EDST2091: Introduction to eLearning and Technology-supported Teaching

Semester 2, 2014
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PART A: COURSE INFORMATION

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST2091 Introduction to eLearning and Technology-supported Teaching (6 units of credit)
Semester 2, 2014

2. STAFF CONTACT DETAILS

Course Convenor:         Associate Professor Wan Ng
Office Location:          John Goodsell 114
Email:                    w.ng@unsw.edu.au
Phone:                    93853726

Lecturer & Tutor:         Sandra Phillips
Office Location:          
Email:                    sandy.phillips@unsw.edu.au
Phone:                    0433042408
Availability:             

EDST2091 Introduction to eLearning, UNSW 2014
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Introduction to eLearning and Technology-supported Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (6 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>Monday 9am – 11am, CLB 5</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td>Monday 1 pm, 2 pm, 3 pm, Morven Brown 107</td>
</tr>
</tbody>
</table>

**Summary of Course**

The course introduces students to the general concepts of eLearning and generic digital tools that enhance teaching and learning across various disciplines. The course takes a hands-on approach to assist students build their technological literacy capacity and awareness of the opportunities and limitations brought about by the integration of technology in classroom curriculum. They will apply learning theories suited to digitally-enhanced learning environments and skills that they have developed in a range of applications to design pedagogically sound teaching and learning activities. There will be an emphasis on using generic tools for presentation and content creation for teaching and for demonstration of understanding of concepts learned.

**Aims of the Course**

This course aims to:

- Enhance the students’ digital literacy through the development of a range of technological, social-emotional and cognitive skills in using digital technologies for teaching and learning
- Develop the students’ ability to apply these skills and learning theories to construct pedagogically sound digitally-supported teaching and learning activities that promote deep understanding of concepts being studied.

**Important Information**

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure. See the section on attendance for details on guidelines, procedures and penalties in Part B of this document.

**Student Learning Outcomes**

At the end of the course, students should be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Demonstrate understanding of eLearning concepts and the use of relevant educational learning theories and characteristics of learners to evaluate the educational suitability of software and web-based resources for learning</th>
<th>1, 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate digital literacy skills and knowledge that include cognitive, technical and social-emotional perspectives of using technology for learning</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

EDST2091 Introduction to eLearning, UNSW 2014
### 3. Demonstrate multiple ways of using technology in supporting learner-centred teaching strategies

1, 2

### 4. Develop pedagogically sound content-based digital resources and assessment tasks for teaching and learning

1, 2

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</td>
</tr>
<tr>
<td>2.2</td>
<td>Organise content into an effective learning and teaching sequence</td>
</tr>
<tr>
<td>2.3</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students and deepen their learning</td>
</tr>
<tr>
<td>4.5</td>
<td>Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching</td>
</tr>
<tr>
<td>5.1</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A hands-on, student-centred approach will be the emphasis of the course. The content and activities in the course will allow students to engage in relevant and challenging experiences that mirror those that they will be expected to face in integrating digital technologies in their teaching of the secondary students that they will later teach. The lectures and tutorials are designed to be supportive and students will have many opportunities to engage in meaningful learning tasks.

5. TEACHING STRATEGIES

Short theoretical lectures that are interactive, hands-on learning, collaborative learning, peer-teaching and assessment with presentations and discussions lead by students.
## 6. COURSE CONTENT AND STRUCTURE

(topics may be subject to change)

