School of Education

EDST6700: CHINESE METHOD 1

Semester 1, 2014

EDST6700 Chinese Method 1, Bachelor of Education UNSW 2014
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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6700 Chinese Method 1 (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Leanne Smith
Office Location: John Goodsell 132
Email: leanne.smith@unsw.edu.au
Phone:
Availability: anytime via email or Edmodo

Method tutor: Tong Baker
Office Location: John Goodsell 132
Email: tong.baker@det.nsw.edu.au
Phone: 0425206343
Availability: anytime via email
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Chinese Method 1</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Method Lecture</td>
<td>Thurs (4-5pm), John Goodsell 119</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td>Tuesday (5-7pm),</td>
</tr>
<tr>
<td></td>
<td>Weeks 1-11</td>
</tr>
<tr>
<td></td>
<td>Weeks 1-11</td>
</tr>
</tbody>
</table>

Summary of Course
This course is designed to increase a student’s pedagogical content knowledge for Chinese teaching. The key elements of pedagogy and Chinese content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW Chinese syllabuses.

Aims of the Course
This course aims to:
- Increase a student’s pedagogical content knowledge for Chinese teaching.
- Develop a student’s understanding of what comprises effective classroom practice.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2</td>
<td>1,3</td>
</tr>
<tr>
<td>3</td>
<td>1,2,3</td>
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<tr>
<td>4</td>
<td>1,3</td>
</tr>
<tr>
<td>5</td>
<td>1,2,3</td>
</tr>
<tr>
<td>6</td>
<td>1,2,3</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>3</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>1.2</td>
<td>1,2,3</td>
</tr>
<tr>
<td>1.3</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2.1</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2.2</td>
<td>1,2,3</td>
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<tr>
<td>2.3</td>
<td>1,2,3</td>
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<tr>
<td>2.4</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2.6</td>
<td>1,2,3</td>
</tr>
<tr>
<td>3.1</td>
<td>1,2,3</td>
</tr>
<tr>
<td>3.2</td>
<td>2,3</td>
</tr>
<tr>
<td>3.3</td>
<td>1,2,3</td>
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<tr>
<td>3.4</td>
<td>1,2,3</td>
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<tr>
<td>3.5</td>
<td>1,2,3</td>
</tr>
<tr>
<td>4.1</td>
<td>1</td>
</tr>
<tr>
<td>4.2</td>
<td>1,2</td>
</tr>
<tr>
<td>6.3</td>
<td>2,3</td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Chinese to secondary school students with an emphasis on the NSW Chinese curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Chinese classroom. Emphasis will be given to the relationship between Chinese, literacy and numeracy and the role and value of Chinese in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.
5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students’ different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- 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 teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on Moodle.
- Online discussions via Moodle.
- Peer teaching in a simulated classroom setting.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
</table>
| 1     | **NSW Curriculum Requirements**  
- The Board of Studies  
- Courses and syllabuses  
- Eligibility for Beginners, Continuers, Extension, Heritage and Background Speakers Courses  
- The Compulsory 100 Hours  
- Australian Curriculum  |  
- Chinese courses, syllabuses & supporting documents Stages ES1-6  
- Understanding eligibility rules for senior courses  
- Course outline and assessments  |
| 2     | **Subject Content**  
- Teaching Language components such as pronunciation, vocabulary, structures and script  
- Developing Macro-skills  |  
- Teaching pronunciation, vocabulary & expressions, grammar and scripts in Chinese  
- Developing speaking, listening, reading and writing skills in Chinese  |
| 3     | **Lesson planning**  
- Lesson plan structure  
- What to consider in creating effective lessons  |  
- Analysis of a lesson plan in Chinese  
- Creation of a lesson plan  |
| 4     | **Quality teaching**  
- The Quality teaching framework  
- What Quality teaching looks like in a Languages classroom  |  
- Principles of Quality Teaching in Chinese  
- Coding a Chinese lesson extract  |
| 5     | **Intercultural language teaching and learning**  
- Intercultural communication in context  
- The skills of an intercultural communicator  
- How it differs from previous pedagogies  
- The importance of questioning  |  
- Incorporating intercultural communication in a Chinese language teaching program  
- Exploration of texts that promote intercultural communication  |
| 6     | **Programming**  
- Creating units of work  
- Creating a scope and sequence  
- Creating a program  
- Maintaining a day book and register  |  
- Analysis of a scope and sequence in Chinese  
- Analysis of units of work in Chinese  
- Maintaining a register in Chinese  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Tutorial</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
</table>
| 7    | Lecture 17 April | Tutorial 15 April | Resources | Evaluation of a Chinese Course Book  
• Finding and evaluating Language learning resources online  
• Creating, adapting and evaluating resources to support learning in Languages  
• Creating, adapting and evaluating resources to support learning in Languages  
|  | | |  | Resources to Support the Learning of Chinese  
• Using Realia in the Chinese Classroom  
• ICT to support learning in Chinese |
| | | | How students learn part 1 | Micro-teaching part one |
| | Lecture 1 May | Tutorial 29 April | |  
• How students' social, ethnic, religious and cultural backgrounds affect learning in Languages  
• Catering for different learning styles in languages  
| | | |  |  
• Exercises that cater for different learning styles in the Chinese classroom |
| | Lecture 8 May | Tutorial 6 May | How students learn part 2 | Micro-teaching part two |
| | | | |  
• Fostering cross-curricula opportunities  
• Literacy and Numeracy in Languages  
• Differentiation to cater for different learning needs  
| | | |  |  
• Strategies to enhance literacy and numeracy skills in the Chinese classroom  
• Strategies for teaching Chinese text types  
• Chinese Stage 5 Life Skills Syllabus  
• Making adjustments and accommodations to learning and assessment tasks in Chinese |
| | Lecture 15 May | Tutorial 13 May | Creating and Maintaining Safe and Challenging Learning Environments in Languages | ASSESSMENT TASK 3: RESOURCE KIT DUE |
| | | | |  
• Classroom Management strategies  
• Establishing a supportive and positive learning environment  
• Building rapport with students  
| | | |  |  
• Chinese classroom language  
• Behaviour management strategies  
• Exploring submitted resources |
| | | | | Mid-semester break 19 – 23 May |
| | | | | Professional Experience 26 May – 20 June |
| 11 | Lecture 26 June | Tutorial 24 June | Macro skills for the Higher School Certificate | |  
• Glossary of key terms  
• HSC examination specifications  
• Explicitly teaching the text types  
| | | | |  
• Listening strategies  
• HSC online  
| | | |  |  
• Debriefing professional experience  
• Unpacking HSC style questions  
• Exploration of literacy demands in past papers  
• Role play HSC style conversations
7. ASSSESSMENT

