EDST5121: Introduction to University Learning and Teaching

Semester 1, 2014
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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5121: Introduction to University Learning and Teaching (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Giedre Kligyte
Office Location: Learning and Teaching Unit,
Level 4 Matthews Building
Email: g.kligyte@unsw.edu.au
Phone: 9385 1534
Availability: by appointment

Course Convenor: Negin Mirriahi
Office Location: Learning and Teaching Unit,
Level 4 Matthews Building
Email: negin.mirriahi@unsw.edu.au
Phone: 9385 2932
Availability: by appointment

Admin Assistance: Administrator, Grad Cert ULT
Office Location: Learning and Teaching Unit,
Level 4 Matthews Building
Kensington Campus
UNSW Sydney 2052
Email: gcult@unsw.edu.au
Phone: 9385 5989
### 3. COURSE DETAILS

<table>
<thead>
<tr>
<th><strong>Course Name</strong></th>
<th>EDST5121: Introduction to University Learning a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Points</strong></td>
<td>6 units of credit (6 uoc)</td>
</tr>
<tr>
<td><strong>Workload</strong></td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>The course is offered in a blended mode, which includes in-class and online activities that add up to 24 hours of ‘contact hours’. (Please refer to Course Content and Structure section in this course outline). All face-to-face classes will be held in the L&amp;T workshop 416, level 4 Matthews</td>
</tr>
</tbody>
</table>

**Summary of Course**

This course is the first core course in the Graduate Certificate in University Learning and Teaching Program. It is worth six units of credit (UOC) towards the total twenty four UOC required for completion of the study program.

This course introduces students to a range of topics and issues in learning and teaching that impact on the teaching roles of academic staff in universities. In this course, students will have an opportunity to engage with current thinking in university learning and teaching, consider various approaches, start investigating one area of their teaching in a scholarly and reflective way, and plan changes to their teaching practice.

**1. Pre-requisite**

As a component of this course, students must participate in the Foundations of University Learning and Teaching (FULT) program, which is offered at UNSW as a staff development activity. During FULT perspectives on student learning and an overview of good practice in curriculum design and facilitation of student learning in different contexts (large classes, small groups, online environment, etc) will be explored.

**2. Aims of the Course**

This course aims to:

1. introduce you to a range of key areas in learning and teaching
2. enable you to identify and begin to investigate one area related to your teaching practice in a reflective and scholarly way.

**3. Course Learning Outcomes**

Upon completion of the course you should be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and evaluate key areas in learning and teaching related to your teaching role.</td>
<td>1, 2</td>
</tr>
<tr>
<td>2. Reflect on your own teaching practice in the light of your personal experience through journaling.</td>
<td>1,2</td>
</tr>
<tr>
<td>3. Investigate your current teaching strategies and develop new teaching strategies that could be expected to improve student learning.</td>
<td>2</td>
</tr>
</tbody>
</table>
4. Implement new teaching strategies, and modify them where necessary, to meet the needs of your own teaching context. 1, 2

5. Use the research literature in higher education to analyse and write reflectively about your teaching practice. 2

4. Graduate Capabilities

<table>
<thead>
<tr>
<th>Capability</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary knowledge and practices</td>
<td>Assessment Task 1, Assessment Task 2</td>
</tr>
<tr>
<td>Students should have acquired specialised disciplinary knowledge and capabilities related to the areas of curriculum, assessment and pedagogy in higher education, and be able to apply these to their teaching approach and practices across a range of higher education contexts.</td>
<td></td>
</tr>
<tr>
<td>Enquiry-based learning</td>
<td>Assessment Task 1, Assessment Task 2</td>
</tr>
<tr>
<td>Students should be able to use an analytical scholarly framework to examine their educational practice aimed at improving their effectiveness across these areas.</td>
<td></td>
</tr>
<tr>
<td>Cognitive skills and critical thinking applicable to teaching in higher education</td>
<td>Assessment Task 1, Assessment Task 2</td>
</tr>
<tr>
<td>Students should be able:</td>
<td></td>
</tr>
<tr>
<td>• to identify, research and analyse complex issues and problems related to curriculum, assessment and pedagogy and propose appropriate and well justified solutions</td>
<td></td>
</tr>
<tr>
<td>• to be able to draw from and analyse a range of evidence from different perspectives to enhance their practice.</td>
<td></td>
</tr>
<tr>
<td>Communication, adaptive and interactional skills</td>
<td>Assessment Task 2</td>
</tr>
<tr>
<td>Students should be able to communicate effectively with a range of audiences, and be capable of using independent and collaborative enquiry to work effectively across and within their disciplinary contexts.</td>
<td></td>
</tr>
<tr>
<td>Global outlook</td>
<td></td>
</tr>
<tr>
<td>Analyse the impact of international trends and perspectives in higher education upon their local contexts and practices.</td>
<td></td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A critical aspect of enhancing quality of learning and teaching in higher education is developing staff scholarly engagement in learning and teaching. As an introduction to university learning and teaching, this course overviews a range of scholarship in student learning, curriculum and assessment design, evaluation, teaching in various contexts, and allows students to explore one area of their practice in more depth.

