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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 2003 Perspectives in Learning and Teaching (6 units of credit)
Semester 1, 2013

2. STAFF CONTACT DETAILS

Course Convenor: Leila Morsy
Office Location: Goodsell 108
Email: l.morsy@unsw.edu.au
Phone: 9385 9318
Availability: Friday 3-5pm

Other Teaching Staff: Jennifer Whittle
Office Location: Goodsell 131
Email: Jennifer.whittle@unsw.edu.au
Phone: 9385 9317
Availability: By appointment
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Perspectives in Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 102 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
</tr>
<tr>
<td>Wednesday (3-5pm), Mathews B</td>
</tr>
<tr>
<td>Monday, (11-12pm), Mathews 123 (Jen Whittle)</td>
</tr>
<tr>
<td>Monday, (12-1pm), Law 276 (Jen Whittle)</td>
</tr>
<tr>
<td>Monday, (1-2pm), Law 276 (Jen Whittle)</td>
</tr>
<tr>
<td>Tuesday, (11-12pm), Mathews 308 (Leïla Morsy)</td>
</tr>
<tr>
<td>Tuesday, (12-1pm), Mathews 311 (Leïla Morsy)</td>
</tr>
<tr>
<td>Tuesday, (1-2pm), Mathews 311 (Leïla Morsy)</td>
</tr>
<tr>
<td>Tuesday, (2-3pm), OMB 113 (Leïla Morsy)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-4, 5-12</td>
</tr>
<tr>
<td>Weeks 2-4, 5-12</td>
</tr>
</tbody>
</table>

Summary of Course

The course is divided into three sections: language, literacy, and numeracy; social psychological, and emotional factors; and curriculum and pedagogy. In the first part of the course, students will engage in substantive thinking about how language, literacy, and numeracy are associated with students’ backgrounds and impact student learning. In the second part of the course, students will examine what they and their students bring to the classroom in terms of socio-cultural and ability backgrounds, biases and assumptions, motivation, self-control, and types of intelligence and how these may impact teaching and learning. In the third part of the course, participants will examine curriculum and pedagogy, and its association with teaching and learning. In this part of the course, students will reflect on a framework for organising and planning their teaching to serve all learners. The framework will address three main themes: curriculum significance, intellectual rigor of classroom material, building a quality teaching environment, and constructing a strong lesson plan. Students in this course will be exposed to research on major domains of education including sociology, psychology, language and literacy, pedagogy, and social justice with specific attention to the following practical questions:

- How do my students’ language, culture, and literacy backgrounds influence learning?
- How do my background and life experiences impact my effectiveness as a teacher?
- How do my students’ backgrounds and life experiences influence the relationships I build, the interactions I have, the expectations I hold, the ways in which I teach, and whether I succeed in driving my students to achieve significant gains?
- How do I meet the social, emotional, and academic needs of diverse linguistic, cultural, religious and socioeconomic backgrounds?
- How do I meet the social, emotional, and academic needs of the “multiple intelligences” in my classroom?
- How does motivation impact student learning and what can I do about it?
- How do I make my teaching and students’ learning significant to students’ knowledge, identities, and contexts outside the classroom? (Quality teaching in NSW public schools, 2003).
- How do I focus on active construction and understanding of important, substantive, concepts, skills, and ideas? (Quality teaching in NSW public schools, 2003).
In working in a complex school and classroom environment, how can I build a strong, positive, and supportive learning environment for my students and me? (Quality teaching in NSW public schools, 2003).

Aims of the Course

1. Students will gain an understanding of the variety of learners and learning styles in their classroom
2. Students will learn to examine their own perspective and background and their influence on their teaching
3. Students will explore a pedagogical framework to address the needs of the variety of learners and learning styles in their classroom

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To develop pre-service teacher’s understanding of their own and their students’ backgrounds’ influence on teaching and learning through sociological, pedagogical, and psychological lenses.</td>
</tr>
<tr>
<td>2</td>
<td>To provide pre-service teachers with a framework for planning their practice to serve all learners.</td>
</tr>
</tbody>
</table>

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
</tr>
<tr>
<td>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics</td>
</tr>
<tr>
<td>3.3</td>
<td>Include a range of teaching strategies</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students in their learning</td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Throughout their careers, each teacher encounters a wide variety of students who bring with them a broad range of social, emotional, and academic experiences that impacts their learning. Moreover, a teacher’s identity and life experience impacts how the teacher perceives others and how others perceive them. A teacher’s ability to understand their students’ social, emotional, and academic backgrounds as well as their own background influences relationships, interactions, expectations, and success in driving students to achieve significant gains. Given this awareness, teachers need a pedagogical framework from which to draw to focus, refine, and reflect on their own practice.