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic/Activities</th>
</tr>
</thead>
</table>
| **Week 1 28 July** | - Learners today & theories for digital technology enabled learning;  
- Exploring digital content and communities  
- Concept mapping  
- Choose a partner and select a research paper for presentation to the class. Click on Doodle link to choose a time for presentation: TBA | - Explain assessment tasks  
- Inspiration: Pre-concept map |
| **Week 2 4 August** | - Learning theories (ICT-based learning)  
- TPACK  
- SAMR  
- Digital literacy | - Mini quiz (10%)  
- Discuss MI & ICT  
- Discuss readings (or could be a task for discussion forum on Moodle) |
| **Week 3 11 August** | - Enquiry-based learning and problem solving: Webquests  
- Showcasing: ePortfolio  
[3 groups x 10 mins paper presentations] | - Return quiz marking and feedback  
- Explore and set up one of Wordpress, Zunal, GoogleSites, Weebly, Tumblr, WikiSpaces, FolioSpaces, etc (others)  
- Plan your group webquest and assessment  
- Watch Flipped Classroom vodcasts 1 & 2 for homework – come ready for discussion in the next class |
| **Week 4 18 August** | Creating I: Using non-web based technologies:  
- Digital storytelling using MovieMaker, Photoshop and iMovie (non-web-based technologies)  
- Creating vodcasts (Flipped classroom as example – Prezi and screen cast software)  
- Creating podcasts  
- Curriculum links and assessment [3 paper presentations] | - Plan and create digital story including a rubric  
- Explore digital story tool on your computer/laptop/tablet  
- Explore Prezi (if not already familiar with it)  
- Explore screen cast software. See screen capture programs to produce vodcasts at [http://www.techsmith.com/tutorial.html](http://www.techsmith.com/tutorial.html) |
| **Week 5 25 August** | Creating II:  
- Web 2.0 (Social and collaborative tools) e.g. Wikis, Blogs, VoiceThreads, Facebook, YouTube (vodcast on uploading), online forums, etc for collaborative and project work.  
- Web 2.0 (Knowledge building & content creation Part 2) e.g. glogster; digital stories; animoto; adventuremaker; GoAnimate; HistoryPin | - Familiarise with movie maker, iMovie or PhotoStory software; animoto.  
- Practice: Upload an image/video onto VoiceThread and invite a couple of peers.  
- Create a 1-3 minute instructional video which you can share with your peers.  
- This could take the form of a digital story or a screen-captured vodcast. |
| **Week 6 7 September** | Opportunities for professional connections  
- Professional Learning Networks for educators PLN, Twitter |  |
| **Week 7 14 September** | | |
### Week 8
21 September

- Cyberbullying and safety
- Ethical, copyright issues

[4 paper presentations]

- Exercise and discussion on cybersafety and copyright issues.
- Explore Creative Commons
- Work on your WebQuest. Re-assessing webquests discussion questions

*WebQuest task due Sunday 11.59 pm of this week*

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Mid-semester break

### Week 9
6 October

- Public Holiday

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### Week 10
13 October

- Assessing digital-based learning
  - Assessing digitally-based learning
  - Assess 2 digitally-based creation: what criteria? Why?

[4 paper presentations]

- Investigation and discussion around assessment for learning
- Work on ePortfolio

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### Week 11
20 October

- Learning with mobile technology
  - (Share experiences & discuss research)

[4 paper presentations]

- Return WebQuest assignment and feedback
- Explore apps on iPads (school set)
- Apps for special needs
- Apps for creating Prezi
- Others

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### Week 12
27 October

- Making connections - Global Projects
  - For students –Projects which support global connections.

[4 paper presentations]

- Discussion on Forward looking_2011 Horizon report
- Interactive white board
- Work on ePortfolio
- Review - Professional Learning Networks for educators PLN, Twitter

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7. **RESOURCES**

**Required Readings**

Journal articles in shared-folder on Dropbox or posted on Moodle.

**Recommended Readings**

8. 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>Task 1</td>
<td>600 equivalent</td>
<td>10%</td>
<td>1, 2</td>
<td>2.1, 3.4</td>
<td>Quiz - week 2 tute</td>
</tr>
<tr>
<td>Task 2 (group)</td>
<td>1500 equivalent</td>
<td>25%</td>
<td>1, 2, 4</td>
<td>1.1, 1.2, 1.5, 2.1,2.2, 2.3,.2.6, 3.4, 4.5, 5.1</td>
<td>WebQuest 21 Sept 2014</td>
</tr>
<tr>
<td>Task 3</td>
<td>3600 equivalent</td>
<td>60%</td>
<td>1, 2, 3, 4</td>
<td>1.1, 1.2, 1.5, 2.1,2.2, 2.6, 3.4, 4.5</td>
<td>ePortfolio and Glossary 3 November 2014</td>
</tr>
</tbody>
</table>

Assessment Details

Task 1: [10%]
Quiz – 14 March 2013 during Tute (10%)

Task 2 (Collaborative task): [25%]

WebQuest - Construct a WebQuest, in your discipline area with a partner.

