School of Education

EDST5134: ADDRESSING LEARNER DIVERSITY

Semester 2, 2014
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   *Equity and Diversity* ............................................................................................................................. Error! Bookmark not defined.
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5134 Addressing Learner Diversity (6 units of credit)
Semester 2, 2014

2. STAFF CONTACT DETAILS

Course Convenors:  Jill Grundy Dip.Teach, C.O.G.E., MEd (Gifted Ed) (Week 0 – 3, 9)
Ellen Lee Bach Art/Bach Sc (Hons) (Week 10 – 13)
Email:  jill.grundy@lotuslearning.com.au
        ellen.lee84@hotmail.com
Phone:   Jill: 02 9956 5527
Availability:  Jill: Wednesdays and Fridays by appointment
              Ellen: Appointment by email

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Addressing Learner Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Time: Wed 9:00 - 11:00 a.m.: Rex Vowel Th.</td>
</tr>
<tr>
<td></td>
<td>Time: Wed 12:00 – 1:00 p.m.: Goldstein GO3</td>
</tr>
<tr>
<td></td>
<td>Time: Wed 1:00 – 2:00 p.m.: Goldstein GO3</td>
</tr>
<tr>
<td></td>
<td>Time: Fri 11:00 – 12:00 noon: Matthews 112</td>
</tr>
<tr>
<td></td>
<td>Time: Fri 12:00 – 1:00 p.m.: Matthews 112</td>
</tr>
<tr>
<td></td>
<td>Time: Fri 1:00 – 2:00 p.m.: Matthews 130</td>
</tr>
<tr>
<td></td>
<td>Weeks 0-2, 9-13</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary of Course</td>
<td></td>
</tr>
</tbody>
</table>
Survey of the characteristics, training, and educational needs of students with disabilities, gifts and talents, and indigeneity, culturally and linguistically diverse backgrounds, emphasizing accommodating students with diverse needs through differentiation in inclusive settings, including: legal mandates and regulations, characteristics and educational needs of students with diverse needs, and practical, research-based instructional techniques which can be used with these students in the general education classroom.

Aims of the Course

This course aims to:

1. Enhance pre-service teachers' strategies to respond to the cognitive and social needs of diverse student populations in their classes, through the presentation of models, theories, and philosophies that form the basis of sound differentiated practice in varying inclusive educational contexts.
2. Examine issues in providing for students with exceptional learning needs, including those with disabilities, gifts, and from indigenous, disadvantaged, culturally & linguistically diverse backgrounds.
3. Explore the similarities and differences among individuals with and without exceptional learning
needs, as well as their differing educational needs and varied ways of learning.

4. Explore the roles and collaborative responsibilities of teachers, peers, parents, guardians, mentors, paraprofessionals and other educational professionals to support student diversity.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate proficiency in the knowledge of the current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse student needs in NSW.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2</td>
<td>Show understanding of differentiated teaching and learning.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate the ability to apply research-based decision making to select appropriate programming options and strategies for students with diverse needs.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>4</td>
<td>Develop strategies to implement Board of Studies (BOS) syllabus documents including literacy, multi-literacies, Indigenous support and ESL support.</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

**Graduate Attributes (AITSL Professional Graduate Teaching Standards)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</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>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
<td>1</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>
<td>1, 2, 3</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>
<td>1</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>
<td>1, 2, 3</td>
</tr>
<tr>
<td>1.6</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability</td>
<td>1</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy teaching strategies and their application in teaching areas</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics</td>
<td>2, 3</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
<td>2, 3</td>
</tr>
<tr>
<td>3.3</td>
<td>Include a range of teaching strategies</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>4.1</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>7.3</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers</td>
<td>1</td>
</tr>
<tr>
<td>7.4</td>
<td>Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice</td>
<td>1</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

