



THE UNIVERSITY OF  
NEW SOUTH WALES

**FACULTY OF ARTS AND SOCIAL SCIENCES**

**SCHOOL OF EDUCATION**

**EDST5308**

**LEARNING & INSTRUCTION: THEORY & PRACTICE**

**Semester 2, 2009**

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## 1. STAFF DETAILS

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**Contact time and availability:** Mon 9-10am Thu 4-5pm

**Lecture Times and location:** Thursday 5-7, Webster 250

## 2. COURSE DETAILS

### 2.1. Course name, code and program

EDST5308 Learning & Instruction: Theory & Practice is an elective course offered in the Master of Education program.

### 2.2 Credit points

This course is worth 6 units of credit.

### 2.3. Summary of the course

The study of basic theories and principles of learning and methods of translating these theories and principles into educational practice. Includes learning processes, learning strategies, and instructional procedures. Although different theories are discussed, the course focuses on cognitive perspectives.

### 2.4. Aims of course

The primary objectives of this course are to inform students of learning theoretical principles, concepts, and research findings, especially as they relate to education, and to provide applications of principles and concepts in settings where teaching and learning occur. The focus is on cognitive perspectives. This focus is consistent with the contemporary emphasis on learners as seekers and constructors of knowledge rather than as reactor to events.

### 2.5. Student learning outcomes

On completion of the course, students should be able to:

- Identify the key principles of different approaches to learning
- Understand the theoretical and practical implications of related research
- Discuss ways of putting learning and instructional principles into practice

Student learning outcomes are supported by teaching and learning strategies including lectures, seminars, group work, problem solving, and discussion.

### 2.6. UNSW Graduate Attributes

The course is designed to contribute to the development of UNSW graduate attributes, including:

- Engaging with disciplinary knowledge in an interdisciplinary context
- Capacity for analytical and critical thinking.
- Independence, creativity and reflection.

- Teamwork skills.
- Effective communication.
- Information literacy.
- Respect for diversity.

### 3. ACADEMIC DETAILS

#### 3.1. Teaching strategies

The course will use explicit instruction designed to stimulate student thinking because there are a number of theories which must be understood and group discussion, activities and case studies designed to encourage interaction because it is important for students to explore various viewpoints. Seminar presentations will allow students to explore topics of interest in greater depth.

#### 3.2. Course schedule

Week	Date	Topics
1	23 July	Course overview
		The Learning Process: Behavioural and Cognitive Explanations
		Behavioural theory
		Social learning theory
2	30 July	Cognitive Information Processing Theory
		Modal Model
		Sensory Memory
3	6 August	Perception
		Attention
4	13 August	Working Memory
		Long Term Memory & Schema
5	20 August	Learning to Read & Reading to Learn
6	27 August	Writing, Science & Math
7	3 September	Motivation & Learning
8	17 September	Presentation
9	24 September	Presentation
10	1 October	Presentation
11	8 October	Presentation
12	15 October	Presentation

### 3.3. Expected resources for students

#### 3.3.1. Recommended text:

Schunk, D.H. (2004). Learning theories: An educational perspective. 4<sup>th</sup> ed. Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.

A copy is in Mycourse area (S370.1523/97) on Level 2, Main Library.

Copies of this text may be available from the UNSW Bookshop. The Bookshop is located in the lower section of the Quadrangle Building. The Bookshop is open 9 am to 6 pm Monday to Friday and 10 am to 2 pm on Saturdays.

#### 3.3.2. e-learning WebCT Vista.

This course uses *WebCT Vista* as its on-line environment. The following information will be available on the Course e-learning website:

- The course outline;
- All lecture handouts;
- Discussion forum;
- Electronic submission box.

Please log into WebCT Vista through: <http://vista.elearning.unsw.edu.au>

If you have problems accessing Vista, please contact the Support Help Desk on 9385-1333.

### 3.4. Assessment

Assessment Type	Date due	Weight	Purpose	Submission requirement
Essay (3,000 words)	Week 7 (Thur, 3 Sep)	50%	Encourage students to reflect on ideas in lectures and readings.	Electronic copy uploaded to vista and hard copy to lecturer's assignment box
Seminar Presentation	Weeks 8-12	20%	Allow students to demonstrate understanding of a topic of specific interest	Seminar presentation as scheduled
Write-up (2,000 words)	One week after seminar	30%	Allow students to demonstrate a critical understanding of aspects human development and education	Electronic copy uploaded to vista and hard copy to lecturer's assignment box

### 3.4.1. Details of assessment

**Essay Topic:** Discuss the practical benefits that instructors may derive from knowledge of a range of psychological theories of learning.

