

A sunset over a body of water, with the sun low on the horizon and its reflection visible in the water. The sky is a mix of orange, yellow, and grey, and the water is dark with some lighter patches.

# **EVALUATING THE EFFECTS OF EMBEDDING INDIGENOUS CONTENT**

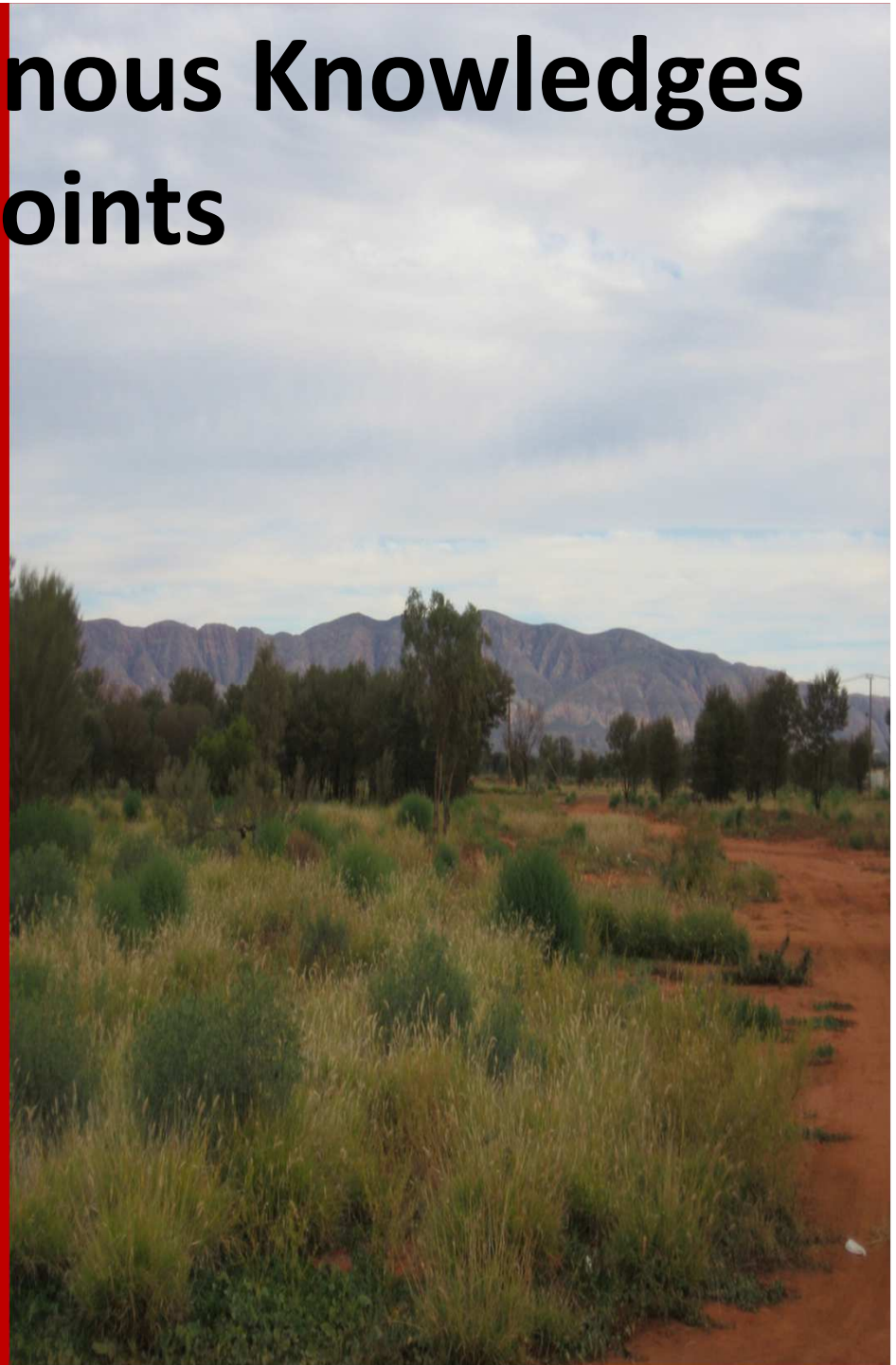
## **EVIDENCE VERSUS ASSUMPTIONS**

**Bronwyn Rossingh and Terry Dunbar  
Australian Centre for Indigenous Knowledges  
and Education, Charles Darwin University**