Reflective practice is used as the underpinning framework in this course. Reflection has been demonstrated to be a useful tool to support professional learning in authentic contexts where there are many uncontrolled variables.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility
for their own learning; and when they work collaboratively with their peers.

We recognise that candidates in this course are graduates employed in the higher education sector, and many will be studying part-time while working full-time.

As a result, the course has been designed to provide opportunities for you to:

- critically engage with the key ideas and concepts and with each other via both intensive workshops, and using online technologies
- develop your understanding of the key issues and concepts within higher education both individually (reading, preparation of assignments) and collaboratively (whole class and small group discussion and peer review)
- use your knowledge and experience (from previous learning and experience from formal courses, life and from the workplace) to engage with and critique current thinking and research into higher education.

The learning activities of the course include:

- self-directed reading;
- face to face and online learning activities in FULT, which will use and model a range of teaching strategies;
- e-portfolio; and
- preparation of written assignments.

**Reflective-e-portfolio**

In this course you will be encouraged to set up a reflective e-portfolio and maintain it throughout the semester. Guidelines for setting an e-portfolio will be available on the course Moodle site and explained during the first in-class session. An e-portfolio may help you to:

- Collect resources and artifacts related to your learning to create an integrated picture or story of your achievements and developing capabilities
- Reflect on prior experiences and wider contexts to make your learning relevant.
- Reflect on how different learning activities relate to your professional practice
- Arrange and present your portfolio to different audiences for different purposes.

Your reflective e-portfolio contributions will not be used for summative assessment. However, reflecting on your learning in an ongoing way and maintaining the e-portfolio will help you to consolidate the learning in this course and develop the assignment tasks.

6. COURSE CONTENT AND STRUCTURE

Students must participate in the Foundations of University Learning and Teaching (FULT) program, as the coursework component of this course. FULT is offered in a blended mode, which includes in-class and structured online activities that add up to 24 hours of ‘contact hours’. The FULT schedule is communicated to participants upon enrolment into the program.
7. **ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Capabilities Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1: A Summary of Learning</td>
<td>3000 words</td>
<td>35%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4</td>
<td>24 March</td>
</tr>
<tr>
<td>Assessment Task 2: An Investigation into Teaching Practice</td>
<td>3500 words</td>
<td>65%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4</td>
<td>12 May</td>
</tr>
</tbody>
</table>

5. **Assessment Details**

**Assessment Task 1 - A Summary of Learning**

**Due Date: 24 March**

3000 words

This assessment task consists of three parts, which you are expected to submit as one package (e.g. copied into one Word document).

**Part 1:** A copy of your final standards-based assessment rubric as a Word document, incorporating peer feedback (500 words).

**Part 2:** A copy of your final Learning Plan, incorporating peer feedback and a proposed assessment task. (500 words).

**Part 3:** Select two or three posts from your e-portfolio that you feel comfortable sharing with your course conveners and copy and paste the text into a Word document for submission. Then, write an overall reflection on your experience in FULT revisiting your initial thoughts about blended learning, and incorporating peer feedback. (2000 words total for part 3)

**Assessment Task 2: An Investigation into Teaching Practice**

**Due Date: 12 May**

Drawing on the literature, articulate a learning and teaching approach to address an issue in your own teaching context, and an evaluation strategy to assess its success or pitfalls.

1) Choose **one** of the following areas of your teaching practice that was addressed at FULT:

- Planning your teaching, developing aims and learning outcomes
- Student and adult learning
- Small group teaching
- Large group teaching
- Blended learning
- Online learning
- Assessment strategies
- Standards-based assessment (rubrics)
- Reflection/e-portfolios
- Evaluation

2) Describe your current teaching practice in the topic area you have chosen, including:

- What you know of your students and the assumptions you make about them
• The rationale for your current practice
• How this practice is implemented
• The effectiveness of your current practice
• Issues that your practice raises
• Aspects you have considered changing

(>1000 words)

3) In light of your description, consider and critically review:

• The readings relating to your chosen area.
• Additional material from the educational literature generally and/or in your discipline that relates to the area you have chosen.

