

AnTEP
MODULE OVERVIEW

LEARNING & TEACHING
STYLES
RESEARCH

STAGE 2
CULTURAL STUDIES 2
10083

notional time = 24 hours

In the past this module was much longer (120 hours) and comprised a workshop plus follow-up course-work and individual research. It is now only 24 hours. Because this module deals with issues that are very complex and academically challenging, it is recommended that the majority of this module be spent with the lecturer exploring and discussing the issues, and the research component be reduced to a maximum of four hours.

MODULE AIMS

This module has the following aims:

1. To review what perceptions students already have regarding Aboriginal pedagogy, and what they understand by phrases that we often hear in Aboriginal education circles such as: natural learning, western learning styles, Aboriginal learning styles, learning my way, formal & informal learning, two-way schooling, both-ways education, bicultural schools, mainstream schools etc.
2. To read and discuss some of the literature on "Aboriginal learning styles" and to explore the controversial notion of there being a pan Aboriginal "world view" (which is reflected in the way all Aboriginal people think and learn) whether they live in the city or in more remote communities.
3. To explore the idea of Aboriginal schools developing their own "Aboriginal pedagogy", and to encourage students to think about their local schools and the possibility of developing their own Aboriginal pedagogy.
4. To read about and discuss what other Aboriginal schools are doing in Australia in developing their own Aboriginal pedagogy and in developing their own local school curricula.
5. To explore what other indigenous minority groups have done to develop their own pedagogy for their schools.
6. To spend some time undertaking comparative research on two different learning situations in the local community or school.
7. To discuss with students their own feelings and aspirations regarding their future roles as teachers in their local schools; and to challenge students to think both critically and creatively about the pedagogy and curricula they could adopt as classroom teachers.
8. For students to record and present what they have learnt during this module, either orally or in a written form.

METHODOLOGY

Although this module is presented as course-work, the particular issues it covers are best discussed and debated as a group. Therefore this module is best taught in intensive blocks (in a workshop-like situation).

The following activities and methods are recommended:

1. To discuss with students what they understand by the terms Aboriginal pedagogy, natural learning, western learning styles, Aboriginal learning styles, learning my way, formal & informal learning, two-way schooling, both-ways education, bicultural schools, mainstream schools etc.
2. To read and discuss a representative sample of the literature on "Aboriginal pedagogy", "Aboriginal learning styles" and "Aboriginal world view" and then debate the controversial notion that there is a pan Aboriginal way of viewing the world which is reflected in the way all Aboriginal people think, learn and teach.
3. To read articles and discuss what other Aboriginal schools are doing in Australia in developing their own Aboriginal pedagogy and in developing their own local school curricula.
4. To view and discuss videos that show alternative ways of teaching and learning in schools, including videos about indigenous schools in other countries.
5. To spend some time undertaking comparative research on two different learning situations in the local community or school. This may involve:
 - * Observing and comparing current styles of classroom teaching with those of the early mission days
 - * Observing and comparing styles of teaching and learning in the classroom with those adopted in the home or out on bush trips
 - * Comparing the different styles of teaching of different teachers in the local school
 - * Comparing the different learning styles of children of different ages.
6. Students present and discuss their observations and findings of their mini-research projects.
7. Students discuss and debate the possibilities of their own local schools developing their own "Aboriginal pedagogy", as well as their own curricula. Invite local community members who have strong opinions on such issues to participate in the debate.
8. Maintain individual dictionaries where new words, phrases and concepts are recorded with their meanings.
9. Students write daily journal entries to reflect on and record what has been learnt each day.
10. Get individual students to produce pieces of work suitable for publication (either in booklet form or on laminated charts for display), that review their findings for the module.

A_nTEP MATERIALS

There are two very old booklets that were written for this module. They should be used as resources only, mainly for the student readings they contain. They include:

1. *Learning and Teaching Styles Workbook 1*
 - Compiled by Carol Scott and Jenny Whitford in the mid-1980s.
2. *Learning and Teaching Styles Workbook 2*
 - Compiled by Carol Scott and Jenny Whitford in the mid-1980s.

There is a very DRAFT copy on file of an overview for this module, written by Elizabeth Jones in 1993.

There is also on file a Workshop Report: *Teaching and Learning Styles*, written by Nan Smibert from a workshop held at Underdale for Yipirinya school in March 1993.