# **Embedding Indigenous Knowledges**

## **Key Points**

- **Introduction**
- **Evaluative question**
- **Methods of Embedding**
- **Graduate Attributes**
- **University Policy**
- **Evaluative model**
- **Case Study**
- **Further Discussion**
- **Summary**





# Introduction

Development of an evaluation model to gauge the effectiveness of embedding Indigenous knowledge in higher education courses





# Evaluative Question

How do we know  
with certainty that  
embedding  
Indigenous content  
builds cultural  
competence within  
the institution and  
its graduating  
Students?





# Quotes

*... I advocate the incorporation of Indigenous and local knowledge and wisdom into the content of all courses at our university ...*

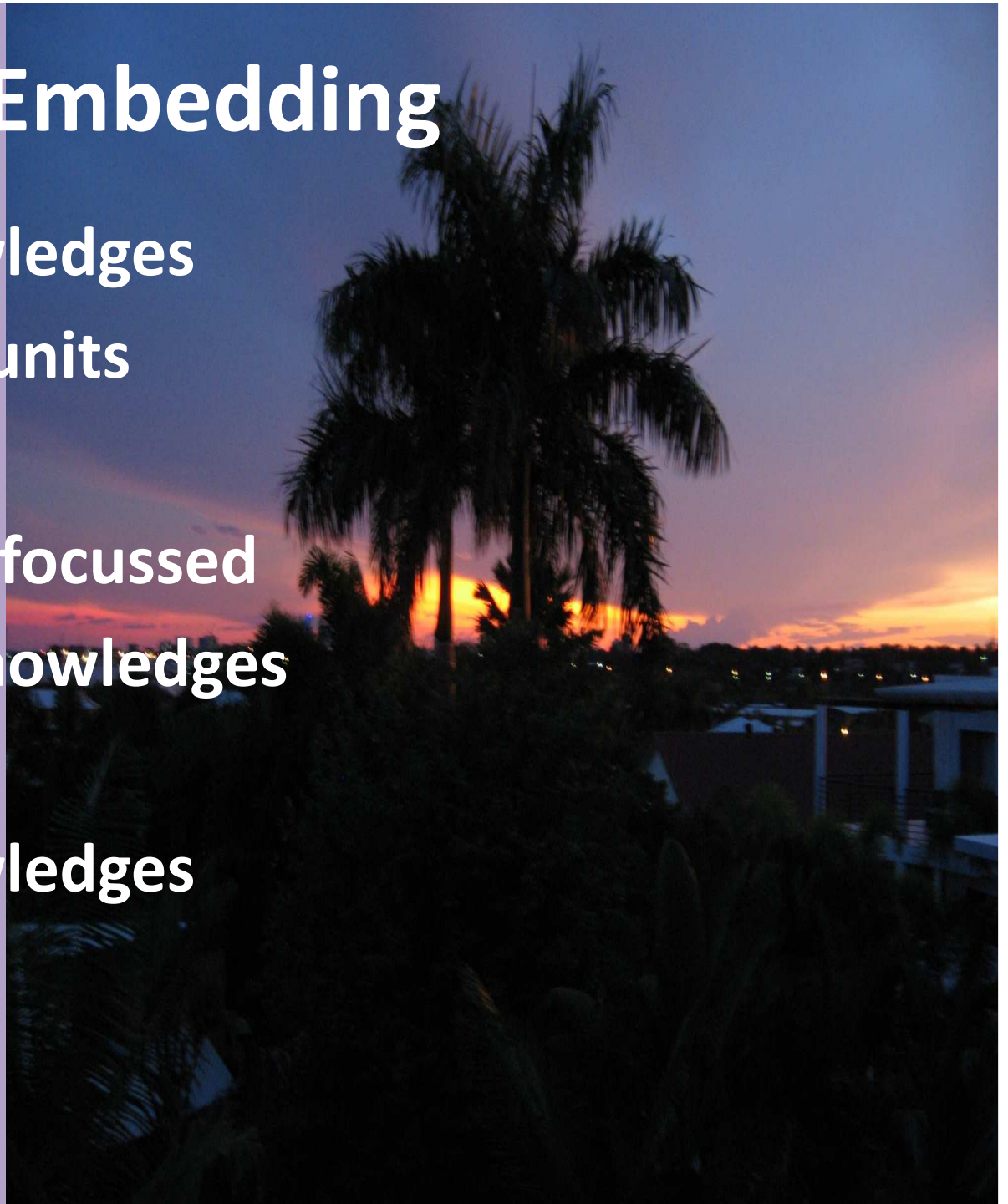
*...encourage the valuing of knowing and knowledge associated with Oceania peoples and the acceptance of their multiple wisdoms.*

