

# GROUNDING INDIGENOUS SCIENCE IN A FOUNDATIONAL UNIT: A PANDEMIC EXPERIENCE

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## ABSTRACT

In order to commit to Reconciliation Action Plans (RAP), Australian universities have been instituting Indigenous content into their programs (Nakata, Nakata, Keech & Bolt, 2012; Universities Australia, 2011). The rationale behind the RAP in tertiary institutions is not only to educate future graduates about the history, culture and contemporary reality of Indigenous peoples, but also to address racism, prejudice and bigotry with the aim of cultural change amongst students and staff (Reconciliation Australia, 2020). Universities, by tradition, have been bastions for the propagation of Eurocentric knowledge as the universal construct (Le Grange, 2019), and higher education curriculum continues to privilege and perpetuate Eurocentric ways of seeing and being, at the cost of other ways of making knowledge (Harvey & Russell-Mundine, 2019). This includes higher education science curriculum as reflected in the Threshold Learning Outcomes for Science (Australian Teaching and Learning Council, 2011). Therefore, there is hardly any opportunity for science students at university to explore other epistemic and ontological foundations of science. This presentation will discuss lessons learnt with respect to curriculum development in implementing and delivering a foundational Indigenous science unit during the pandemic.

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