INDG40015 *Indigenous Australians and Education*
Term 3 - 2023

Profile information current as at 20/04/2024 07:44 pm

All details in this unit profile for INDG40015 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.

General Information

Overview

This unit provides students with a broad overview of the education of Aboriginal and Torres Strait Islander peoples in Australia. It begins by looking at traditional ways of educating Aboriginal and Torres Strait Islander children, before examining a history of Indigenous education since the colonisation of Australia by white settlers, and seeing how racism still has a major influence on Indigenous education. Students will look at the impact of social factors, such as health issues, housing, remoteness, and poverty on education; and also see how different cultural factors, including Aboriginal and Torres Strait identities, different ways of teaching and learning, and language in particular, affect Indigenous education in Australia. Students will look more specifically at teaching and learning in Indigenous communities, including some case studies. Finally, the unit allows students to explore trends in Indigenous school education, Indigenous vocational education and training (VET) and TAFE, and Indigenous tertiary education in more detail, including the influence that Indigenous Australians have had on mainstream education.

Details

Career Level: *Non-award*
Unit Level: *Not Applicable*
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 - 2023

- 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. **Written Assessment**
Weighting: 40%
2. **Written Assessment**
Weighting: 40%
3. **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. Analyse the historical and contemporary impacts of government policies upon education for Indigenous Australians
2. Identify various social issues that impact upon education for Indigenous Australians
3. Explain why cultural factors should be taken into consideration for the education of Indigenous Australians
4. Evaluate contemporary trends in various levels of education for Indigenous Australians.

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
1 - Written Assessment - 40%	•	•	•	
2 - Written Assessment - 40%		•	•	•
3 - 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

Schedule

Week 1 - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Overview of the Learning Material		

Week 2 - 13 Nov 2023

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

Week 3 - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander Education Since Colonisation		Complete Quiz 1

Week 4 - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Racism and Education		

Vacation Week - 04 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 11 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Social Impacts on Aboriginal and Torres Strait Islander Education		

Week 6 - 18 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic

		Complete Quiz 2. **Academic Essay** Due: Week 6 Friday (22 Dec 2023) 11:55 pm AEST
Vacation Week - 25 Dec 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Week 7 - 01 Jan 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Cultural Factors Impacting on Education		
Week 8 - 08 Jan 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Education in Remote Communities		
Week 9 - 15 Jan 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Education in Torres Strait Islander Communities		Complete Quiz 3.
Week 10 - 22 Jan 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Trends in Aboriginal and Torres Strait Islander School Education		
Week 11 - 29 Jan 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Trends in Aboriginal and Torres Strait Islander VET and TAFE Studies		
Week 12 - 05 Feb 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Trends in Aboriginal and Torres Strait Islander Tertiary Education		Complete Quiz 4. **Academic Essay** Due: Week 12 Friday (9 Feb 2024) 11:55 pm AEST **Online Quiz(zes)** Due: Week 12 Friday (9 Feb 2024) 11:55 pm AEST
Exam Week - 12 Feb 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

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

Assessment Tasks

1 Academic Essay

Assessment Type
Written Assessment

Task Description
Choose ONE topic from the list below (or negotiate a topic with your Unit Coordinator), and write a 1000 -1200 word academic essay.
1. Describe the ways of learning that were used by Aboriginal and Torres Strait Islander people before colonisation.
2. Explain the historical impacts on the education of Aboriginal and Torres Strait Islander people since colonisation.
3. How has racism affected the education of Aboriginal and Torres Strait Islander people?
4. What social circumstances affect the education of Aboriginal and Torres Strait Islander people? In your discussion, you may wish to use an example from your own community.
5. How do Aboriginal and Torres Strait Islander cultures fit in with mainstream educational systems? You may use an example from your own community if you wish.
In your essay, present balanced coverage of the arguments in relation to the topic. You must write objectively, research widely and reference accurately. Your Reference list should include at least 4-6 sources; however, more is always better. You are required to use the Harvard style of referencing. Remember that this is an academic essay and so should be properly presented with an introduction, the body of the essay (or the main discussion), a conclusion, and a reference list.
Use 1.5 or double line spacing and a clear font such as Times New Roman 12 or Arial 11 and include page numbers.