#### **Suggested Seminar Topics:**

Self-directed learning/adult learning

The relationship between motivation and learning

Memory

Peer assessment and self assessment

Individual differences

Learning strategies

Topics listed are intentionally broad. Read the starting references to select the aspects you wish to focus on. The list is by no means exhaustive; please feel free to discuss with the lecturer any topic that is not listed but one which you wish to research.

#### **Starting references for seminar topics**

##### ***Self directed learning***

Basile, K. & Henry, G. (1994). Understanding the decision to participation in formal adult education. *Adult Education Quarterly*, 44, 64-82.

Beder, H. & Valentine, T. (1990). Motivational profiles of adult basic education students. *Adult Education Quarterly*, 40, 78-94.

Brookfield, S. (Ed.) (1985). *Self-directed learning: From theory to practice*. London: Jossey-Bass Inc.

Darkenwald, G. & Valentine, T. (1985). Factor structure of deterrents to public participation in adult education. *Adult Education Quarterly*, 35, 177-193.

Darkenwald, G. & Valentine, T. (1990). Deterrents to public participation in adult education: Profiles of potential learners. *Adult Education Quarterly*, 41, 29-41.

Knowles, M.S. (1975). *Self-directed learning: A guide for learners and teachers*. New York: Association Press.

Knowles, M.S. (1989). *The making of an adult educator*. London: Jossey-Bass Inc.

Long, H.B. (1983). *Adult learning: Research and practice*. New York: The Adult Education Co.

Taylor, M. (1990). Learning for self-direction in the classroom: The pattern of a transition process. *Studies in Higher Education*, Vol. 11(1).

Zimmerman, B.J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 3-17.

### **Motivation and learning**

Ames, C. & Ames, R. (1984). Systems of student and teacher motivation: Toward a qualitative definition. *Journal of Educational Psychology*, 76(4), 535-556.

Brophy, J.E. (1983). Conceptualising student motivation. *Educational Psychologist*, 18(3), 200-215.

Covington, M.V. (1984). The self-worth theory of achievement motivation: Findings and implications. *The Elementary School Journal*, 85, 5-20.

Dweck, C.S. (1986). Motivational processing affecting learning. *American Psychologist*, 41(10), 1040-1048.

Fosterling, F. (1985). Attributional retraining: A review. *Psychological Bulletin*, 48, 495-512.

Franken, R.E. (1998). *Human motivation*. Boston: Brooks/Cole Publishing.

McClelland, D.C. (1987). *Human motivation*. Cambridge: Cambridge Uni Press.

Stipek, D. & Gralinski, J. H. (1996). Children's beliefs about intelligence and school performance. *Journal of Educational Psychology*, 88, 397-407.

Stipek, D. (1998). *Motivation to learn: From theory to practice*. Boston: Allyn & Bacon.

Weiner, B. (1986). *An attributional theory of motivation and emotion*. N.Y.: Springer-Verlag.

Wlodkowski, R.J. (1985). *Enhancing adult motivation to learn*. San Francisco: Jossey-Bass.

Zimmermann, B.J., Bandura, A. & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, 29, 663-676.

### **Memory**

Bellezza, F.S. (1981). Mnemonic devices: Classification, characteristics and criteria. *Review of Educational Research*, 51, 247-275.

Bellezza, F.S. (1983). The spatial-arrangement mnemonic. *Journal of Educational Psychology*, 75, 830-837.

Collins, A.F., Gathercole, S.E., Conway, M.A., & Morris, P.E. (1993). *Theories of memory*. Hove, England: Lawrence Erlbaum.

Higbee, K.L & Kunihiro, S. (1985). Cross-cultural applications of Yodai mnemonics in education. *Educational Psychologist*, 20, 57-64..

Levin, J.R. (1986). Educational applications of mnemonic pictures: Possibilities beyond your wildest imagination. In A.A. Sheikh (Ed.), *Imagery in the educational process* (pp. 202-265). Farmingdale, NY: Baywood.

Patten, B.M. (1990). The history of memory arts. *Neurology*, 40, 346-352.

### ***Underachievement***

Davis, G.A. & Rimm, S.B. (1994). *Education of the gifted and talented* (3rd ed.) Boston: Allyn & Bacon.

Mandel, H. & Marcus, S. (1995). *"Could do better" Why children underachieve and what to do about it*. Wiley & Sons.

