



Co-Creation of an online Aboriginal & Torres Strait Islander garden

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Acknowledgement of Country

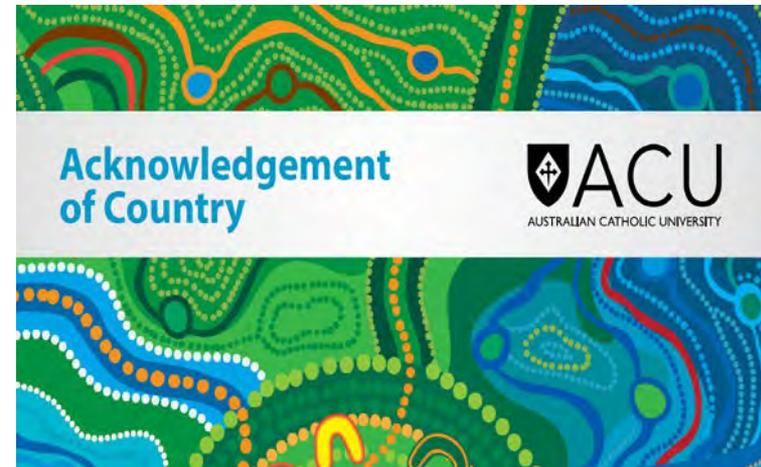
- In recognising Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to Country and in continuing ACU's commitment to Reconciliation, I would like to commence the presentation by acknowledging the First Peoples and the Traditional Owners and custodians of the Country where all conference participants are located in addition to ACU campuses

There are four Indigenous Higher Education Units across seven ACU campuses, and these are detailed below.

CAMPUS	UNIT	TRADITIONAL CUSTODIAN	PRONUNCIATION
Signadou Canberra	Dhara Daramoolen (Earth, Spirit)	Ngunnawal Peoples	Nun-a-wal
Aquinas Ballarat	Jim-baa-yer (To Learn - To Teach)	Wadawurrung Peoples from the Kulin Nation	Wuther-rong
St Patrick's Melbourne	Jim-baa-yer (To Learn - To Teach)	Wurundjeri Peoples from the Kulin Nation	Were-un-jeree
St Francis of Assisi Adelaide	Jim-baa-yer (To Learn - To Teach)	Kaurna Peoples	Gar-na
McAuley Brisbane	Weemala (Distant View)	Turrabul and Jaggera Peoples	Tour-able Yug-ger-uh
MacKillop North Sydney	Yalbalinga (Place of Learning)	Cammeraygal Clan	Cam-mer-ray-gal
Mount Saint Mary Strathfield	Yalbalinga (Place of Learning)	Wangal Clan	Won-gal

Each of these nations has faithfully cared for Country for thousands of years

We respectfully acknowledge our Elders past and present and remember that they have passed on their wisdom to us in various ways. Let us hold this in trust as we work and serve our communities.



Background

- Aboriginal and Torres Strait Islander heritage trails can translate intergenerational knowledge, culture and experiential learning for everyone [1]
- University examples: RMIT [3], Monash University [4], Murdoch University [5], University of Newcastle [6] and University of Technology Sydney [7]
- Interactive app-University of Southern Queensland (Gumbi Gumbi gardens) [2]
- Interactive map-University of Sydney [8]



Background

- At Australian Catholic University (ACU)-4 Indigenous Higher Education Units (IHEU),
- Gardens on available on two campuses

There are four Indigenous Higher Education Units across seven ACU campuses, and these are detailed below.

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Spotlight on Weemala garden.....

- Plants and tags only for on campus enjoyment
- regular school visits
- Space for students and staff to reflect and to develop mindfulness
- Teaching space for future educators/teachers



Potential for Weemala garden post COVID19.....

- Why digitization of indigenous gardens?
 - Service learning & community engagement online?
 - Sustainability
 - Co creation with local Aboriginal & Torres Strait Islander community, local residents and students
 - Enjoyment of gardens by everyone physically & online
 - Olympic games 2032-Brisbane?
 - Online resources for national teaching



Objectives

- 1) Create safe & inclusive online learning environment within ACU for Aboriginal & Torres Strait Islander students,
- 2) Showcasing Aboriginal & Torres Strait Islander traditional health & sustainability knowings in science & the environment online,
- 3) Contribution to other online Indigenous knowings government sites like Atlas of Living Australia, ACSME
- 4) Foster distinctive distance/flexible learning environment
- 5) Blended Community Engagement & Service Learning