Thaman, 2003, p. 8



# Methods of Embedding

- Indigenous knowledges within common units
- Courses that are focussed on Indigenous knowledges
- Indigenous knowledges based electives





# Graduate Attributes

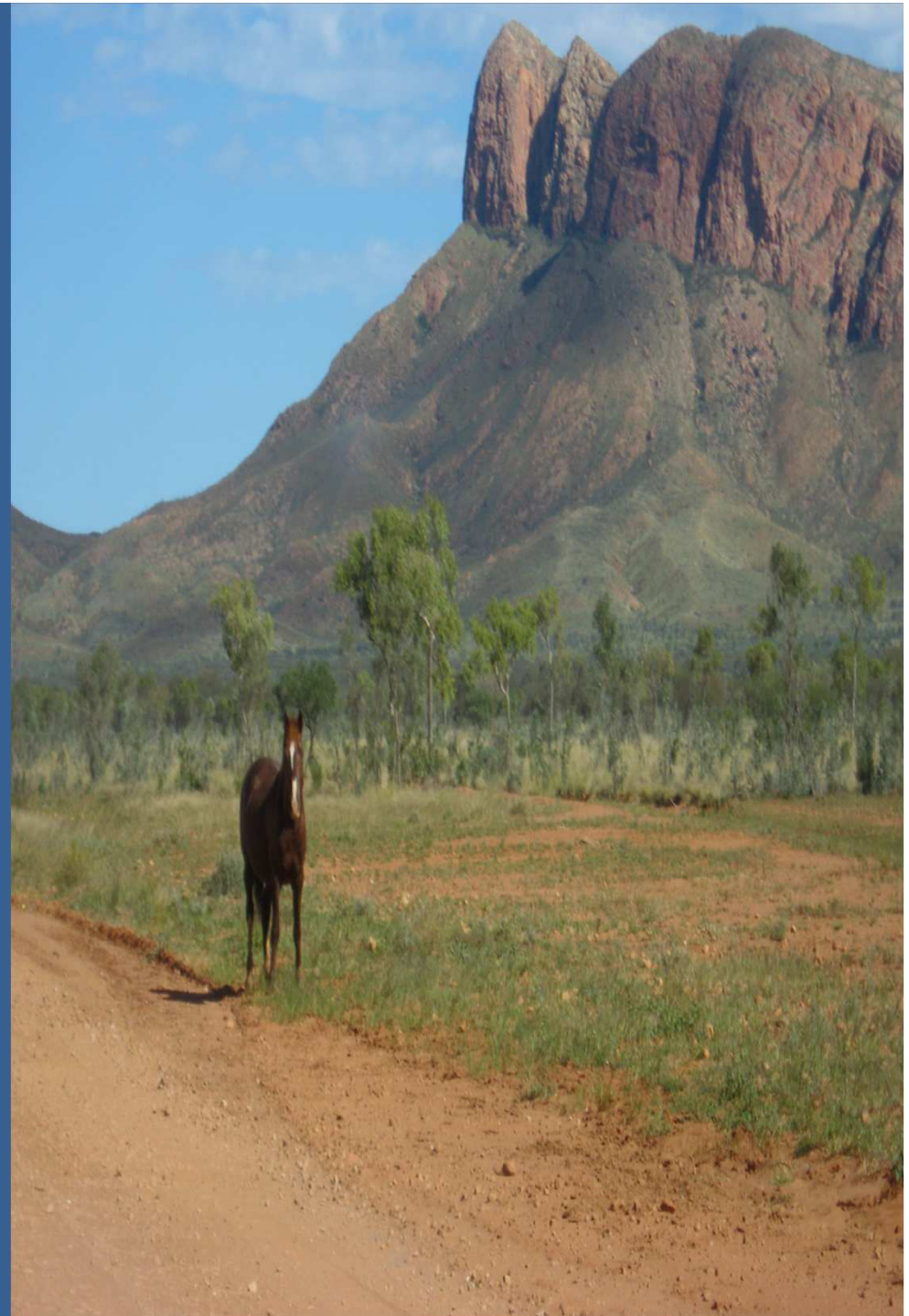
- Knowledge building mechanisms
- Skill advancement
- Provide a well rounded education
- Provide a pathway to enter the workforce
- Foster lifelong learning capabilities





