Ways of Learning		Complete Quiz 2

### Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Inclusion of Indigenous Australian Cultures Within University Culture		

### Week 8 - 03 May 2021

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

### Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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## Racism at University

**Written Portfolio** Due: Week 9 Friday  
(14 May 2021) 11:55 pm AEST

**Week 10 - 17 May 2021**

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

**Week 11 - 24 May 2021**

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

**Week 12 - 31 May 2021**

Module/Topic	Chapter	Events and Submissions/Topic
		Complete Quiz 4

A Leader You Admire and Unit  
Overview

**Written Assessment - Essay** Due:  
Week 12 Friday (4 June 2021) 12:55  
pm AEST

**Online Quiz(zes)** Due: Week 12  
Friday (4 June 2021) 12:55 pm AEST

**Review/Exam Week - 07 Jun 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 14 Jun 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Unit Coordinator: Laurie Armstrong  
Email: l.armstrong@cqu.edu.au  
Telephone: 07 4930 9251  
Mobile: 0427 383 974

## Assessment Tasks

## 1 Oral Presentation with PowerPoint Slide Show

**Assessment Type**

Presentation

**Task Description**

Prepare a 10-15 minute oral presentation on a significant learning experience from your own life. 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. The presentation must be a PowerPoint slide show with narration. The slides must include some visuals. Ensure your talk is well prepared, practised and timed.

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 1 outline 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.

**Assessment Due Date**

Week 3 Friday (26 Mar 2021) 11:55 pm AEST

**Return Date to Students**

Week 5 Friday (9 Apr 2021)

**Weighting**

20%

**Assessment Criteria**

Students will be assessed on Content - which includes:

- Attention to grammar and spelling
- Clarity of expression
- Legibility and format
- Keeping 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 Portfolio

**Assessment Type**

Written Assessment

**Task Description**

Complete the eight (8) Portfolio items listed below. The purpose of the portfolio is to assist you with your comprehension, critical analysis and reflection skills. Instructions for the completion of these portfolio items are provided in the weekly Study Guide modules. Refer to these instructions before attempting the portfolio items. The required word count for the eight Portfolio items is between 1000 -1200 words, which is approximately 125 - 150 words for each item. (You are allowed to decide how to allocate the word count.)

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 email - 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.

In addition, remember to:

- Read the assessment criteria for this assessment to see how you will be marked.
- Use complete sentences, number your pages, use 11-point Arial font and 1.5 line spacing.

### **Assessment Due Date**

Week 9 Friday (14 May 2021) 11:55 pm AEST

### **Return Date to Students**

Week 11 Friday (28 May 2021)

### **Weighting**

40%

### **Assessment Criteria**

Students will be assessed on:

- Content
- Critical thinking
- Reflections in the portfolio responses
- Clarity of learning experiences
- Ability to observe and describe reactions to the resource material
- Participation in online forums
- Attention to grammar and spelling, including paragraph structure and clarity of expression, legibility and format, and the 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 - Essay

#### Assessment Type

Written Assessment

#### Task Description

Leadership has a function in all cultures. Using the content from the Moodle unit, reflect upon and write about a leader you admire. Your essay should be between 800-1000 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.

Some suggestions 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
- the person's qualities—why you have chosen that person
- add any other information you wish to include about the person's leadership
- pay particular attention to their leadership role and their leadership style.

In addition, remember to:

- Follow the Harvard style of referencing.
- Read the assessment criteria for this assessment to see how you will be marked.
- Use complete sentences, number your pages, and use 11-point Arial font and 1.5 line spacing.

#### Assessment Due Date

Week 12 Friday (4 June 2021) 12:55 pm AEST

#### Return Date to Students

Exam Week Friday (18 June 2021)

#### Weighting

20%

#### Assessment Criteria

CONTENT:

- Evidence of research
- Demonstration of understanding of the 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
- Acknowledgment 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

This assessment consists of four (4) quizzes that are available on the Moodle site. Although the four quizzes are due on Friday of Week 12, we encourage you to complete each quiz in the weeks they are scheduled: weeks 3, 6, 9 and 12. Each quiz will test your knowledge of the unit material for the previous three weeks and 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 for this unit. Although a mark will be available to you after the completion of each quiz, the final grade will not be shown until the end of term.

Points to note:

- You 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.
- You are encouraged to refer to the unit materials in order to obtain as many correct answers as possible.
- You are encouraged to attempt every quiz to obtain the maximum number of marks.
- If you have technical problems with the quiz, please contact the Unit Coordinator or TASAC as soon as possible.

### Number of Quizzes

4

### Frequency of Quizzes

Other

### Assessment Due Date

Week 12 Friday (4 June 2021) 12:55 pm AEST

### Return Date to Students

Week 12 Friday (4 June 2021)

### Weighting

20%

### Assessment Criteria

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

### Referencing Style

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

### Submission

No submission method provided.

### 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