5. TEACHING STRATEGIES

The course will use a combination of lectures, whole-group discussions, and student-led discussions, designed to provide participants with the opportunity to deeply study the themes of the course.

Some Basic Principles

- The harder one works, the more one learns.
- While students are able to listen to the audio of the course lectures remotely, research shows this is no substitute for in-the-flesh attendance as learning is activated by interaction, not passive consumption.
- Much of the class will be interactive, and attendance and participation in the lecture discussions and in the tutorials will be a foundation of your personal and intellectual development in the course.
- If you have a question, it is likely other do as well. Participation (questions, comments, etc.) during course lectures and tutorials is expected and encouraged.

Professionalism

Please respect the norms of classroom decorum that are appropriate for higher education students and professional educators. Please do not use electronic devices such as cell phones, pagers, blackberries, etc. during class. Please do not undertake non-course-related activities on your computer during class. Please do not engage in parallel conversations while classroom discussions and lectures are going on. If you expect you might need to use your phone during class time, please let me know before class begins.
6. COURSE CONTENT AND STRUCTURE
Note: Lectures for this course begin in Week 1; Tutorials begin in Week 2.
<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Guiding Questions and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Learning and Teaching</td>
<td>Tutorials start in week 2.</td>
</tr>
</tbody>
</table>
| 2             | Language, Literacy, and Numeracy: Language and Culture (guest lecture by Chris Davison) | • Based on the literacy and numeracy assessments you took today, identify:  
  o Three strengths in literacy and numeracy each  
  o Three weaknesses in literacy and numeracy each  
  o Two specific goals for improving your own literacy and numeracy  
  • Two concrete strategies for achieving your literacy and numeracy goals  
  • What language and culture factors impact on student achievement?  
  • Implications for lesson planning and teaching |
| 3             | Language, Literacy, and Numeracy: Issues in Understanding Secondary Literacy Texts | • How do different texts (including multi-modal texts) make different demands on different readers?  
  • What is the difference between learning to read and reading to learn? And who is left behind in the transition?  
  • Implications for lesson planning and teaching |
| 4             | Language, Literacy, and Numeracy: Reading Strategically and Teaching Vocabulary | • How can teachers develop reading comprehension in all students?  
  • Why is teaching vocabulary the responsibility of all teachers?  
  • How does vocabulary impact student achievement?  
  • Implications for lesson planning and teaching |
| 5             | Social, Psychological, and Emotional Factors: Fostering Self-Motivation and Self-Control (guest lecture by Paul Evans) | • How does self-control and motivation impact educational achievement?  
  • What are key strategies to foster student self-motivation and self-control?  
  • Implications for lesson planning and teaching |
| 6             | Social, Psychological, and Emotional Factors: Intelligences (Multiple and Incremental) | • In what ways can you plan lessons that cater to multiple intelligences?  
  • Why is the concept of growth mindset (or incremental intelligence) important for teachers and students?  
  • How do intellectual development and characteristics of students affect learning?  
  • Implications for lesson planning and teaching |
<table>
<thead>
<tr>
<th>7</th>
<th>Social, Psychological, and Emotional Factors: Biases, Assumptions, and Privilege</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the impact of culture, cultural identity and linguistic background on the education of students from diverse linguistics, cultural, religious and socioeconomic backgrounds?</td>
<td></td>
</tr>
<tr>
<td>• When you think of who you are, what elements of your identity come to mind first?</td>
<td></td>
</tr>
<tr>
<td>• How do these elements of your identity impact how you interact with people who share membership in these identity groups?</td>
<td></td>
</tr>
<tr>
<td>• How do these elements of your identity impact how you interact with people who do not share membership in these identity groups?</td>
<td></td>
</tr>
<tr>
<td>• How might your membership in these identity groups shape the way others perceive you?</td>
<td></td>
</tr>
<tr>
<td>• What does teacher bias look like in the classroom? How does it impact student achievement?</td>
<td></td>
</tr>
<tr>
<td>• What are the implications of the IAT results for you as a teacher?</td>
<td></td>
</tr>
<tr>
<td>• Implications for lesson planning and teaching</td>
<td></td>
</tr>
</tbody>
</table>