# University Policy

- Graduate attributes are policy
- Dictate learning outcomes
- University accountability
- Attract students





# Evaluative model

Put aside assumptions

Test performance  
of policy

Gauge cultural  
competency levels

Intellectual and  
emotional  
engagement





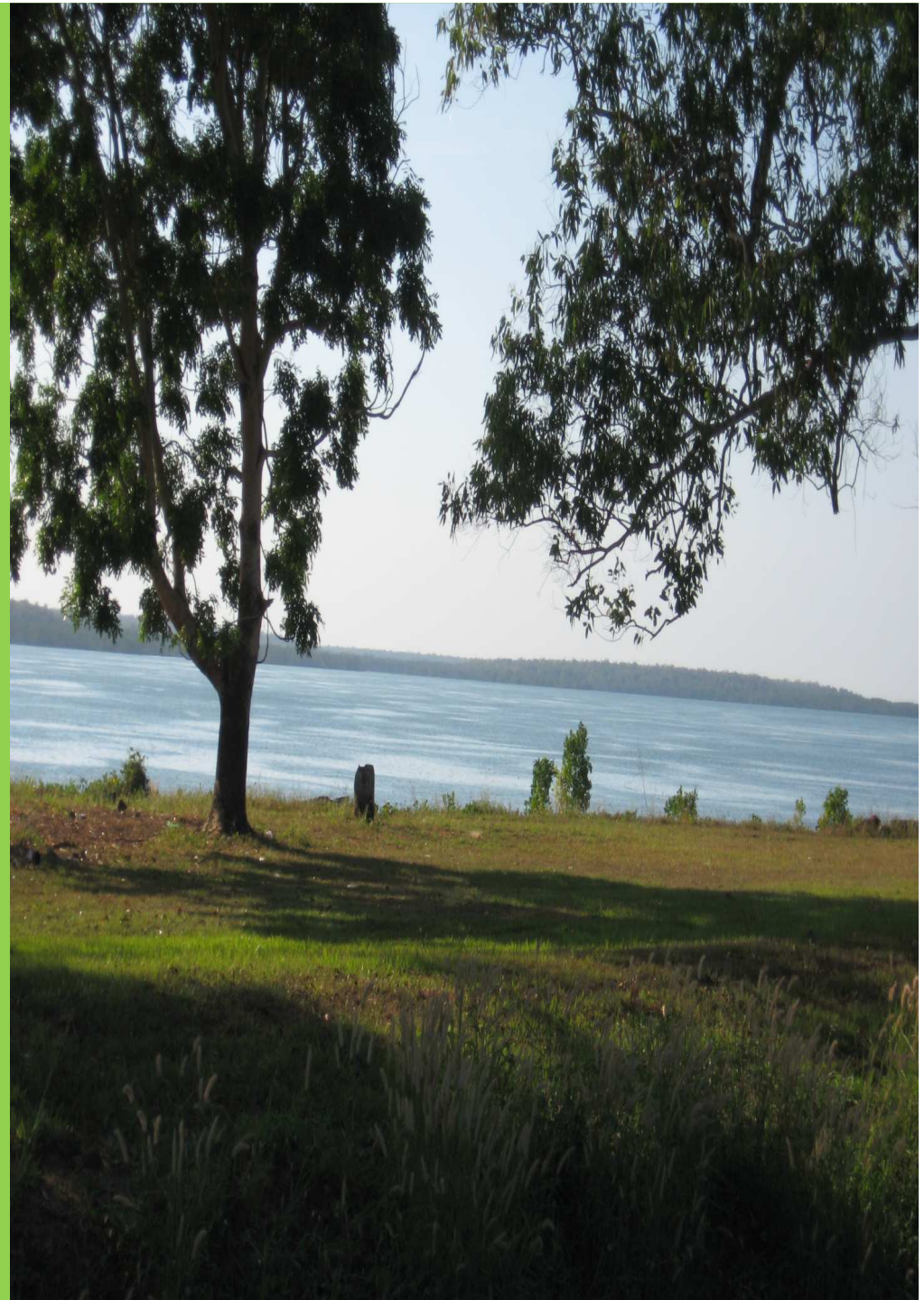
# Evaluative Model

What is embedded &  
Relevance of material

Relevance & level of  
Student satisfaction

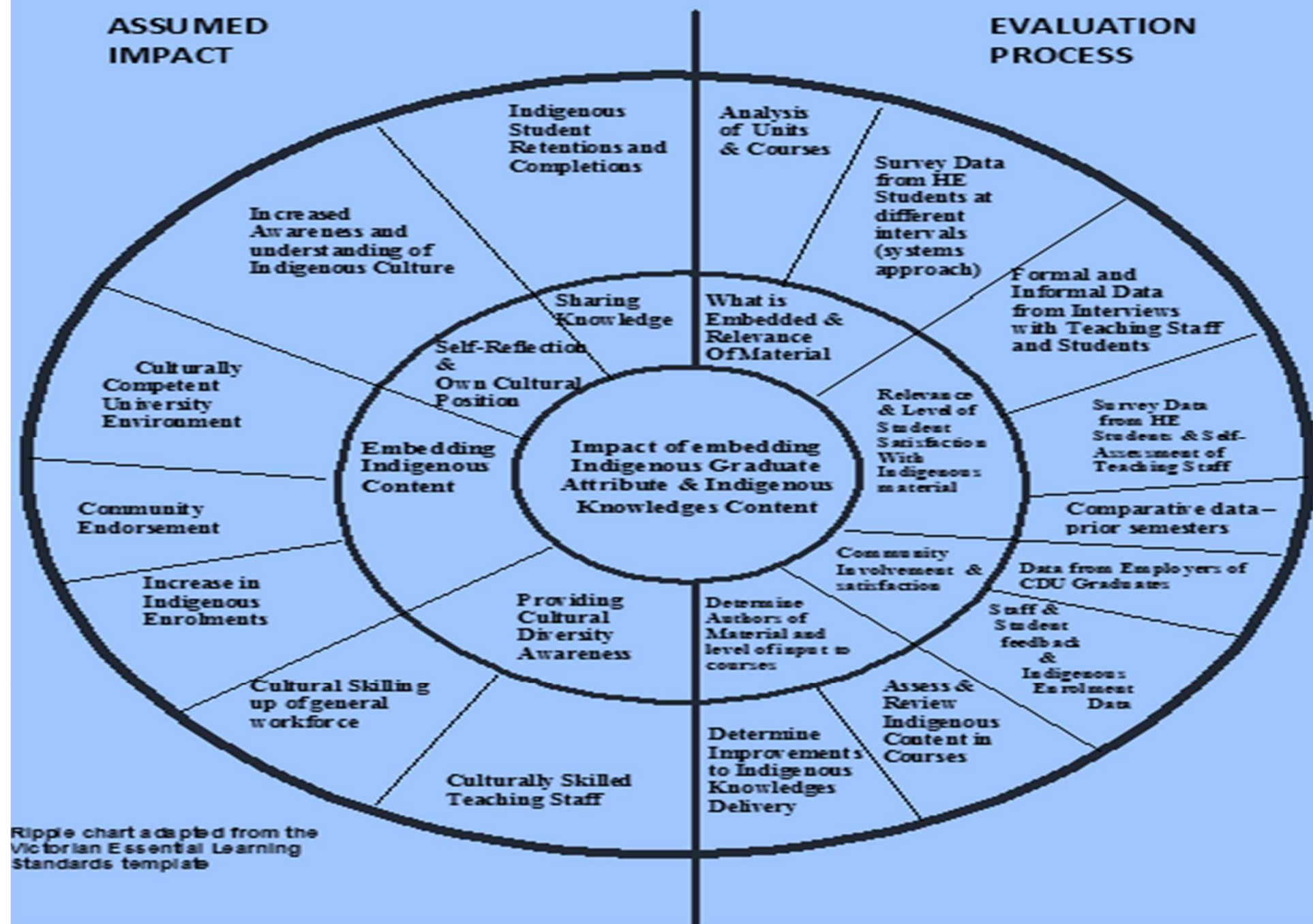
Community involvement  
& satisfaction

Indigenous knowledge  
delivery