Stevenson, H. (1993). Motivation and achievement of gifted children. *Journal for the Education of the Gifted*, 16, 223-250.

Supplee, P.L. (1990). *Reaching the gifted underachiever: Program strategy and design*. N.Y.: Teachers College Press.

Tannenbaum, A.J. (1983). *Gifted children: Psychological and educational perspectives*. N.Y.: Macmillan.

Whitmore, J. (1980). *Giftedness, conflict and underachievement*. Boston: Allyn & Bacon.

### ***Peer assessment and self assessment***

Armstrong, M.T. & Boud, D.J. (1983). Assessing class participation: an exploration of the issues. *Studies in Higher Education*, 8(1), 33-44.

Boud, D.J. (1989). The role of self-assessment in student grading. *Assessment and Evaluation in Higher Education*, 14(1), 20-30.

Boud, D.J. (1991). *Implementing student self assessment*. (2<sup>nd</sup> ed.) NSW: Higher Education Research and Development (HERSDA)

- Boud, D.J. , Churches, A. & Smith, E. (1986). Student self assessment in an engineering design course: An evaluation. *International Journal of Applied Engineering Education*, 2, 2.
- Boud, D. & Griffin, V. (1987). *Appreciating adults learning from the learners perspective*. London: Kogan Page.
- Conway. R. Kember, D., Sivan, A., & Wu, M. (1993). Peer assessment of an individual's contribution to a group project. *Assessment and Evaluation in Higher Education*, 18(1), 45-55.
- Cowan, J. (1988). Struggling with self-assessment. In D. Boud (ed.), *Developing student autonomy in learning* (2<sup>nd</sup> ed.). N.Y.: Nichols Publishing Company.
- Dochy, F., & McDowell, L. (1997). Assessment as a tool for learning. *Studies in Educational Evaluation*, 23(4), 279-298.
- Falchikov, N., & Magin, D. (1997). Detecting gender bias in peer marking of student's group process work. *Assessment and Evaluation in Higher Education*, 22(4), 385-396.
- Freeman, M. (1995). Peer assessment by groups of group work. *Assessment and Evaluation in Higher Education*, 20(3), 289-300.
- Gale, J. (1984). Self-assessment and self-remediation strategies, In E.S. Henderson & M.B. Nathenson (ed.), *Independent learning in higher education* (pp. 99-140). N.J.: Educational Technology Publications.
- Heron, J. (1981) Assessment revisited. In D.J. Boud (ed.), *Developing student autonomy in learning* (pp. 55-68). London: Kogan Page.
- Longhurst, N. & Norton, L.S. (1997). Self-assessment in coursework essays. *Studies in Educational Evaluation*, 23(4), 319-330.
- Oldfield, K. & MacAlpine, J. (1995). Peer and self-assessment at tertiary level – an experiential report. *Assessment and Evaluation in Higher Education*, 20(1), 125-132.
- Orsmond, P., Merry, S. & Reiling, K. (1996). The importance of marking criteria in the use of peer assessment. *Assessment and Evaluation in Higher Education*, 21(3), 239-250.
- Orsmond, P., Merry, S. & Reiling, K. (1997). A study in self-assessment: tutor and students' perceptions of performance criteria. *Assessment and Evaluation in Higher Education*, 22(4), 357-369.
- Pond, K. & Ul-Haq, R. (1997). Learning to assess students using peer review. *Studies in Educational Evaluation*, 23(4), 331-348.

Rafiq, Y. & Fullerton, H. (1996). Peer assessment of group projects in civil engineering. *Assessment and Evaluation in Higher Education*, 21(1), 69-80.

Searby, M. & Ewers, T. (1997). An evaluation of the use of peer assessment in higher education: A case study in the School of Music, Kington University. *Assessment and Evaluation in Higher Education*, 22(4), 371-383.

Somervell, H. (1993). Issues in assessment, enterprise and higher education: The case for self, peer and collaborative assessment. *Assessment and Evaluation in Higher Education*, 18(3), 221-233.

Stefani, L.A.J. (1994). Peer, self and tutor assessment: relative reliabilities. *Studies in Higher Education*, 19(1), 69-75.

Sullivan, K. and Hall, C. (1997). Introducing students to self-assessment. *Assessment and Evaluation in Higher Education*, 22(3), 289-305.

Marking criteria for assessment tasks:

- The extent to which assessment task guidelines are met.
- Use of relevant evidence and logical substantive arguments.
- Evidence of informed analytical and evaluative thinking
- Presentation meets standard academic writing requirements.
- Use of APA style referencing.