A WebQuest is an inquiry-oriented activity where most if not all of the information used by learners is drawn from the web. WebQuests are designed to (i) make effective use of learners' time by focussing on using information rather than looking for it and (ii) support learners to analyse and synthesise a solution to a problem, hence developing higher order thinking skills. Your task is to collaborate with another student in the same discipline as you to create a WebQuest that you could use for teaching secondary students in your professional practice round or in the future when you qualify as a teacher. You will be shown how to build a WebQuest in week 3 and examples will be provided.

The choice of the platform to host your WebQuest is entirely up to you. Examples will be provided in the lectures.
Note: You will only get one mark for this assignment i.e. both you and your partner will receive the same mark.

Task 3: Compile an ePortfolio to include the digitally-based tasks set for this course [60%]

1. Glossary of at least 20 digital tools and 5 digital-based concepts introduced in class and elsewhere. This is a list that should be useful for you to refer to when preparing lessons in your discipline area. See table below for the information that is required. You should be filling in this table each week during tutorial. Submit the glossary as part of your ePortfolio. (5%)

<table>
<thead>
<tr>
<th>Name of tool and website (if any)</th>
<th>Description (no more than 2 sentences)</th>
<th>Use (no more than 2 sentences)</th>
</tr>
</thead>
</table>

2. ePortfolio. An ePortfolio is a digital record of evidence of achievement over a period of time. The evidence may include text, images, blog entries, hyperlinks and multimedia materials e.g.
video recordings. The creation of evidence requires students to reflect on their own learning, leading to more awareness of their own strengths and weaknesses. A big advantage of ePortfolios, particularly those placed online, over paper-based portfolios is that they can be maintained, revised and built on over the course of a person’s learning or career. Task 3 is an individual task where you are required to build an ePortfolio over the course of this elective. As you will be introduced to a variety of educational tools, you will be required to make use of them to compile a set of evidence that demonstrates your ability to use them innovatively in planning digitally-supported teaching and learning that will cater for a range of abilities. Hence it would be beneficial, although not compulsory, to stick with a topic and design digitally-based activities or artefacts for it.

Your ePortfolio will contain the artefacts listed below, with a focus on integrating content in your discipline area. For each digital artefact created, a short description (2-300 words) that describes and justifies it is required.

The platform for your ePortfolio is a choice that you can make for yourself.

1. An essay of about 1200 words about integrating digital technologies into the teaching and learning in your discipline area. Include learning theory(ies), issues and other pedagogical considerations. You could focus on one perspective of teaching and learning supported by digital technologies e.g. Web 2.0-supported learning or tools for creating in eliciting higher order thinking. Relevant references (at least 6) are required.
2. Pre- and post-concept maps on elearning and technology-enabled teaching/learning. Use Inspiration software to create the concept maps. A minimum of 30 keywords is required for each map. Describe changes from pre- to post-concept maps and explain why you made the changes.
3. A digital story OR a vodcast of about 5 minutes that deliver content on a topic for flipping the classroom practice.
4. An interactive quiz of at least 10 questions (software that you can use will be discussed in the lectures)
5. The WebQuest created in Task 1.
6. Your glossary.

Non-Assessed but compulsory task: Presentation of research paper (group of 2 task) (bonus 2 marks max)

For research papers, write down 2-5 main points for each category of:
1. The problem and research question(s).
2. The theoretical framework that underpins the research.
3. The design of the method for data collection.
4. The presentation and discussion of the results.
5. The conclusion.
6. Any implications for further research and for teaching
   - How does the data in the paper relate to teaching (i.e. implications for teaching)?
   - How does the data relate to your own teaching and learning?

For literature review papers, address the following:
1. What is the reason for the literature review.
2. What is the method of the literature review.
3. Write down 8-10 main points of the review.
4. What are the conclusions and implications for future work?