In line with the UNSW Guidelines on Learning that Inform Teaching at UNSW, the learning and teaching philosophy behind this course is that students will emulate strategies that they will be expected to use in their own teaching to enhance the learning of students with diverse needs. Course material is designed to be relevant to students’ experience and assessment is intended as part of learning. Students will be actively engaged in a variety of groupings, using a variety of strategies as they discuss current beliefs on educational diversity and differentiation. Strategies will be modelled, practiced and evaluated as preludes to the students applying strategies for diverse student populations in their teaching. As it is important to develop choice, autonomy and independent learning opportunities for students with diverse learning needs, students will be guided through the course content and learning processes, taught new skills and are required to take responsibility for their own learning.

5. TEACHING STRATEGIES

- reflect the needs of the diverse student population
- flexible grouping, with individual, paired and small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address varying teaching and learning goals;
- explicit teaching including lectures and a range of teaching strategies to foster interest, engagement and support learning;
- structured occasions for reviewing prior knowledge and understandings;
- practicing new skills and strategies;
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, analyse and evaluate content and strategies;
- reflection on learning to allow students to critically analyse and evaluate practices and issues discussed.

These activities will occur in a climate that is supportive and inclusive of all learners.
## 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture &amp; Tutorial Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8 11 Aug - 19 Sept</td>
<td>Professional Experience Program: Identify two effective strategies used during your professional experience to differentiate teaching for diverse student learning needs. Time in Week 10 tutorial will be given to recording your response as a reflective exercise.</td>
<td></td>
</tr>
</tbody>
</table>
| 9 22-26 Sept         | Supporting Gifted & Talented students, dual exceptionalities, & overcoming underachievement: Differentiating for students in whole class contexts. **In Tutorial Post-professional experience reflection**  
| 13 27-31 October     | Supporting disadvantaged students: Differentiation in community: school, local, global, internet. **Post-evaluation 1: Reflection task**  
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>Assessment 1:</td>
<td>2500 words</td>
<td>30%</td>
<td>1, 2, 3, 4</td>
<td>1.3, 1.5, 2.5, 3.1, 3.2, 3.3, 4.1,</td>
<td>Week 9</td>
</tr>
<tr>
<td>Developing an</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2:</td>
<td>500 words</td>
<td>10% x 2 = 20%</td>
<td>1, 2, 3, 4</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.5, 3.3, 4.1, 7.3, 7.4</td>
<td>Week 3 &amp; Week 11</td>
</tr>
<tr>
<td>2 Quizzes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 3:</td>
<td>3000 words</td>
<td>50%</td>
<td>1, 2, 3, 4</td>
<td>1.3, 1.5, 2.5, 3.1, 3.2, 3.3, 4.1,</td>
<td>Week 13</td>
</tr>
<tr>
<td>Differentiated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Course Expectations**

Students are expected to read the assigned readings, attend all lectures and attend all tutorials.

**Assessment Summary**

**Reflections will also be a component of this course: Pre-evaluation, post-professional experience evaluation and post-course evaluation**

**Assessment 1:** Developing an Evaluative Annotated Bibliography: 30%: Due Week 9

**Assessment 2:** Quiz: 2 x 10% = 20%: Week 3 & Week 11.

**Assessment 3:** Differentiated Unit of Instruction, References & Appendix: 50%: Due Week 13

**Assessment Details will be provided online when the course begins**

**Reflections: Pre-evaluation and post-evaluation and post-professional experience reflection: designed to promote reflection, review course content and link with practice**

In order to support secondary student autonomy, it’s invaluable to teach students to reflect on their learning and assessment. Emulating that at the pre-service level, reflection on your teaching experience and practice is very important to support your growth as a teacher. So, three evaluations have been designed to be included in this course. Due to their importance, in your development, these evaluations are compulsory, but will not be formally assessed. There will be a pre-evaluation at the beginning of the course and a post-evaluation at the end of the course. There will be a third evaluation in the middle of the course based on strategies you identify within your professional experience program. These evaluations will take place in the designated tutorial times, so see the course structure.
For example, the Post-Professional Experience Reflection includes: During your professional experience: Identify two effective strategies used during your professional experience (or previous PE if you have not attended PE this semester) to differentiate teaching for diverse student learning needs. The readings, lectures and tutorials will also assist your choice of strategies, so bring these along to the tutorial to assist your written evaluation. In the tutorial, for each strategy respond to the questions below:

1) Write one small paragraph describing each strategy, with each strategy on a different page, so others reading your description would be able to understand the strategy and implement it too.
2) Below each description of the strategy analyse how using each strategy catered for the diversity of student learning needs in the class.
3) Evaluate and synthesise how and why these two strategies are more effective than other strategies you have used, in addressing individual student needs. Why would you recommend these strategies to other teachers?

Assessment 1: Developing an Evaluative Annotated Bibliography: 30% Due Week 9

This task has 5 points in the process: (approx. 2500 words/single spaced, with at least 8 sources).
   a) Choose one/or two topics from those provided online.
   b) Link the chosen topic/s with a chosen student population.
   c) Provide an introductory paragraph outlining and justifying the topic/s & student population choices.
   d) Create an Evaluative Annotated Bibliography of sources/references to support professional learning for yourself or other teachers for the chosen topic/s and student population.
   e) Summarise the source/reference analysing and evaluating the sources’ value or relevance for the topic/s and student population, making clear links with your teaching and professional experience.

Note: Details to be provided online.

All assignments are to be submitted through Turnitin via designated tutorial group’s assignment folder in the course’s Moodle website. All marking will be through Turnitin. No hard copies required. 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 as the first page. As well, attach the assessment rubric for the assignment (available below and on this course’s Moodle website), completed with name and student number, at the end of the assignment.
## UNSW SCHOOL OF EDUCATION
### FEEDBACK SHEET
#### EDST5134 ADDRESSING STUDENT DIVERSITY

**Assessment Task: 1: Evaluative Annotated Bibliography 30%**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
</tr>
</thead>
</table>

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Appropriateness of the response.</td>
</tr>
<tr>
<td>• Provided an introductory paragraph to the bibliography clearly outlining and justifying the chosen topic/s and student population.</td>
</tr>
<tr>
<td>• Created an Annotated Bibliography of sources to use in own teaching and to support professional learning for self and other teachers.</td>
</tr>
<tr>
<td>• Alphabetically listed books, journal articles, URLs and other resources relevant to the chosen topic and student population.</td>
</tr>
<tr>
<td>• Summarised sources, briefly describing the content, issues or key concepts in a few sentences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising).</td>
</tr>
<tr>
<td>• Analysed, evaluated and synthesised the source’s value and/or relevance for the topic and student population.</td>
</tr>
<tr>
<td>• Made clear links with your teaching and professional experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with relevant professional and/or research literature used to support response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Detailed and appropriate references used.</td>
</tr>
<tr>
<td>• Used APA referencing conventions and formatting.</td>
</tr>
<tr>
<td>• Used the library databases.</td>
</tr>
<tr>
<td>• Ensured that a majority of the sources are Australian.</td>
</tr>
<tr>
<td>• Provided URLs where possible and feasible.</td>
</tr>
<tr>
<td>• Used research-based sources that are the most relevant.</td>
</tr>
<tr>
<td>• Used mostly Australasian sources within the last five years.</td>
</tr>
<tr>
<td>• Referenced wider reading beyond the sources provided within the course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation, structure and organisation of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Readability with logical sequencing/flow of ideas.</td>
</tr>
<tr>
<td>• Appropriate academic and linguistic conventions.</td>
</tr>
<tr>
<td>• Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).</td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer:          Date:

Recommended: /20 (FL PS CR DN HD) Weighting: % / 30%

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.

EDST5134 Addressing Learner Diversity, UNSW 2014
Assessment 2: Two quizzes designed to review course content and link with practice: 10% each, 20% Week 3 & Week 11.

