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1. LOCATION
Faculty of Arts and Social Sciences
School of Education
EDST5112: LEARNING: PSYCHOLOGICAL AND SOCIOLOGICAL PERSPECTIVES (6 UOC)
Semester 1, 2014

2. STAFF CONTACT DETAILS
Course Convenor: Dr Paul Evans
Office Location: John Goodsell 118
Email: paul.evans@unsw.edu.au
Phone: 9385 6950 (email preferred)
Availability: TBA

Tutors and other teaching staff
TBA

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>LEARNING: PSYCHOLOGICAL AND SOCIOLOGICAL PERSPECTIVES</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>See timetable.unsw.edu.au</td>
</tr>
<tr>
<td></td>
<td>Weeks 1-12</td>
</tr>
</tbody>
</table>

Summary of Course
This course explores psychological perspectives on adolescent development and learning. Foundations of educational psychology from both cognitive and socio-cultural perspectives will be examined and their implications for adolescent learning in secondary schools are considered. By examining cognitive, motivation, identity, language, gender, culture, and ability issues, students will develop theoretical and practical understandings of different aspects of learning. Theoretical understandings will be linked to aspects of effective pedagogical practice in the secondary school classroom.

Aims of the Course
This course aims to:
- Develop pre-service teachers’ understanding of their students and how they learn through awareness of key psychological and social processes shaping adolescent learning in secondary school.
- Enable pre-service teachers to link learning theories and educational practice as a basis for ongoing professional reflection and development of effective secondary school pedagogy.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understanding of adolescence as a life stage with particular learning</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
needs

2 Appreciation of the significance of motivation, cognition, emotion, social and cultural factors in adolescent learning. 1 2 3

3 Knowledge and understanding of students’ skills, interests and prior achievements and their impact on learning. 1 2 3

4 Understanding of the impact of youth culture, ethnicity, cultural identity and gender issues on adolescent learning. 2 3

5 Ability to apply theoretical knowledge to teaching that meets the needs of adolescent learners. 1 2 3

**Graduate Attributes**

<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, 2, 3</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, 2, 3</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>2</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>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas</td>
<td>2, 3</td>
</tr>
<tr>
<td>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics</td>
<td>1, 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>
</tbody>
</table>

### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding of adolescent learning and development is essential for successful teaching and productive teacher-student relations in secondary schools. The course focuses on providing pre-service teachers with an understanding of the complexity and diversity of adolescents in Australian secondary schools and the qualities of peer and teacher relations that promote students’ social and academic wellbeing. The course is necessary for meeting the requirements of the New South Wales Institute of Teachers. It complements other courses designed to enable pre-service students to successfully complete their Professional Experience practice teaching and meet all the requirements of the New South Wales Institute of Teachers professional Teaching Standards for Graduate Teachers.

### 5. TEACHING STRATEGIES
Teaching strategies used in the course encompass:

- Explicit instruction including lectures using a variety of teaching strategies to foster interest and support learning
- Structured opportunities allowing students to reflect critically on research literature and issues discussed
- Opportunities for small group dialogue and discussion supporting understanding and communication
- Opportunities to clarify, apply and explore key concepts in practice settings.

6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
</tr>
</thead>
</table>
| 1 3 March      | **1. Motivation as a core process of learning and teaching**  
The range of issues in psychological and social perspectives on learning and teaching.  
Behaviourism as a historical basis for comparing contemporary perspectives.  
Contemporary understandings of motivation.  
Details and expectations of this course.  
*Reading: Woolfolk & Margetts, Chapter 1; Chapter 6* |
| 2 10 March     | Self-determination theory and the importance of autonomy  
Self-regulated learning.  
Self-efficacy.  
Strategies for motivation and engagement.  
*Reading: Woolfolk & Margetts, Chapter 10.* |
| 3 17 March     | **2. How people learn**  
The memory system.  
Characteristics of working memory.  
*Reading: Woolfolk & Margetts, Chapter 7* |
| 4 24 March     | Structure of knowledge/memory (schema theory).  
Types of knowledge.  
Expertise, deliberate practice.  
*Reading: Woolfolk & Margetts, Chapter 8* |
| 5 31 March     | **Guest lecture:** The role of language in learning  
Presented by Prof. Chris Davison  
*Reading: TBA* |
| 6 7 April      | Cognitive Load Theory: Introduction.  
CLT effects.  
*Reading: CLT reading TBA* |
| 7 14 April     | Cognitive Load Theory: Implications for teaching numeracy, literacy, science.  
Constructivism and sociocultural perspectives  
Differences between ‘social’ and cognitive approaches  
Best practice in the use of direct instruction vs discovery approaches  
*Reading: Woolfolk & Margetts, Chapter 9* |
| 18-27 April    | Mid-semester break, no classes |
| 8 28 April     | **3. How people’s learning changes as they develop**  
Adolescence in the context of development.  
Psychosocial characteristics of adolescents. |
Reading: Woolfolk & Margetts, Chapter 3

9
5 May
Individual differences in learning.
Psychosocial development: Implications for teaching.