**FIGURE ONE: RIPPLE EFFECT OF EMBEDDING INDIGENOUS CONTENT**



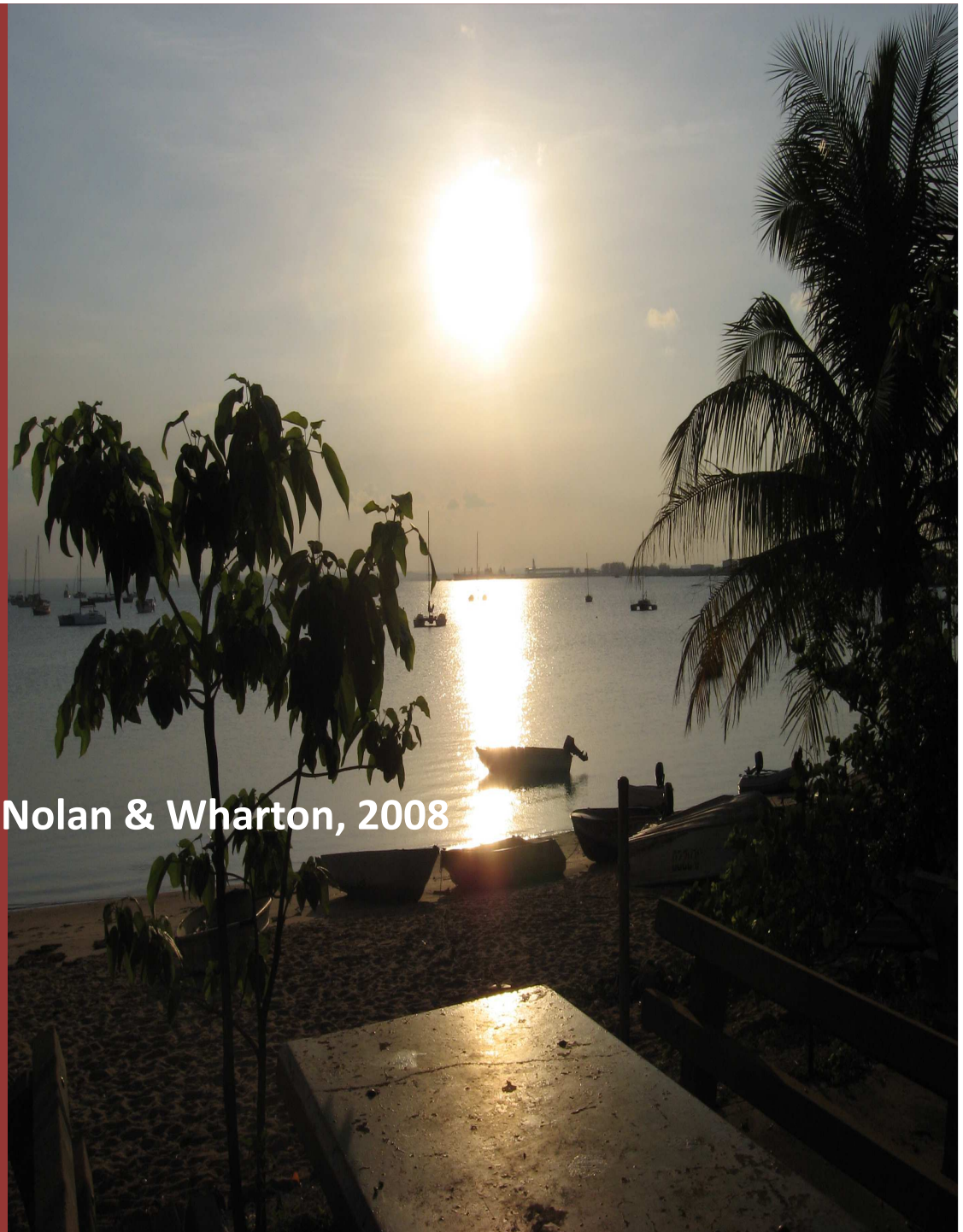


# Case Study

University of SA

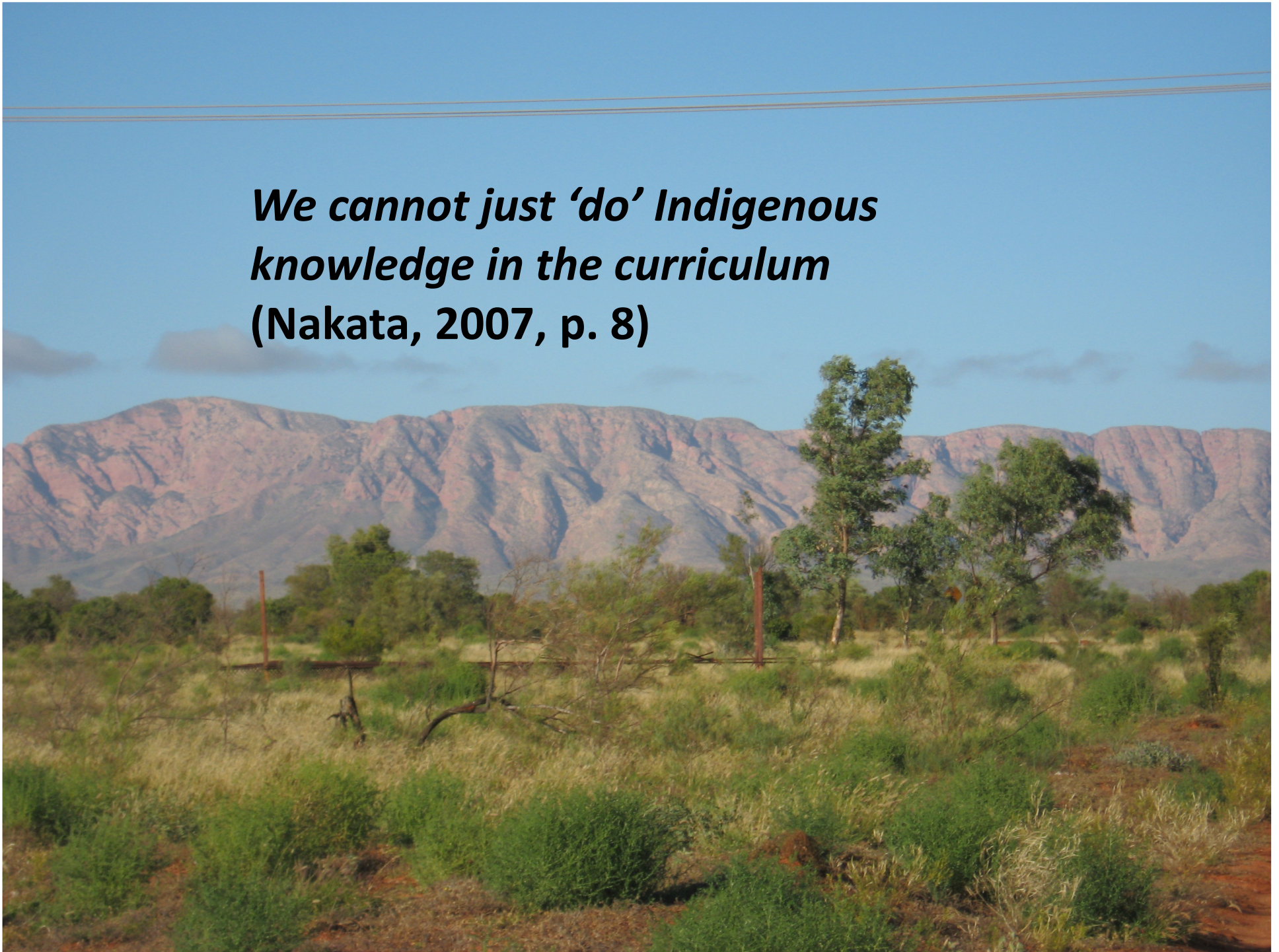
Positive outcomes from  
Indigenous content -  
Inclusion of compulsory  
components

Ranzijn , McConnochie, Day, Nolan & Wharton, 2008





***We cannot just 'do' Indigenous  
knowledge in the curriculum  
(Nakata, 2007, p. 8)***





# **Summary**

**University Accountability  
& credibility**

**Cultural Competency**

**Potential Benefits**

**Appropriate Indigenous  
Knowledge**







**THANK YOU & QUESTIONS?**