The two quizzes will be completed in class time. The quiz questions will be based on readings, lectures and content from the first six topics covered in the course. Items will include multiple choice questions, True or False, and short answer responses, including reflections of perspectives.

Week 3: Readings. Lectures and Topics 1-3
Week 11: Readings. Lectures and Topics 4-6

Assessment 3: Rationale, Three Differentiated Tiered Lesson Plans, Evaluation, References & Appendix. 50% Due Week 13

This task has 5 parts: (approx. 3000 words/tables may be included [word count does not include Appendix])

Part a) Overview of the educational context. Rationale for differentiation through tiered planning.

Part b) Three Differentiated Lesson Plans using a tiered approach and associated assessment tasks, resources and evaluation. Sample tiered lessons across method areas will be provided in classes.

Part c) Reflect on and evaluate the planned lessons.

Part d) References & resource list.

Part e) Appendix of worksheets, contracts, assessment criteria or other supporting materials.

Note: Details to be provided online.

All assignments are to be submitted through Turnitin via designated tutorial group’s assignment folder in the course’s Moodle website. All marking will be through Turnitin. No hard copies required. 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 as the first page. As well, attach the assessment rubric for the assignment (available below and on this course’s Moodle website), completed with name and student number, at the end of the assignment.
**UNSW SCHOOL OF EDUCATION**

**FEEDBACK SHEET**

**EDST5134 ADDRESSING STUDENT DIVERSITY**  50%

Assessment Task: 3: Rationale, Three Differentiated Lesson Plans, Evaluation, References & Appendix

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
</tr>
</thead>
</table>

### SPECIFIC CRITERIA

**Understanding of the question or issue and the key concepts involved**

- Provided an overview of the educational context and rationale for differentiated tiering
- Designed a unit of study within one subject area, divided into a series of at least three, tiered-level lesson plans. Include all activities and points for each level.
- Devised student assessment strategies and/or criteria.
- Reflected on planning through evaluation of the lessons.
- Responded appropriately and adequately to the task.

**Depth of analysis and/or critique in response to the task**

- Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising/creating).
- Used originality/creativity in the application of a range of strategies.

**Planning of teaching & learning tasks**

- Identified a grade/year level, subject and topic.
- Teaching Strategies were appropriate for year/grade/subject area.
- Appropriateness of strategies for differentiating teaching & learning.
- Included an Appendix of sample worksheets, contracts, assessment criteria or other supporting materials.

**Familiarity with relevant professional and/or research literature used to support response**

- Detailed appropriate in-text references (which may be grouped under lesson plan grids or tables if used) (in Part b).
- Referenced sources including links and materials recommended for differentiating in inclusive classroom in your subject area. (Part d).
- Used APA referencing conventions in academic writing (e.g. quoting if needed, paraphrasing, citations, reference list). (In Part b, and d).

**Presentation, structure and organisation of response**

- Readability, logical sequencing/flow of ideas.
- Clarity in tables/figures or other graphics, if included.
- Used appropriate academic and linguistic conventions.
- Wrote clearly (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer:          Date:          

Recommended: /20 (FL PS CR DN HD)  

Weighting: % / 50%

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 should submit both a hard copy and an electronic copy of an assessment task.

Hard copies of an assessment task are to be placed in the Course Lecturer’s locked assignment box near the School of Education office (Level 1, Goodsell Building).

Electronic copies of an assessment task are to be submitted to the allocated Turnitin Submission Box online via Moodle.

STUDENTS MUST SUBMIT THE HARD AND ELECTRONIC COPY OF AN ASSESSMENT TASK BY 5PM ON THE DUE DATE UNLESS THE COURSE LECTURER HAS ADVISED OTHERWISE.

You are strongly advised to aim to submit early, as submissions received one minute after the specified due time will be stamped as late and will incur a late penalty. The FASS late penalty is 3% of the total possible marks for the task for each day or part day that the work is late. Lateness includes weekends and public holidays.

