



# EDED40351 Culture And Learning

## Term 1 - 2024

Profile information current as at 14/05/2024 06:57 am

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 - 2024

- 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 Unit Coordinator

**Feedback**

Some resource materials are dated.

**Recommendation**

Review the current resource materials and update to more recent materials where required.

#### Feedback from Students

**Feedback**

Students praise the regular communication and level of support they receive.

**Recommendation**

Continue to stay in regular contact with students, either individually or in small groups, in order to provide support and maintain high levels of student engagement.

## 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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### 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				

## 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 - 04 Mar 2024

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

### Week 2 - 11 Mar 2024

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

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cultures and Identities		Complete Quiz 1  <b>Presentation</b> Due: Week 3 Friday (22 Mar 2024) 11:55 pm AEST

### Week 4 - 25 Mar 2024

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

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
University Culture		

### Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 15 Apr 2024

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

**Week 7 - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Cultures within University		

**Week 8 - 29 Apr 2024**

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

**Week 9 - 06 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Racism at University		Complete Quiz 3  <b>Written Portfolio</b> Due: Week 9 Friday (10 May 2024) 11:55 pm AEST

**Week 10 - 13 May 2024**

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

**Week 11 - 20 May 2024**

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

**Week 12 - 27 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Leaders You Admire		Complete Quiz 4  <b>Written Assessment - Essay</b> Due: Week 12 Friday (31 May 2024) 11:55 pm AEST <b>online Quiz(zes)</b> Due: Week 12 Friday (31 May 2024) 11:55 pm AEST

## Term Specific Information

Unit Coordinator: Laurie Armstrong  
Email: l.armstrong@cqu.edu.au  
Telephone: 07 4930 9251  
Mobile: 0418 373 373

## Assessment Tasks

### 1 Presentation

**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 could be something you learnt in your childhood, such as riding a bike or looking after a pet. Alternatively, it could be something you have learnt recently, such as preparing to protect your home in a bush fire or caring 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, practiced 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 significant?

- Was it a positive or negative experience?
- What did you learn from it?

Before you develop your presentation, please read the information about this assessment in the Week 1 section on the Culture and Learning Moodle site. It outlines how to prepare and present an oral and PowerPoint presentation, and it includes further details on the marking criteria that will be used to assess your presentation.

#### **Assessment Due Date**

Week 3 Friday (22 Mar 2024) 11:55 pm AEST

#### **Return Date to Students**

Week 5 Friday (5 Apr 2024)

#### **Weighting**

20%

#### **Assessment Criteria**

You will be assessed on how well you:

- introduce yourself and the topic, and engage the audience
- explain the details of the learning experience
- conclude with a summary of the main points
- use PowerPoint slides to support your presentation.

#### **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

## **2 Written Portfolio**

#### **Assessment Type**

Written Assessment

#### **Task Description**

Complete the eight (8) portfolio items listed below. Instructions on how to complete these portfolio items are provided in the weekly Study Guide modules on the unit Moodle site. Read the instructions carefully before you begin writing. The individual topics are:

Item 1 - About me

Item 2 - Culture

Item 3 - Identity

Item 4 - Aboriginal and Torres Strait Islander cultures and identities.

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.

The purpose of the portfolio is to help guide your learning each week, critically analyse the unit content and reflect on its significance. The overall word count for the eight portfolio items is 1000-1200 words. You can write approximately 125-150 words for each item, or you can write a little more for some items and a little less for others as long as you meet the overall word count. Please write in complete sentences, number your pages and use 11-point Arial font and 1.5 line spacing.

#### **Assessment Due Date**

Week 9 Friday (10 May 2024) 11:55 pm AEST

#### **Return Date to Students**

Week 11 Friday (24 May 2024)

#### **Weighting**

40%

### Assessment Criteria

You will be assessed on how well you:

- reflect on the weekly portfolio items
- make links between your reflections and the ideas in the source materials on Moodle
- use Harvard style referencing
- use clear and concise language to express your ideas.

### 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.

## 3 Written Assessment - Essay

### Assessment Type

Written Assessment

### Task Description

Leadership has a function in all cultures. Referring to the content on the unit Moodle site, write an 800-1000 word essay about a leader you admire. You can choose a leader from anywhere in the world. The person can be male or female, young or old. There are no restrictions on your choice. Please remember to include Indigenous Australian protocols, where necessary.

Below are some suggestions for content that you can include in your assessment:

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

Please use Harvard style referencing when referring to any source materials, write in complete sentences, number your pages and use 11-point Arial font and 1.5 line spacing.

### Assessment Due Date

Week 12 Friday (31 May 2024) 11:55 pm AEST

### Return Date to Students

Exam Week Friday (14 June 2024)

### Weighting

20%

### Assessment Criteria

You will be assessed on how well you:

- describe a leader, their role and leadership style
- structure the content of your essay
- demonstrate evidence of research
- use Harvard style referencing
- use clear and concise language to express your ideas.

### 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.

## 4 online Quiz(zes)

### Assessment Type

Online Quiz(zes)

### Task Description

There are four (4) quizzes on the unit Moodle site. Although the four quizzes are due on the Friday of Week 12, you are encouraged to complete the quizzes in the weeks that they are scheduled, i.e. weeks 3, 6, 9 and 12. Each quiz will test your knowledge of the unit material from the previous three weeks and consist of ten (10) questions that are randomly selected from a question bank. Each quiz is worth 5% of the total marks for the unit and the complete assessment of four quizzes is worth 20% of the total marks for this unit. Although a mark will be available to you after the completion of each quiz, the overall mark for all four quizzes will not appear until the end of the term.

Points to note:

- the quizzes are not timed
- you can attempt each quiz twice. The attempt with the highest result will be counted towards your overall mark for the quizzes
- you are encouraged to refer to the unit materials in order to obtain as many correct answers as possible
- if you have technical problems with any of the quizzes, 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 (31 May 2024) 11:55 pm AEST

### Return Date to Students

Each quiz is set up so that you will know your score as soon as you have finished.

### Weighting

20%

### Assessment Criteria

- 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.

### 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.

## 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