| Mid Semester Break |
|---|---|

<table>
<thead>
<tr>
<th>8</th>
<th>Curriculum and Pedagogy: Curricular Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can you ensure that the curriculum you teach is relevant to all students?</td>
<td></td>
</tr>
<tr>
<td>• Implications for lesson planning and teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th>Curriculum and Pedagogy: Intellectual Rigor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can you set learning goals that provide achievable challenges for students of varying characteristics?</td>
<td></td>
</tr>
<tr>
<td>• Are higher-order thinking skills beneficial to all students?</td>
<td></td>
</tr>
<tr>
<td>• How are 21st Century skills linked to intellectual rigor?</td>
<td></td>
</tr>
<tr>
<td>• Implications for lesson planning and teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Curriculum and Pedagogy: Building a Quality Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do the videos and lessons plans from this week incorporate (or leave out) the principles we examined in the course so far?</td>
<td></td>
</tr>
<tr>
<td>• Implications for lesson planning and teaching</td>
<td></td>
</tr>
</tbody>
</table>
| 11 | Curriculum and Pedagogy: The Architecture of a Lesson Plan | • How do you create rigorous, objective-driven lesson plans so that students who complete class activities successfully will have mastered the objective and made progress toward the big goal?  
• In what ways is lesson planning critical to successful instruction?  
• Why is it crucial that nothing is left to chance and all matters planned?  
• How do you take care that instruction be goal-driven, not activity-driven? |
| 12 | Review | • This tutorial is student-led. Please bring questions you have about the course content and the final assignment. |

Assignment 2 due 2/6 9am
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection paper on your language, literacy, and numeracy and motivation experiences as a student.</td>
<td>Reflection paper. 1,200 words (not including references).</td>
<td>40%</td>
<td>2</td>
<td>1, 2</td>
<td>31/03/2014, 9AM</td>
</tr>
<tr>
<td>Write a critical paper on a lesson plan; modify the lesson plan based on your critique.</td>
<td>Lesson Plan Critique. Paper: 1,000 words (not including references).</td>
<td>60%</td>
<td>1, 2</td>
<td>1, 2</td>
<td>02/06/2014, 9AM</td>
</tr>
<tr>
<td>4, 3, 2, 1 Matrix for each tutorial*</td>
<td>Approximately 300 words</td>
<td>Requirement</td>
<td>1, 2</td>
<td>1, 2</td>
<td>Weekly, during tutorials</td>
</tr>
</tbody>
</table>

* Bring a hard copy to tutorial. Do not upload 4-3-2-1 Matrices to Turnitin and do not deliver to Leila Morsy's pigeonhole.

Assessment Details

PLEASE READ THIS SECTION IN DETAIL. POINTS WILL BE DEDUCTED FOR NOT FOLLOWING THE FOLLOWING PROCEDURES WHEN TURING IN ASSIGNMENTS.

- Formatting: Use Times New Roman 12 point font, 2.5cm margins all around, and APA-style formatting. If you need help with APA, please refer to [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

- Cover sheets: Cover sheets must be stapled to the front of the paper with (1) name, (2) student ID, (3) name of lecturer, (4) name of tutor, (5) subject number, (6) date and time of submission, and (7) word count.

- Rubric: Attach the rubric for the assignment (available in this document and on Blackboard) to the back of the assignment facing back.

- Reference page: In any paper that includes references, include a reference page titled “References” (not “List of References” or “Reference List” or anything else as Turnitin will only exclude the references from your similarity report if your reference page is titled “References.”

- Submission: Submit your assignment in hard copy AND through Turnitin website. No assignment is accepted via email. Assignments must be printed double-sided. Please do not place your assignment into any plastic sleeve, folder, etc.

- Delivery: Deliver your assignment to your tutor’s box and follow your tutor’s directions exactly. Most assessment should be delivered to Leila Morsy’s box in the reception area of the School of Education. Assessments will not be accepted if delivered otherwise than requested.
• **Late assignments**: Assignments submitted after the due date will suffer a penalty of 10% per day. No late assignments will be accepted later than one week past the due date.