**Students will need to read extensively to prepare written assignments, plan for presentations, and contribute constructively in seminars.**

### **3.5. School of Education Assessment Principles and Procedures (Under Review)**

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content.

Assessment tasks should be carefully designed to:

- (i) recognize, motivate and encourage deep learning
- (ii) incorporate a clear developmental perspective which recognizes and supports students' growing competence over the course of the programme (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a programme. Such variation also provides a good model of assessment for teachers and future teachers enrolled in the School programmes.

The marking or assessment criteria used for each task should be discussed with students to facilitate learning during the process of working on the assessment tasks. The assessment

criteria and the associated School of Education grade descriptors should also form the basis of and be linked to the assessment feedback provided to students.

**The following grade descriptors are used within the School of Education**

<u>Mark</u>	<u>Meaning</u>
85+	Performance at a High Distinction level (HD)
75-84	Performance at a Distinction level (DN)
65-74	Performance at a Credit level (CR)
60-64	Performance at a good Pass level (PS)
50-59	Performance at a Pass or satisfactory level (PS)
48-49	Performance equivalent to a Marginal Fail level (FL)
0-47	Performance equivalent to a clear fail level (FL)
	No assigned work submitted (AF)

**Note:** For undergraduate and DipEd courses, staff may use the less refined scale of: 90 (HD), 80 (DN), 70 (CR), 60 (PS), 50 (PS), 48 (FL), 40-30-20-10 (FL), 0 (AF). Students should be informed whether this scale is being used.

Listed below are some general criteria for the standard of academic work required for each grade level:

**High Distinction (85% and above):** The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.

**Distinction (75-84%):** The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is well-organised and well-written.

**Credit (65-74%):** The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.

**Pass (50-64%):** The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.

**Fail (less than 50%):** The assignment is not adequate in quality or content. The writer fails

to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structured and the meaning is at times unclear.

In the School of Education all potential failures are double-marked as are all suspected plagiarism cases. Standardisation is undertaken at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

For more information on this policy, please go to this UNSW web site:

<https://my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicySec1.html#1.1Principlesunderlyingassessment>

### **3.5.1 Submission of Assignments**

#### **A. Presentation**

Where possible assessments should be typed. If this is not possible, writing must be clearly legible. Cover sheets duly completed with your name and student ID, the name of the lecturer/tutor, the subject number and title and the date/session of submission should be attached. Cover sheets are available from a stand at the School reception area. It is not usually necessary to submit work in elaborate folders unless you are specifically asked to do so.

#### **B. Delivery**

You should ensure that you follow exactly your lecturer's/tutor's instructions. Some work may be submitted in class but most assessments are to be delivered to the locked boxes in the reception area of the School. Put the assessment into the box with your lecturer's name on it. Admin staff is not permitted to accept assessment work. Never leave it under doors or in the door baskets in the corridor. Always keep a copy. If your assessment is mislaid you are responsible for providing a further copy.

#### **C. Extension of Time**

If you require an extension for the submission of work you must complete an extension request form stating the reason/s for your request and submit it to the lecturer in charge of the course before the due date. The lecturer will sign part of the form and return a copy to you. Extension request forms are available from a stand in the reception area of the School (or on the School's website under Handbook and forms download).

#### **D. Late Work**

Dates for submission of assessments are set by the lecturer in charge of each course. Marks are deducted for work submitted later than the due date (normally, a penalty of 10% per day applies). It is each student's responsibility to keep a master copy of assessments submitted.

### **3.5.2. Procedures for Assessment**

#### **A. Supplementary Assessment**

Supplementary assessment will be carried out where genuine doubt exists whether a result should be pass or fail, or where medical problems or other relevant circumstances have prevented adequate assessment from having been carried out.

Supplementary assessment will be carried out as soon as possible after the marks for a course first become available. Unless there are exceptional circumstances which warrant special consideration, supplementary assessment will be finalised before the School's final deadline.

### **B. Special Consideration**

Where serious illness or misadventure prevent a student from completing course requirements on time the University has centrally-based procedures that allow for special consideration. These procedures are available on:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Applications must be made on the "Request for Consideration" form available from the website and submitted within three days of the illness/misadventure.

### **C. Return of Assessments**

Assessments will be returned to students in class wherever possible. Where this is not possible, the staff member concerned will nominate times over a reasonable period, eg. two weeks, when students may call at his or her office to collect the assessments. Uncollected assessments will be left in the School Office for collection during normal office hours (9–1pm and 2–5pm only). Students are encouraged to provide stamped addressed envelopes for the return of their work, particularly if work is not due to be returned until after the end of classes, or if there is doubt about whether the collection arrangements are suitable.