Project plan

- To create a virtual/online video tour of Weemala garden
- To build an interactive Aboriginal & Torres Strait Islander heritage walking trail with popup, identified plant names along the trail
- Co-creation of indigenous names & health knowings of plants with students, local community and academic staff

Research design

Photos & videos of Weemala garden plants & signposts



Student co-creation with local community/Elders re-Aboriginal & Torres Strait Islander health knowings of plants



Updating signposts of plants (if required)



Development of virtual garden tour with music



Creation of interactive map online (IT/Learning & Teaching Centre)

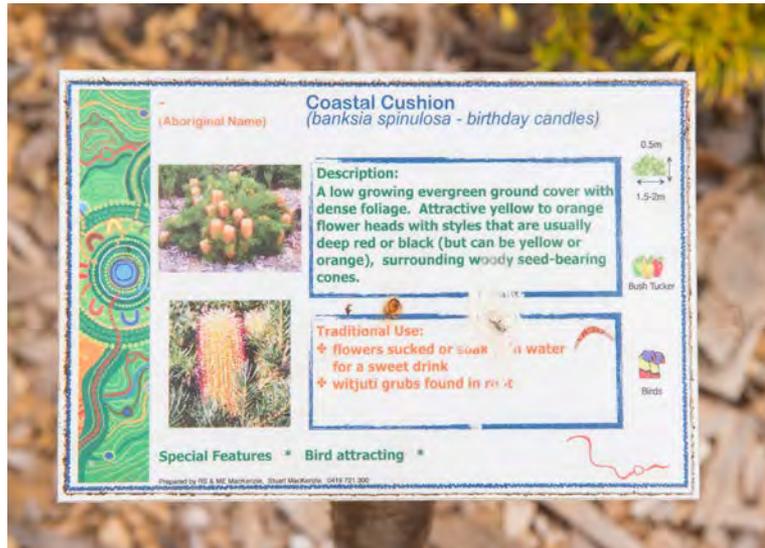


Test on internal website before release
public ACU website

Research design

- Student recruitment from education and health sciences disciplines such as Biomedical Science, Nutrition, Nursing, Midwifery, Paramedicine
- Student recruitment also from Indigenous Higher Education Unit
- Student participation in co-creation of plant knowledge as part of:
 - *Community engagement*
 - *Clinical/Practical/Industry immersion*
 - *Volunteer (compensation provided in form of gift vouchers)*

Plant examples



Sample video



Research & analysis of participant feedback

- Ethics application in progress
- Student/staff participants in the project will be invited to provide feedback via online survey
- Visitors to the online garden also able to provide their feedback/comments online

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A. Online survey questions for online interactive map visitors feedback

Q1) I thought interactive Weemala virtual garden was an innovative system at ACU

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

Q2) I believe the virtual/interactive Weemala garden at ACU showcased Aboriginal & Torres Strait Islander knowings in science and sustainability education.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

Q3) If I was located in Brisbane, I would visit the virtual/interactive Weemala garden on ACU campus.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

Q4) I believe the ACU online virtual and interactive Weemala garden can be used for future ACU community engagement activities.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

Q5) Please include any addition comments

B. Online survey questions for online interactive map student co-creators feedback

Q1) I feel my contribution to the Weemala online interactive garden at ACU is aligned with the mission of ACU .

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

Q2) I recommend co-creation of student learning content/program at ACU.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

Q3) I believe the collaboration between staff and student in Aboriginal & Torres Strait Islander curriculum include other study units.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

Q4) Please include any addition comments

Outcomes so far.....

- Photos of indigenous plants & tags in the garden
- Short videos of indigenous garden
- Recruiting ACU students from all disciplines/courses
- partnership with local community & schools [9], indigenous & non-indigenous students to work on cataloguing Indigenous knowings about the garden
- Sharing expertise from other local gardens eg USQ Gumbi Gumbi garden

Future directions

- Full virtual garden tour with expert Indigenous commentary/music
- Use of online garden in teaching education/health sciences (QR codes/App & customization by discipline)
- Seasonal planting & harvesting online
- linking back to online public resources/repositories eg ACSME & Atlas of Living Australia
- Citizen science project-Biodiversity (identification of plants & adding to global map? iNaturalist-App)
- More partnership with local communities & traditional owners (eg Nyanda Tours)

References

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Acknowledgement

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Questions