• **Always keep a copy** of your assessment. If your assessment is mislaid, you are responsible for providing another copy.

• **Extensions**: If you require an assignment extension, please apply for one on my.unsw.edu.au **before** the due date of the assignment.

**Assessment 1: Reflection Paper**

Write a reflection paper on your language, literacy, and numeracy experiences as a student. Take care to reference at least four readings from course weeks 1-4. Use the guiding questions to structure your response.

- To what extent were your language, literacy, and numeracy different than those of your peers? To what extent were they similar?
- To what extent were your language, literacy, and numeracy experiences different than what your teachers expected? To what extent were they similar?
- What did you do in response to any language, literacy, and numeracy issues that came up?
- Would you behave similarly or differently with your students than your teachers did with you?

**Assessment 2: Lesson Plan Critique**

Based on a lesson plan and supporting details I will provide you:

- Write a critical paper in which you
  o Identify and describe the 4-6 most significant problems with the lesson plan, with reference to the literature from the course.
  o Take care to identify issues in each
    ▪ Language, literacy, and numeracy
    ▪ Social, psychological and emotional factors
    ▪ Curriculum and pedagogy
  o Identify and describe 4-6 changes you would make to this lesson plan
- Modify the lesson plan based on your proposed changes.

**Assessment 3: 4-3-2-1 lists**

In response the weekly readings and the previous week’s tutorials and lectures, every week please bring to tutorial a list containing the following:

- 4 main points
- 3 implications for teaching in your future classroom
- 2 questions/ concerns/ criticisms/ responses
- 1 response to another student’s question or comment in class the previous week

While you will not be assessed on your weekly 4-3-2-1 lists, I will call on students randomly to present to the class from their weekly 4-3-2-1 list. At any point during the semester, I may ask any individual student to turn in all their 4, 3, 2, 1 matrices to date. Bring a hard copy to tutorial. Do not upload 4-3-2-1 Matrices to Turnitin and do not deliver to Leila Morsy’s pigeonhole.
### SPECIFIC CRITERIA

#### Understanding of the question or issue and the key concepts involved
- Responded to each guiding question
- Reflection paper is 1,200 words, not including references (+/-10% , 1,080-1,320)
- Relevance and use of learnings from each week 1-4, including language, literacy, and numeracy teaching and learning
- Described teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
- Described what language and culture factors are associated with differences in student achievement

#### Depth of analysis and/or critique in response to the task
- Depth of understanding of the complex nature of literacy, language, and numeracy
- Paper has a clear audience and the purpose for writing is clear
- Paper has a clear argument to support point-of-view
- Substantive elaboration of argument in response to each guiding question
- Clarity and depth of description of specific language, literacy, and numeracy experiences
- Depth of analysis of specific language, literacy, and numeracy experiences

#### Familiarity with and relevance of professional and/or research literature used to support response
- Provided evidence from at least four readings from weeks 1-4 to support arguments

#### Structure and organisation of response
- Sequentially responded to each guiding question
- Logical sequencing of ideas
- Appropriate transitions
- Clarity and coherence of organisation, including use of numbering and referencing

#### Presentation of response according to appropriate academic and linguistic conventions
- Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalization
- Writing is precise, clear, and persuasive including (1) correct sentence structure, (2) appropriate paragraph structure, and (3) pith
- If used, tables and graphs, etc. are clear
- Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references
Lecturer: Leila Morsy    Date
Recommended: /20 (FL PS CR DN HD) Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST2003 PERSPECTIVES IN LEARNING AND TEACHING