### **D. Retention of Assessments**

Students are expected to retain duplicate copies of assessments handed in, and to retain originals of assessments which have been marked and returned, until they have been notified of their results by the university. This assists in the resolution of cases where work 'goes missing' in the system.

### **E. Academic Misconduct**

Students should be familiar with the University's rules and regulations covering academic misconduct, especially those sections dealing with insufficient acknowledgment of sources used in assignments (plagiarism).

"Academic Misconduct" information is available on:

<https://my.unsw.edu.au/student/academiclife/assessment/AssessmentMainPage.html>

Cases of suspected academic misconduct will be immediately brought to the attention of the Assessment Coordinator. The consequences of such misconduct are severe and could include failure in a subject or even exclusion from the University.

### **F. Grievance Resolution**

A student with serious questions about the results of assessment in a course should, if discussions with the lecturer concerned do not resolve the issue, make a submission to the Grievance Resolution Officer in the school setting out the academic grounds for a review of

the assessment. The University's policy on Grievance Resolution can be found on website: <http://my.unsw.edu.au/student/atoz/Grievance.html>

### 3.6. Academic honesty and plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at:

<https://my.unsw.edu.au/student/academlife/assessment/StudentMisconductRules.html>

**Plagiarism is the presentation of the thoughts or work of another as one's own.\***

Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: [www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images,
- formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

*\* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle*

*† Adapted with kind permission from the University of Melbourne.*

## 4. COURSE EVALUATION AND DEVELOPMENT

Each year, we seek feedback from students and other stakeholders about the courses we offer in the School of Education. This course, EDST5433 Organisation theory in education, has been developed through a sustained process of stakeholder consultation, planning and design. In this course we will evaluate and use your course-level feedback, both quantitative and qualitative, to guide our process of continuous improvement through the ongoing review and redesigning of the course. The UNSW Course and Teaching Evaluation and Improvement (CATEI) Process ([http://www.ltu.unsw.edu.au/ref4-5-1\\_catei\\_process.cfm](http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm)) is one of the ways in which we gather student evaluative feedback.

## 5. OTHER INFORMATION

### 5.1. Expectations of students

#### A. Attendance

Students are required to regularly attend lectures. The lectures form an integrated sequence of topics, with each week drawing and building upon previous topics. Therefore, failing to keep up to date with preparation for lectures and tutorials will place you at a significant disadvantage. You should consult the lecturer if you are absent for an extended period of time. You should also be aware that UNSW regulations require students to attend 80% of scheduled classes otherwise they may not be awarded a pass in the course.

#### B. Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

#### C. Approach to learning

Students should read extensively each week to prepare for written assignments, and contribute constructively in discussions with fellow students. Active class discussions will be vital for the development of sophisticated understandings of concepts. This is a master's level course and students are expected to be active learners, making appropriate choices in reading material, and context in assignments, that assists the course content to be personally relevant. The on-line facility elearning vista will be available for those students who want to discuss issues with each other outside class times.

#### D. Keeping informed

You should take note of any announcements made during the lectures or on the course website. From time to time the University will send important announcements to your student email without providing a paper copy. You will be deemed to have received these announcements.

#### E. ELISE Compulsory on-line tutorial

It is expected that all students will have completed ELISE, the quick on-line tutorial that gives a basic introduction to matters associated with literacy skills and ethical use of sources

of information in your assignments and presentations. If you have not completed ELISE, you must do so this week.

If you go to the following link <http://info.library.unsw.edu.au/skills/elise.html> you will find access to ELISE. Contact the library if you have difficulties

## 5.2. Other UNSW support services

**The UNSW Learning Centre** provides learning support to all UNSW students (<http://www.lc.unsw.edu.au>). The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

**Technical support** – For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at (02) 9385 1333 ; Email: [servicedesk@unsw.edu.au](mailto:servicedesk@unsw.edu.au)

**Library training and support services** - <http://info.library.unsw.edu.au>

**University counselling service** offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students.  
**Location:** The 2<sup>nd</sup> floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.  
Website: <http://www.counselling.unsw.edu.au>

**Equity and Diversity** those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website:

<http://www.equity.unsw.edu.au/disabil.html>

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

**Examination procedures** and advice concerning illness or misadventure

<https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html>

**Occupational Health and Safety** policies and student responsibilities;

<https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>