(>1500 words)

4) This final section has 2 components

a. Reflect on the implications of concepts discussed in FULT and of the readings you have reviewed for the topic area you have chosen. Answer questions such as the following:

• What implications does the literature carry for your current teaching practice? What might you change? Why?
• What issues would you need to consider and/or monitor as you change your current practice?
• What current benefits might you lose in the change? How might these be preserved?
• How would you know if any change you instituted were beneficial to the learning of your students? What criteria could you use to make this judgement? How could this initiative be evaluated to assess its success or pitfalls?

b. Discuss your draft plans for change with a colleague experienced in teaching in your discipline and incorporate his or her feedback into your report. In your report you should reference this feedback appropriately.

(>1000 words)

Total 3,500 words
Student Name:              Student No.:
Assessment Task: Assessment Task 1

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
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<tbody>
<tr>
<td>Understanding of the issues and key concepts involved</td>
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<tr>
<td>• apply concepts related to constructive alignment and standards-based assessment</td>
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<tr>
<td>• complete learning plan</td>
<td></td>
<td></td>
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<tr>
<td>Evidence of critical reflection across multiple perspectives (including your own</td>
<td></td>
<td></td>
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<tr>
<td>experiences, those of your colleagues as well the literature) to:</td>
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<tr>
<td>• critically examine issues and practices discussed in FULT, and describe the</td>
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<tr>
<td>• implications to your own context and teaching practice</td>
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</tr>
<tr>
<td>• identify strategies you will apply and/or not apply to your own teaching</td>
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<tr>
<td>• practice</td>
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<tr>
<td>Familiarity with and relevance of professional and/or research literature used</td>
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<tr>
<td>• appropriate and effective use of relevant literature to support identification</td>
<td></td>
<td></td>
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<tr>
<td>• of issues and appropriate strategies to deal with them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organization of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriateness of overall structure of the response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and coherence including use of section headings as required to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• enhance readability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The completion of all parts of the assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, citing,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• paraphrasing, attributing sources of information, and listing references (APA</td>
<td></td>
<td></td>
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<tr>
<td>• style)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• punctuation and word length</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| GENERAL COMMENTS / RECOMMENDATIONS                                               |     |     |

Lecturer     Date
Recommended: /20 (FL PS CR DN HD)        Weighting: 35%
### Specific Criteria

<table>
<thead>
<tr>
<th>Understanding of the issues and key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>- apply the concepts/issues introduced or discussed in FULT and emerging from the literature to your own teaching practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of critical reflection across multiple perspectives (including your own experiences, those of your colleagues as well the literature) to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- observe and critically examine issues and practices in your context</td>
</tr>
<tr>
<td>- develop possible strategies based on this analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
</tr>
</thead>
<tbody>
<tr>
<td>- appropriate and effective use of relevant literature to support identification of issues and appropriate strategies to deal with them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organization of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>- appropriateness of overall structure of the response to the task</td>
</tr>
<tr>
<td>- clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability</td>
</tr>
<tr>
<td>- the completion of all elements of the set task, including selection of a focus, description of current practice, literature review, plans for change, peer feedback, and personal reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style)</td>
</tr>
<tr>
<td>- clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
</tr>
</tbody>
</table>

### General Comments / Recommendations

Lecturer:  
Date:  
Recommended:  
(FL PS CR DN HD)  
Weighting:  
65%
6. **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.

7. **Feedback on Assessment**
You will get timely feedback on all written work, so that you know how you are going. We will aim to provide feedback within 2-3 weeks from submission.

**Referencing**
You are required to consistently use APA referencing style in your assignments. Guidelines for acknowledging sources of information using APA can be found on the following web sites:
- [https://owl.english.purdue.edu/owl/resource/560/03/](https://owl.english.purdue.edu/owl/resource/560/03/)

**School of Education Grade Descriptors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<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</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(50-64%)</td>
<td>The assignment is moderately well-organised and the arguments can be clearly understood. The writer displays a familiarity with some of the research literature relating to the issues discussed.</td>
</tr>
<tr>
<td>Fail (less than 50%)</td>
<td>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 meaning is at times unclear.</td>
</tr>
</tbody>
</table>

8. RESOURCES

You should utilise the FULT resources available on the FULT Moodle site. The majority of the resources (books, e-books, book chapters, journal articles) are available from the UNSW Library. You are also encouraged to use any relevant learning and teaching literature in your discipline area.

Recommended texts for this course (in addition to the materials on the FULT Moodle site):


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