Student Name:              Student No.:
Assessment Task: Lesson Plan Critique

**SPECIFIC CRITERIA**

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical paper is 1,000 words, not including references (+-10%, 900-1,100)</td>
<td></td>
</tr>
<tr>
<td>In critical paper, identified and described 4-6 significant problems with the lesson plan</td>
<td></td>
</tr>
<tr>
<td>In critical paper, identified and described 4-6 changes to make to the lesson plan and how this would improve the lesson</td>
<td></td>
</tr>
<tr>
<td>Modified the lesson plan based on each proposed change in the critical paper.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>深度 of understanding of the complex nature of literacy, language, and numeracy</td>
<td></td>
</tr>
<tr>
<td>Paper has a clear audience and the purpose for writing is clear</td>
<td></td>
</tr>
<tr>
<td>Paper has a clear argument to support point-of-view</td>
<td></td>
</tr>
<tr>
<td>Substantive elaboration of argument in response to each guiding question</td>
<td></td>
</tr>
<tr>
<td>Appropriately and substantially incorporated learning from course content from <strong>at least six</strong> weeks in critical paper and lesson plan</td>
<td></td>
</tr>
<tr>
<td>Precisely, persuasively, and clearly described how lesson plan incorporates learnings from <strong>at least six</strong> weeks in critical paper and lesson plan</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance and use of <strong>at least six</strong> readings from the course syllabus.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical sequencing of ideas</td>
<td></td>
</tr>
<tr>
<td>Appropriate transitions</td>
<td></td>
</tr>
<tr>
<td>Clarity and coherence of organisation, including use of numbering and referencing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalization</td>
<td></td>
</tr>
<tr>
<td>Writing is precise, clear, and persuasive including (1) correct sentence structure, (2) appropriate paragraph structure, and (3) pith</td>
<td></td>
</tr>
<tr>
<td>If used, tables and graphs, etc. are clear</td>
<td></td>
</tr>
<tr>
<td>Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**
Recommended: /20 (FL PS CR DN HD) Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Submission of Assessment Tasks

Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

A penalty of 3% per day (24 hours) applies to work submitted after the due date (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Please note: Computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Required Textbook

Required Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading and Viewing</th>
</tr>
</thead>
</table>
• Teaching for Improvement. AITSL. http://www.teacherstandards.aitsl.edu.au/illustrations/Details/IOP00005 |
|---|---|---|
- Teaching: Making a Difference. P. 134-139. |
7 Social, Psychological, and Emotional Factors: Biases, Assumptions, and Privilege


Mid-Semester Break

8 Curriculum and Pedagogy: Curricular Significance


- Teaching: Making a Difference: p. 186-207

9 Curriculum and Pedagogy: Intellectual Rigor


- Teaching: Making a Difference: p.275-282

- Using a Range of Resources. AITSL. http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00130

10 Curriculum and Pedagogy: Building a Quality Learning Environment

- Teaching: Making a Difference: p. 293-319


11 Curriculum and Pedagogy: Lesson Planning

- VIDEOS AND LESSON PLANS (TBD)

12 Review

ASSIGNMENT 2 DUE 2/6 at 9AM
9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Examples of plagiarism include:

- Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying materials, 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, website, internet, other electronic resource, or another person’s assignment, or the student’s own assignment from a previous course, without appropriate acknowledgement;
- Quotation without the use of quotation marks;
- Paraphrasing another person’s work with very minor change keeping the meaning, form and/or progression of ideas of the original;
- Citing sources which have not been read, without acknowledging the ‘secondary’ source from which knowledge of them has been obtained;
- 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 tutor;
- Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;
- Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;
- Using another person’s ideas or words in an oral presentation without crediting the source.

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: https://student.unsw.edu.au/plagiarism In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

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://student.unsw.edu.au/conduct

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.
Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g.’s/he’, ‘she or he, ‘people’, etc.

10. COURSE EVALUATION AND DEVELOPMENT
Periodically student evaluative feedback on the course is gathered, using UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION
Assessment Principles and Procedures
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 are carefully designed to:

· Recognise, motivate and encourage deep learning

· Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (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 program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation
or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

**School of Education Grade Descriptors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>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.</td>
</tr>
<tr>
<td>Distinction (75-84%)</td>
<td>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 to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>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 that 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.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>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.</td>
</tr>
</tbody>
</table>

For more information regarding the UNSW assessment policy please visit: [https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html](https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html)

**Attendance**

Unless specific and formal permission (see note below) has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week (or half a day in the case of intensive courses) should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Note: The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:

a. The student is able to demonstrate that they have no other option but to participate in lectures online.
b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.

c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

d. Permission will only be granted for lectures, not tutorials or method courses and for no more than one course at a time.

e. Permission will not be granted when it results in over-enrolment. Students may apply for formal permission to participate in lectures online.

Students may access further information and the application form to participate in lectures online at https://education.arts.unsw.edu.au/media/EDUCFile/Permission_to_Participate_in_Lectures_Online.pdf

**Special Consideration**

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adverse affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

**University Counselling Service**

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.

Website: https://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. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au.
Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.