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# INDIGENOUS KNOWLEDGE; BEING AND BELONGING IN LEARNING AND ASSESSMENT

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**SUBTHEME:** Belonging

It was over a decade ago in 2008 that the University of Western Sydney (UWS) now Western Sydney University developed an Indigenous Graduate Attribute to enhance the prominence and status of Indigenous culture, knowledge and teaching, learning and research that had occurred on WSU campuses for tens of thousands of years (Anning, 2010). It took another decade, however, for the importance of Indigenous knowledge to be recognised as valuable in university science curricula as evidenced by the revision of “understanding science” in the Science Threshold Learning Outcomes (STLOs) to acknowledge Indigenous perspectives. Today approaches such as 8-way pedagogies (8 Aboriginal Ways of Learning, n.d.) provide mechanisms to incorporate Indigenous knowledge into science learning. In this presentation we will describe Indigenous graduate attributes so needed in a Bachelor of Science from how to integrate traditional and scientific knowledge through to supporting lifelong learning and engagement of graduates to deepen understanding of Aboriginal cultures. We will use two examples from undergraduate and postgraduate science units which have embedded within them time to listen to Indigenous staff and for Elders to share their knowledge about the environment, through practice and story. Further we will address the challenge of assessment, especially assessment which is a process, rather than summative quizzes and exams. Finally, we will raise to the surface the need for more holistic and authentic assessment of Indigenous learning outcomes to evaluate shifts in student perspectives, understanding and valuing of Indigenous ways of knowing.

## REFERENCES

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