INDIGENOUS RESEARCH

Subject Code: MULT90022
Credit Points: 25
Study Period: February
Year: 2013
Internal: Yes
External: No
Subject Dates: Thursday 7th – Wednesday 13th February, 2013 (No class sessions are held during the weekend)
Contact Hours: 5-Day Intensive (Lectures, seminars, workshops, focus groups)
Total Time Commitment: 240 hours
Coordinator: Dr Christine Asmar
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Subject Overview: ‘Indigenous Research’ is the core subject in the Professional Certificate in Indigenous Research (ProfCertIR)
In this subject, 'Indigenous research' includes not only research by Indigenous individuals, but also research on Indigenous topics.
The subject explores research and develops research skills from an Indigenous perspective, covering: selecting and refining a
thesis topic; research design, methods and methodology; reviewing the literature; ethical issues in Indigenous research;
intellectual property and copyright; establishing effective relationships with supervisors; managing scholarly information;
Indigenous archival research; qualitative and quantitative data collection, analysis and presentation; and planning and writing a
thesis.
The subject is taught in a mixed mode of seminars, case studies, and group activities, with an emphasis on collaborative learning
and team-based problem solving. The format is interactive, with each session facilitated by an academic leader and/or panel of
academics. Students engage in a range of activities, including structured reflection, academic writing, and formal verbal
presentations. Students’ assessment tasks relate directly to their own research.
Upon satisfactory completion of the core subject, students are awarded a Professional Certificate in Indigenous Research, which
will give them 25 credit points towards the Graduate Certificate in Indigenous Research and Leadership.

Objectives:
• To provide a cohort experience and supportive learning environment for students engaged in Indigenous research, with the
  opportunity to establish ongoing professional networks.
• To build research capacity within the cohort by means of providing accessible and culturally sensitive Indigenous research
  training.
• To enable Research Higher Degree (RHD) candidates to:
  – resolve research issues and bring this ability to the solving of research problems from an Indigenous perspective;
  – demonstrate an understanding of ethical issues and conduct in Indigenous research;
  – demonstrate a knowledge and appreciation of principles, practices and milestones in developing and completing their
    research projects;
  – develop skills in communicating such knowledge and understanding effectively through oral and written research
    presentations.

Assessment:
1. Two individual 20 minute oral presentations to be delivered during the intensive program, of which only the second one is
  marked.
   • The first presentation consists of the proposed research program and occurs on the first day. It is assessed only in terms
     of quality, and formative feedback is provided to students.
   • The final 20 minute presentation is assessed formally on the 13th February, 2013 which is the last day of the intensive
     (20%).
2. One 1,500 word reflective journal (hurdle requirement) due on the 13th February, 2013 at the completion of the intensive
   week (10%).
3. A written assignment of 5,000 words due on the 1st May, 2013 which is the end of semester one (70%).
   [It is envisaged for example that the students will either prepare their research proposal, or undertake substantial work on
   one of their chapters such as the literature review]

Prescribed Texts: A subject reader will be made available prior to the course, and is expected to be referred to in the first oral
presentation.

Generic Skills: RHD candidates completing this subject will be able to:
• Apply research skills, practices and specialist knowledge in new and different contexts;
• Develop key learning and research strengths, and support their peers’ development as well;
• Communicate research goals, methods and findings effectively to non-specialists, including Indigenous communities;
• Demonstrate a high level of respect for Indigenous knowledge, cultures and values.