VIDEOS

1. *Teaching Our Way: developing Aboriginal curricula in Aboriginal schools.*
 - held in Underdale library AV 371.979915 T2525. Runs for 10 minutes.
2. *Fishing at the Stone Weir. Part 1&2.*
 - made in Canada in 1967. Was available through the SA Film and Video centre No.903308.
3. *Patterns of Subsistence: hunters-gatherers and pastoralists*
 - from the Faces of Culture series; available through the Underdale library.
4. *The 3R's.*
 - on schooling in Adelaide in the 1890s. Made in 1977.
 - available through the Underdale library.
5. *Western Desert.*
 - Made in 1966. Available through the Underdale library.

STUDENTS READINGS

- Christie, MJ. (1986) Formal Education and Aboriginal children. *The Aboriginal Child at School*. Vol.14,2. pp40-44.
- Graham, Beth (1982) *Wangkami: A handbook for Aboriginal teachers involved in early childhood education*. Darwin, Northern Territory Department of Education. (sections on formal and informal learning)
- Guy, Richard (1981) *Thinking about Learning*. Darwin, Northern Territory Department of Education.
- Hargrave, Susanne (1992) *Whitefella Culture*. Darwin, Summer Institute of Linguistics. (revised edition)
- Marika-Mununggiritj, Raymattja (1990) Workshops as Learning Environments. *NGOONJOOK*. No.4.
- Ngurruwutthun, Dayngawa (1991) The Garma Project. In: *Aboriginal Pedagogy: Aboriginal teachers speak out*. Geelong, Deakin University Press. pp107-122.
- Yirkala Community School (1993) *Land Ownership: Galtha Rom workshop*. Yirkala, Yirkala Literature Production Centre.
- Yunupingu, Mandawuy (1990) Language and Power: the Yolngu rise to power at Yirkala School. In: W. Egginton, C. Walton (eds.) *Language: maintenance, Power and Education in Australian Aboriginal contexts*. Darwin, Northern Territory University. pp3-6.

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- Christie, Michael J. (1984) *The Classroom World of the Aboriginal child*. PhD thesis, University of Queensland.
- (1985) *Aboriginal Perspectives on Experience and Learning: the role of language in Aboriginal education*. Victoria, Deakin University.
- D-BATE students (1991) *Aboriginal Pedagogy: Aboriginal teachers speak out*. Geelong, Deakin University Press.
- Folds, Ralph (1992) Yellow Brick Roads in Aboriginal education: a central Australian critique of theories of two-way Aboriginal schooling. *The Aboriginal Child at School*. Vol.20,2. pp3-11.
- Graham, B. (1982) *Wangkami: A handbook for Aboriginal teachers involved in early childhood education*. (trial edition) Darwin, N.T. Department of Education.
- (1988) *Language Power*. Darwin, Northern Territory Education Department.
- Hamilton, Annette (1981) *Nature and Nurture: Aboriginal Child Rearing in North Central Arnhem Land*. Canberra, AIAS.
- Harris, Stephen (1980) *Culture and Learning: traditions and education in northeast Arnhem Land*. Darwin, Northern Territory Education Department.
- (1990) *Two Way Aboriginal Schooling: education and cultural survival*. Canberra, Aboriginal Studies Press.
- Harvey, Barbara & McGinty, Suzanne (eds.) (1988) *Learning My Way: papers from the national conference on adult Aboriginal learning*. *Wikaru* No.16, Institute of Applied Aboriginal Studies, W.A.
- Keeffe, Kevin (1992) *From the Centre to the City: Aboriginal education, culture and power*. Canberra, Aboriginal Studies Press.
- Lipka, J. (198?) *Classroom conditions enhancing students discourse among traditionally oriented Aboriginal primary students*. (publication details unknown)
- Malin, Merridy (1994) Why is life so hard for Aboriginal students in urban classrooms? *The Aboriginal Child at School*. Vol.22,2. pp141-154.
- McConvell, Patrick (1991) Cultural Domain Separation: two-way street or blind alley? Stephen Harris and the neo-Whorfians on Aboriginal education. *Australian Aboriginal Studies*. No.1. pp13-24.
- Moore, AJ. (1987) *Native Indian learning Styles: a review for researchers and teachers*. (publication details unknown)