<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>1. Demonstration, detailed lesson plan and rationale</td>
<td>15 mins + c. 1500 words</td>
<td>40%</td>
<td>1,2,3,4,5,6,7,8</td>
<td>1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2</td>
<td>Weeks 5&amp;6</td>
</tr>
<tr>
<td>2. Microteaching</td>
<td>20 mins c 500words</td>
<td>S/U</td>
<td>1,3,5,6</td>
<td>1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2</td>
<td>Weeks 8&amp;9</td>
</tr>
<tr>
<td>3. Unit description, resource kit</td>
<td>c. 4000 words</td>
<td>60%</td>
<td>1,2,3,4,5,6,9</td>
<td>1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 6.3</td>
<td>Week 10</td>
</tr>
</tbody>
</table>

**Assessment Details**

**Theme/ topic** to be chosen in tutorial 3 March 2014.

A thematic approach to assessment in this course is mandatory.

- Choose an appropriate theme/topic for a Stage 4, 5 or 6 Chinese class
- Assessments 1, 2 and 3 must be based on your chosen theme/topic.

My topic is:

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**Assessment 1 – Demonstration, Lesson plan, and rationale**

**Demonstration in tutorial 3 April 2014**

(this demonstration forms part of your lesson plan)

- introduce and practise one grammatical structure and associated vocabulary based on your chosen topic
- use resources you have created
- incorporate use of ICT
- keep to time limit of 7 minutes.

**Lesson plan submitted by 5pm 10 April 2014**

- imagine you are teaching a mixed ability class in a comprehensive public high school
- design a detailed 60 minute lesson plan based on your chosen topic
- include all required details in the provided lesson plan proforma
- demonstrate your understanding of effective Languages pedagogy including, Quality Teaching elements and an Intercultural Language Teaching and Learning approach.

**Rationale submitted by 5pm 10 April 2014**

In light of your students’ learning needs, syllabus requirements and current pedagogical practice:

- justify your chosen outcomes and content
- justify your chosen teaching/learning strategies
- reference information presented to you throughout the course and from your own reading and research.
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6700 CHINESE METHOD 1

Student Name:  
Student No.:  
Assessment Task 1: **Demonstration, Lesson plan, and rationale**

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates knowledge of the relevant NSW syllabus</td>
</tr>
<tr>
<td>• Selects appropriate topic, vocabulary and grammar structure</td>
</tr>
<tr>
<td>• Links teaching strategies to targeted syllabus outcomes</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>• Demonstrates an understanding of Languages pedagogy in</td>
</tr>
<tr>
<td>• Incorporates a variety of Quality Teaching elements</td>
</tr>
<tr>
<td>• Incorporates Intercultural Language Teaching and Learning</td>
</tr>
<tr>
<td>• Produces engaging resources that support student learning</td>
</tr>
<tr>
<td>• Creates a student-focussed lesson</td>
</tr>
<tr>
<td>• Uses effective questioning techniques</td>
</tr>
</tbody>
</table>

| Familiarity with and relevance of professional and/or research     |
| literature used to support response                               |
| • Justifies choice of teaching and learning strategies             |
| • References material, research and ideas presented in lectures,    |
|   tutorials and readings                                          |