You are responsible for checking that the hard and electronic copy of an assessment task submission is the same, is complete and accurate and, comply with the Course lecturer’s instructions given in the previous section on Assessment Details.

Students are required to keep a copy of all assessment tasks. If an assessment is mislaid the student is responsible for providing a further copy.

All assignments (hard copy and electronic submission) must be submitted with a signed Assessment Cover Sheet (required for all assignments). Please ensure that you read and complete the Assessment Cover Sheet carefully, particularly the section related to the originality of the submission.

Assessment Cover Sheets are available from the front counter in the School Office or can be downloaded from: https://education.arts.unsw.edu.au/students/resources/forms/

Return of Assessment Tasks

Assessments are normally returned in tutorials. For assessments with due dates from Week 10 onwards, you may request for feedback on the assessment to be returned by attaching a self-addressed postage-paid envelope to your assignment. If the postage is insufficient to cover the delivery of the assignment, it will not be posted. If a student does not wish to provide postage s/he may pick up her/his assessment from the School Office from 9am-5pm for two weeks following notification of marking completion by the Course Lecturer. If a student is unable to pick up her/his assessment within this time s/he should contact the Course Lecturer.

Feedback

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>Written Turn-it -In</td>
<td>15th October</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>Moodle</td>
<td>4th August</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>Moodle</td>
<td>27th October</td>
</tr>
<tr>
<td>Differentiated Unit of Instruction</td>
<td>Written Turn-it-in</td>
<td>21st November</td>
</tr>
</tbody>
</table>

9. COURSE EVALUATION AND DEVELOPMENT

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.
PART B: GUIDELINES AND PROCEDURES

10. ACADEMIC HONESTY AND PLAGIARISM

**Plagiarism** at UNSW is using the words or ideas of others and passing them off as your own. Examples include:

- **Copying**: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks.

- **Inappropriate paraphrasing**: Changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit.

- **Collusion**: Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking payment for completing academic work.

- **Inappropriate citation**: Citing sources which have not been read, without acknowledging the ‘secondary’ source from which knowledge of them has been obtained.

- **Self-plagiarism**: ‘Self-plagiarism’ occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as ‘recycling’, ‘duplication’, or ‘multiple submissions of research findings’ without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

(NB: Examples of plagiarism: [https://my.unsw.edu.au/student/atoz/Plagiarism.html](https://my.unsw.edu.au/student/atoz/Plagiarism.html)

UNSW distinguishes between 3 levels of plagiarism.

- **Level 1**: Minor plagiarism where inexperience is a mitigating factor (e.g. first year, first semester UG/PG students).

- **Level 2**: Applies to more senior students and first year students from their second semester of study onwards; a second Level 1 type lack of scholarly achievement is automatically treated as a Level 2 offence.

- **Level 3**: This category includes egregious acts of plagiarism, and where the breach is considered to be deliberate, reckless, and/or involves gross and persistent negligence.

All suspected cases of plagiarism in the School of Education are dealt with by the Deputy Head of School (Teaching & Learning). When plagiarism has been identified and confirmed through proper investigation the outcomes include:

**Educative Action**

- All students will undertake some form of educative action either managed by the School or the Learning Centre except where exclusion is the penalty for plagiarism.

**Penalties**

- All students will have a penalty imposed. The degree of penalty will be appropriate to the degree of plagiarism. For students who have committed Level 1 plagiarism it may be that their mark reflects the lack of scholarly achievement, to a maximum deduction of 20 marks per 100 pro rata. For Level 2 it might be a 0% for the work or the course. For Level 3 Plagiarism it may be 0% for the course or even suspension from UNSW.

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Registers

- All students are placed on a Register whether it is the Level 1 Plagiarism Register or the Student Misconduct Register for Levels 2 or 3.