Assessment Due Date
Week 6 Friday (22 Dec 2023) 11:55 pm AEST

Return Date to Students
Week 8 Friday (12 Jan 2024)

Weighting
40%

Assessment Criteria
Academic Content

- Understanding of the unit material relevant to the assessment task
- Evidence of research
- Relevance to the topic

Writing Skills

- Logical organisation of ideas and arguments
- Accuracy and fairness in representing the views discussed
- Clarity of expression, avoidance of grammatical errors, correct use of words
- Logical organisation of arguments and information in an appropriate essay structure
- Adherence to word length requirements

Referencing Skills

- Use of authoritative academic sources
- Acknowledgement of sources through correct in-text referencing and corresponding accurate reference list
- Use of Harvard style of referencing

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Analyse the historical and contemporary impacts of government policies upon education for Indigenous Australians
- Identify various social issues that impact upon education for Indigenous Australians
- Explain why cultural factors should be taken into consideration for the education of Indigenous Australians

2 Academic Essay

Assessment Type
Written Assessment

Task Description
Choose ONE topic from the list below (or negotiate a topic with your Unit Coordinator) and write a 1000 - 1200 word academic essay.
1. Describe teaching in remote Aboriginal and Torres Strait Islander communities. Look at this from the perspective of

students and teachers.
2. Compare and contrast education in Torres Strait Islander communities with education on mainland Australia.
3. Discuss the main trends in education for Aboriginal and Torres Strait Islander school students. You can discuss this either from a historical or contemporary point of view.
4. Has there been any recent significant improvement in the participation of Aboriginal and Torres Strait Islander people in vocational education training (VET) or TAFE? Discuss the reasons for this.
5. Discuss the participation of Aboriginal and Torres Strait Islander people in the tertiary education sector. In your response, discuss various trends in participation, success rates, and the fields of education in which Aboriginal and Torres Strait Islander people are most interested.
In your response, please utilise feedback from the previous assessment. You will need to research widely and reference accurately. Include at least 4-6 sources in your reference list; however, more is always better. You are required to use the Harvard Style of referencing.
Remember that this is an academic essay and so should be properly presented and include an introduction, the body of the essay (or the main discussion), a conclusion, and a reference list.
Use 1.5 or double line spacing, a clear font such as Times New Roman 12 or Arial 11 and include page numbers.

Assessment Due Date
Week 12 Friday (9 Feb 2024) 11:55 pm AEST

Return Date to Students

Results will be available prior to the Certification of Grades.

Weighting
40%

Assessment Criteria
Academic Content

- Understanding of the unit material relevant to the assessment task
- Evidence of research
- Relevance to the topic

Writing Skills

- Logical organisation of ideas and arguments
- Accuracy and fairness in representing the views discussed
- Clarity of expression, avoidance of grammatical errors, correct use of words
- Logical organisation of arguments and information in an appropriate essay structure
- Adherence to word length requirements

Referencing Skills

- Use of authoritative academic sources
- Acknowledgement of sources through correct in-text referencing and corresponding accurate reference list
- Use of Harvard style of referencing

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Identify various social issues that impact upon education for Indigenous Australians
- Explain why cultural factors should be taken into consideration for the education of Indigenous Australians
- Evaluate contemporary trends in various levels of education for Indigenous Australians.

3 Online Quiz(zes)

Assessment Type
Online Quiz(zes)

Task Description
This assessment consists of four (4) quizzes that are available on the Moodle unit 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:

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

Number of Quizzes
4

Frequency of Quizzes
Other

Assessment Due Date
Week 12 Friday (9 Feb 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
You will be marked according to the number of correct responses for each quiz.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Analyse the historical and contemporary impacts of government policies upon education for Indigenous Australians
- Identify various social issues that impact upon education for Indigenous Australians
- Explain why cultural factors should be taken into consideration for the education of Indigenous Australians
- Evaluate contemporary trends in various levels of education for Indigenous Australians.

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