In presenting your paper, try and interact with the audience. Prepare at least 2 questions to ask the audience. The questions could be at the beginning, during and/or at the end of the presentation.
### Assessment Task: Collaborative task: WebQuest

#### SPECIFIC CRITERIA for Task 2_WebQuest

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clarity and relevance of the question and/or problem to be solved</td>
</tr>
<tr>
<td>• Effective use of the key components of a WebQuest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Authenticity of the quest and engagement level</td>
</tr>
<tr>
<td>• Adequacy of the background information</td>
</tr>
<tr>
<td>• Creativity in using expertise or roles</td>
</tr>
<tr>
<td>• Adequacy in the use of the web</td>
</tr>
<tr>
<td>• Does the task/problem promotes higher order thinking skills</td>
</tr>
<tr>
<td>• Clarity of assessment criteria for the WebQuest</td>
</tr>
<tr>
<td>• Understanding and critical use of the features of the platform (software) for a useful purpose and the effectiveness in integrating the content</td>
</tr>
<tr>
<td>• Quality of advice for teachers (bonus)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organization of response (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Layout and presentation of the WebQuest including ease in navigation, working links, use of images and text and overall visual appeal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clarity and appropriateness of sentence structure, vocabulary, spelling, punctuation</td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS

Lecturer/Tutor: Sandra Phillips  
Date:  

Recommended:  

<table>
<thead>
<tr>
<th>FL</th>
<th>PS</th>
<th>CR</th>
<th>DN</th>
<th>HD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weighting: 25%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST2091 INTRODUCTION TO ELEARNING & TECHNOLOGY-SUPPORTED TEACHING

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 3: ePortfolio</td>
<td></td>
</tr>
</tbody>
</table>

**SPECIFIC CRITERIA for Task 3_ePortfolio**

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved (2)</th>
<th>-</th>
<th>+</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to use an ePortfolio platform to display a collection of digital artefacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to apply theories and research-based information to thinking about technology-integrated learning and teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Depth of analysis and/or critique in response to the task | |
| --- | |
| Evidence of critical analysis and evaluation, and synthesis of the literature in the essay (5) | |
| Effective use of the features of the various software programs to integrate content in the created artefacts to support learning | |
| Instructional vodcast or digital story (3) | |
| Quiz (2) | |
| Demonstration of well-constructed maps and critical reflections between pre- and post-concept maps (4) | |

| Structure and organization of response (2) | |
| --- | |
| Visual impact: layout and sequence of the digital artefacts and essay | |

| Presentation of response according to appropriate academic and linguistic conventions (2) | |
| --- | |
| Clarity and appropriateness of sentence structure, vocabulary, spelling, punctuation | |
| Correct citations and referencing | |

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

<table>
<thead>
<tr>
<th>Lecturer/Tutor: Sandra Phillips</th>
<th>Date:</th>
</tr>
</thead>
</table>

Recommended: /20 (FL PS CR DN HD) Weighting: 65%

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 only an electronic copy of an assessment task. A cover sheet must be filled in for assessment tasks 2 and 3.

Where appropriate, 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>1. Quiz</td>
<td>Written</td>
<td>11 August, 2014</td>
</tr>
<tr>
<td>2. Webquest</td>
<td>Written</td>
<td>20 October, 2014</td>
</tr>
<tr>
<td>3.ePortfolio</td>
<td>Written</td>
<td>24 November, 2014</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.

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 Convener 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 Convener 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:

a. The student is able to prove that they have no other option but to clash.
b. The clash can only be between lectures or between a lecture and a tutorial or seminar. Only the lecture can be missed.
c. Where the clash is between two lectures it is recommended that the student alternate attendance.
d. The clash can be for not more than one hour.
e. The missed lecture cannot be the first hour of a two hour lecture.
f. 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.
g. The Course Convenor(s) must give their approval for the permitted clash.
h. A permitted clash will not be granted when the Clash is the result of over-enrolment.
i. 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:

a. 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.
b. 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.
c. 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.
d. 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. Students should also hand in a hard copy and retain a hard copy of work submitted. 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.

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.

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

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 assessment task collection.

Feedback: The School of Education standard marking and feedback template (see next page) aligned with assessment criteria and grade descriptors used in marking and contextualized to suit each specific assessment task will be 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:

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 Level</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</td>
</tr>
</tbody>
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issues presented. The assignment is poorly structure and meaning is at time unclear

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

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](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](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](http://www.lc.unsw.edu.au)

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