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. Further information on plagiarism and academic honesty can be downloaded from: 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

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 the Course 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 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 UNSW policy to avoid sexist language. You should use words which include both sexes when you are referring to both sexes; e.g. S/he’, ‘she or he, ‘people’, etc.

11. ATTENDANCE

Unless specific and formal permission has been granted, failure to attend 80% of classes (henceforth ‘classes’ include lectures, tutorials, seminars, online activities and so on) 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 should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

If you attend less than 80% of classes or have not submitted appropriate supporting documentation to the Course Convenor to explain your absence, you may be awarded a final grade of UF (Unsatisfactory Fail).

If you arrive more than 15 minutes late, you may be recorded as absent. If such a penalty is imposed, you will be informed verbally at the end of class and advised in writing within 24 hours.

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.

Upon submission of appropriate evidence, the Course Convenor has discretion and authority to determine whether a student meets the required volume of learning and has completed the necessary assessments for a given course in circumstances where attendance has been less than the normal university requirement of 80% of classes.

A student may be excused from classes for up to one month (66% of learning and teaching activities) in exceptional circumstances and on production of an original or certified copy of a medical certificate or other form of appropriate evidence. In such cases, the Course Convenor may assign additional and/or alternative tasks to ensure that students have met the volume of learning associated with the course.

A student who has submitted the appropriate documentation but attends less than 66% of classes will be asked by the Course Convenor to apply to discontinue the course without failure rather than be awarded a final grade of UF.

UNSW policy on attendance https://myunsw.edu.au/student/atoz/AttendanceAbsence.html

Permission to Participate in Lectures Online

The School of Education allows participation in lectures online on a case by case basis and only in certain circumstances:

- The student is able to prove that they have no other option but to clash.
- The clash can only be between lectures or between a lecture and a tutorial or seminar. Only the lecture can be missed.
- Where the clash is between two lectures it is recommended that the student alternate attendance.
- The clash can be for not more than one hour.
- The missed lecture cannot be the first hour of a two hour lecture.
- The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo 360 or independent recording. The Course Convenor can reserve the right to refuse to allow the lectures in their course to be recorded independently.
- The Course Convenor(s) must give their approval for the permitted clash.
- Permissible clashes are not available to students in their first semester of study at University.

A student who is approved permission to participate in online lectures must fulfil the following requirements:

- The student must provide the Course Convenor with copies of lecture notes and/or reading notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes and/or reading notes as evidence of attendance.
- Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty’s course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.
- Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

Applications for permission to participate in lectures on line should be lodged at: https://www.arts.unsw.edu.au/ttclash/index.php
12. SUBMISSION OF ASSESSMENT

All assignments must be submitted online with an assignment coversheet before midnight on the due date via Moodle to avoid penalty. Hard copies must also be submitted with an assignment cover sheet before midnight on the due date. Students are 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.

Students are required to follow their course lecturer’s instructions exactly when submitting hard copies of work for assessment. Some work is submitted in class but most hard copies of assessments are to be delivered to the locked boxes in the reception area of the School. Students are advised to put the assessment task into the box with the course lecturer’s name on it and it must include a signed Assignment Cover Sheet.

Students are responsible for checking that the hard and electronic copy of an assessment task submission is the same, is complete and accurate and, comply with the Course lecturer’s instructions. Students are only entitled to submit an assignment once. Additional and subsequent submissions of assignments will not be accepted.

Professional staff are not permitted to accept student work submitted for assessment. Students are advised to never leave their submissions for assessment under doors.

Return of assessment tasks

Timing: Assessment tasks will normally be returned to students in class within three weeks of submission where possible. Where this is not possible, the course lecturer will provide advice with regard to when and where assessment tasks can be collected.

Feedback: The School of Education standard marking and feedback template aligned with assessment criteria and grade descriptors used in marking and contextualized to suit each specific assessment task is used to provide written feedback on assessment tasks.