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clearly articulates aim that can be achieved by lesson plan</td>
</tr>
<tr>
<td>• Produces a coherent, logical, detailed lesson plan</td>
</tr>
</tbody>
</table>

| Presentation of response according to appropriate academic and      |
| linguistic conventions                                             |
| • Communicates with clarity and confidence in both English and     |
|   Chinese in giving instructions and explanations                   |

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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**Recommended:** /40 (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.**

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ASSESSMENT 2 HURDLE REQUIREMENT

MICROTEACHING

Micro-teaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed lesson plan using the prescribed template, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Micro-teaching: This will be assessed according to the attached criteria, and will be graded as Satisfactory or Unsatisfactory. Any student whose first micro-teaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in micro-teaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.
**Microteaching Feedback Form for Pre-service Teacher**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</strong>&lt;br&gt;  • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)&lt;br&gt;  • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)&lt;br&gt;  • Were relevant linguistic structures and features and literacy/numeracy knowledge and skills integrated into the lesson? (2.5.1)&lt;br&gt;  • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)&lt;br&gt;  • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)&lt;br&gt;  • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)</td>
<td></td>
</tr>
<tr>
<td><strong>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</strong>&lt;br&gt;  • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)&lt;br&gt;  • Were instructions, explanations and questioning techniques effective? (3.3.1)&lt;br&gt;  • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1)&lt;br&gt;  • Was students’ understanding continually monitored and students’ achievements of the learning outcomes noted? (3.6.1)</td>
<td></td>
</tr>
<tr>
<td><strong>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</strong>&lt;br&gt;  • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)&lt;br&gt;  • Were activities well organised and direction clear? (4.2.2)&lt;br&gt;  • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Lecturer:**

**Date:**

**Satisfactory /Unsatisfactory** (circle)
Assessment 3 – Unit description and resource kit

Imagine you are teaching a mixed ability class in a comprehensive public high school. A diverse range of religious and cultural groups are represented in this class. Many of these students are very capable learners however, a small number of students have not met literacy benchmarks and one student has a physical disability.

Design a kit of 5 resources that can be used to teach a mini Chinese unit of work based on your chosen theme/topic. You must accommodate as much as possible the learning needs of your class. Your tutor will provide you with the necessary proformas. You must create the resources yourself.

Submit the following by 5pm 15 May 2014:

1. **Unit description**

In the provided Unit proforma you must include:

- the target group
- the key ideas or concepts you want the students to learn
- why the learning matters
- targeted outcomes
- the relevant learn to and learn about statements (Stages 4 & 5)
- target language structures and script
- the order in which your resources will be used

2. **5 Resources created by you**

Your resource kit must:

- target the four macro-skills
- cater for a variety of learning styles
- be inclusive of all learners in your class

and include:

- a resource that develops students’ understanding and production of a particular text type
- a resource that you have modified to meet the learning needs of different students
- an ICT resource that demonstrates you can lead students in safe, responsible and ethical use of ICT
- a non ICT resource
- a resource showing improvements and modifications you have made after receiving feedback from assessment one

3. **Resource description**

In the provided Resource description proforma you must include:

- a description of the resource
- the targeted outcomes
- how to use the resource in the classroom
- references to material, research and ideas that justify your teaching and learning strategies
### UNSW SCHOOL OF EDUCATION
### FEEDBACK SHEET
### EDST6700 CHINESE METHOD 1

Student Name:              Student No.:
Assessment Task 3: **Unit description and resource kit**

#### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects appropriate topic, content and outcomes for the target audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects and uses accurate and appropriate Chinese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans for effective learning by designing appropriate lesson sequences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produces resources that effectively develop all four macro-skills</td>
<td></td>
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<tr>
<td>Produces a variety of high quality, engaging resources</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiates to meet the learning needs of students across the full range of abilities, linguistic, cultural and religious backgrounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caters for a variety of learning styles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports student comprehension and production of a text type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models the safe, responsible and ethical use of ict in learning and teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to improve teaching practices, explaining the reason for and the student outcome of those improvements</td>
<td></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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>References a wide variety of materials, research and ideas from lectures, tutorials and readings to support decisions in unit planning and resource design</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Presents a detailed and organised response</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a high degree of fluency in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attributes sources of information appropriately</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer:     Date:     
Recommended:  /60 (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

Further Readings


Attwood, B. (2005). Telling the truth about Aboriginal history. All and Unwin, Crows Nest.


Henderson, R. (2013). Teaching Literacies. Pedagogies and Diversity in the Middle Years, Oxford University Press, Australia

Hinkel E. (2008). Handbook of research in second language teaching and learning, London - Available at Level 6, Main Library (418/133 /2))

Macalister, J. & Nation, P. (2011). Case studies in language curriculum design: concepts and approaches in action around the world, NY - Available at Level 6, Main Library (428.24071/73)


Richard, J & Burns, A. (2013). Tips for teaching listening: a practical approach, NY - Available at Level 6, Main Library (428.007/91 A)

Taylor, L. (2011) Examining speaking: research and practice in assessing second language speaking, UK - Available at Main Library (418.0076/28)
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</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</td>
</tr>
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some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.

For more information regarding the UNSW assessment policy please visit: 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 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

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 (Disable) 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.