

Seeing, being and tending to the landscape – A dialogue on Indigenous knowledges and perspectives woven in Australian engineering education

Yagarabul, Yuggera, Jaggera, Turrbal, Yugambah and Kombumerri peoples lands; Woi wurrung Kulin peoples lands

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WORKSHOP MODE – In-person

OVERVIEW OF WORKSHOP

Workshop participants will engage with the preliminary findings of the Landscape Study into the weaving of Aboriginal and Torres Strait Islander perspectives into engineering education and contribute to discussions about future directions. Supported through an AAEE grant, the Landscape Study is mapping curricular and co-curricular educational initiatives and is listening to stories from engineering educators of their experiences working to weave Aboriginal and Torres Strait Islander perspectives into engineering education. The study is checking in with a call to action made in 2017 by the Australian Council of Engineering Deans (ACED) to '*embed Aboriginal and Torres Strait Islander perspectives into the engineering curriculum*' and '*develop academic staff and support capacity*' (ACED, 2017). This position statement proposed paths forward, drawing on the 2016 Office of Learning and Teaching funded project by Goldfinch et al (2016).

ACTIVITIES

Participants will engage with the preliminary findings using a collaborative 'campfire' methodology and the format will draw on yarning approaches, paying respect to Indigenous ways. Co-facilitated by members of the research team and advisory group with Indigenous and settler identities, the session seeks to model a decolonising approach to research practice.

Workshop participants will collectively reflect on what resonates and discuss the next steps, considering how to strengthen and celebrate the work being done. Positioning participants as co-theorists and creators/holders of knowledge, we hope to foster a knowledge sharing community that lives beyond the project.

TARGET AUDIENCE

Participants engaged in, or intending to engage in, creating curriculum space for Indigenous knowledges, perspectives, cultures and people in engineering education. No prior knowledge is required; however, it is appreciated that participants come with a mindset that this work is important and needs to be undertaken. (Participants do not have to have participated in the Landscape Study to attend.)

OUTCOMES

Participants will engage with the preliminary findings of the Landscape Study and collectively consider how to strengthen and celebrate the work being done.

REFERENCES (OPTIONAL)

Include any relevant references for the workshop. If references are included please use APA referencing style.

KEYWORDS

Indigenous knowledges, engineering education

PRESENTERS' BACKGROUNDS

The facilitation team represents Indigenous and settler identities from different Countries, universities and industry on the Eastern seaboard of Australia. Their collective experience and expertise includes Indigenous knowledges, facilitation, teaching, education design and qualitative research methodologies.