Extensions and late submission of work

It is expected that all assignment deadlines will be met. In very exceptional cases, extensions may be granted, students should contact the Course Convenor five days prior to the due date of the assignment to discuss their situation. If it is then necessary for students to request Special Consideration an application must be lodged online through myunsw at https://iaro.online.unsw.edu.au/special_consideration/home.login. The request must be made within three working days of the assessment to which it refers and be accompanied by supporting documentation (e.g., medical certificates). More details on Special Consideration are below.

Work submitted late (i.e., past the time and date specified in the course outline) will incur late penalties. The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays.

Work submitted fourteen days after the due date may be marked and brief feedback provided but no mark will be recorded or counted towards your overall grade. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, you will be deemed to have met that requirement.

Work submitted twenty one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course you will automatically fail the course.

Where an extension has been granted, either directly by the Course Convenor or through the Special Consideration mechanism, the late penalties outlined above will apply from the revised due date.

Review of results

There is no automatic right to have an assessment reviewed; the School reserves the right to make such judgments.

If you have concerns about a mark you have achieved, you should raise this with the Course Convenor in the first instance. This should normally be done within two working days of the return of the assessed work.
If you are not satisfied with the explanation provided, you should complete the UNSW Review of Results (RoR) application form: https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf

You must provide a written explanation of why you believe the work requires review. The written explanation must include the stated criteria for the assessment task indicating the exact area(s) where the assessment of your work differs from the mark you have received.

The Course Convenor has the option to not recommend review if they deem the grounds for review insufficient. The Course Convenor will make their decision within three working days of receiving the request.

If the Course Convenor approves the review, you should submit the Review of Results application form to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the Course Convenor does not recommend the review but you believe that the mark/grade does not reflect your performance, you may forward the RoR application form to the Deputy Head of School (Learning & Teaching), Dr. Therese Cumming (t.cumming@unsw.edu.au).

The Deputy Head of School (DHoS) will normally make a decision within three working days of receiving the application.

If the DHoS approves the review, you should submit the application to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the DHoS does not approve the review, she will notify the Chair of the Faculty Assessment Review Group (FARG). The FARG can either endorse or overturn the decision of the DHoS.

The FARG will make a decision within one week of receiving advice from the DHoS. If, after the FARG’s decision, the student still believes they have a case they should submit their claim through the University grievance procedures.

A RoR application must be lodged within 15 working days of receiving the result of the assessment task.

13. 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 adversely 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

14. 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>
<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 structure and meaning is at time unclear</td>
</tr>
</tbody>
</table>

For more information regarding the UNSW assessment policy please visit:

**15. OTHER INFORMATION**

**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: Second Floor, East Wing, Quadrangle Building
Hours: Monday-Friday 9am-5pm
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 Convenor 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. 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.

Location: Ground Floor, Goodsell Building
Hours: Monday-Friday 10am-4pm
Telephone: 9385 4734
Website: https://www.studentequity.unsw.edu.au

**Student Support and Grievance Procedures**

The UNSW Learning Centre provides academic skills support to all students enrolled at UNSW: http://www.lc.unsw.edu.au

UNSW offers a number of support and development services for students: https://student.unsw.edu.au/additional-support.

There is a range of wellbeing, safety and equity initiatives you can access at UNSW: https://student.unsw.edu.au/wellbeing

If you have issues related to, or concerns about, academic decisions or any aspect of Learning & Teaching in the School of Education, you are welcome to contact the Deputy Head of School (Learning & Teaching), Dr Terry Cumming (t.cumming@unsw.edu.au)

If you have a grievance related to a person or administrative process, you should contact the School Complaints Officer, Catherine Courtney (c.courtney@unsw.edu.au)

You can also contact the Student Conduct and Appeals Office (studentcomplaints@unsw.edu.au) or the Student Association (Arc@UNSW) (advice@arc.edu.au)

For more information with regard making a complaint (https://student.unsw.edu.au/complaints)