10
12 May
4. Summary: Motivation as the key to effective learning and teaching
Recap on practical strategies for motivating and engaging students.
The role of the teacher in a 21st-century classroom.

7. ASSESSMENT

<table>
<thead>
<tr>
<th>Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes</th>
<th>Graduate Attributes</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essay</td>
<td>2000 words</td>
<td>45%</td>
<td>1 2 3 5</td>
<td>1.1 1.2 1.3 1.5 4.1</td>
<td>Week 7</td>
</tr>
<tr>
<td>2. Learning Case study</td>
<td>1500 words</td>
<td>40%</td>
<td>1 2 3 4 5</td>
<td>1.1 1.2 1.3 1.4 1.5 2.5 4.1</td>
<td>Week 10</td>
</tr>
<tr>
<td>3. Presentation of lesson plan</td>
<td>5-10 min presentation plus annotated lesson plan handout</td>
<td>15%</td>
<td>1 2 3 4 5</td>
<td>1.1 1.2 1.3 1.5 2.5 3.1 4.1</td>
<td>Weeks 4-9</td>
</tr>
</tbody>
</table>

Task 1: Essay
The role of motivation in how people learn at school
Explain the concept of motivation and its role in learning and teaching. Select one major motivation perspective covered in lectures (e.g., self-determination theory; self-regulated learning theory; goal theory or ‘mindset’) or one of your choice (you must have your tutor’s approval) and describe its basis in theory and research. Outline several implications or specific strategies for teaching suggested by the perspective with examples in a domain or subject of your choice.

Essay Synopsis
In order to receive feedback on your planning for this assessment, write a synopsis of your essay (500 words max) to bring to tutorial in week 3 for feedback. Synopsis format:
- provide a clear statement that answers the essay question
- provide subheadings that indicate key issues
- provide key points under each subheading
- provide possible references (in text, and as a reference list).
You will receive feedback on your synopsis in week 3 tutorial. The synopsis will not be formally graded and will not form part of your mark for the essay task, however it is a critical opportunity for feedback on your progress in the course.

Essay
Submit the completed essay via Turnitin on moodle. Do not submit a printed, hard copy of the essay. Keep a record of the receipt provided by Turnitin or a screenshot showing you have successfully submitted the essay. Also, retain a copy of the essay in case anything goes wrong.
The length of the essay is 2000 words. Text from tables, figures, and the reference list is not included in the word count.
Task 2: Learning Case Study
Choose one of the provided student case studies to write a diagnosis and intervention report.

Reports should consist of two equal parts:
1. The identification of possible factors and processes that are likely to have contributed to creating the case study ‘problem.’
2. An outline of a course of action to address this problem, re-engage the student, and advance their learning and development at school.

Your diagnosis should consider both person (psychological) and environmental (social) factors and identify any further information that may be required in order to make an accurate diagnosis. Your intervention should also spell out any assumptions on which your course of action is based.

Your Learning Case Study Report needs to draw on, where appropriate, the perspectives, practices, concepts and research from the lectures and tutorials.

Task 3: Lesson plan and annotation.

Annotated lesson plan. Prepare a lesson plan to be distributed to each member of the tutorial that reflects your knowledge and understanding of psychological and social perspectives on learning and teaching.
- The lesson plan should be based on one of the readings in the course outline, aside from the textbook. Refer also to the broader scholarly research literature.
- Annotate your lesson plan to show how you have incorporated strategies suggested by the implications of the chosen text (as well as the prescribed readings and course material) into your lesson plan to facilitate student learning. For example, if your reading is a research study on cognitive load theory and worked examples in mathematics, point out how you have incorporated the relevant strategies into your teaching.
- Submit the lesson plan via Turnitin on the day of your presentation, and distribute hard copies to each other person in the tutorial.

Presentation. Explain to your tutorial group the structure of your lesson and the specific strategies you incorporated into the plan from the selected reading(s). The presentation should last approximately 5-10 minutes (your tutor will be more specific about the time restrictions depending on numbers of students in each group). You may make a small part of the presentation an abridged activity from the lesson you prepare, if this will help you to explain your points.
**UNSW SCHOOL OF EDUCATION**  
**FEEDBACK SHEET**  
EDST5321: LEARNING: PSYCHOLOGICAL AND SOCIOLOGICAL PERSPECTIVES

Student Name:  
Student No.:  
Assessment Task: ESSAY

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of the question or issue and the key concepts involved</strong>&lt;br&gt;• understanding of the key issues relating to student motivation for learning,&lt;br&gt;  an ability to demonstrate knowledge, respect and understand the differing social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning&lt;br&gt;• Knowledge and understanding of students’ different approaches to learning</td>
<td></td>
</tr>
<tr>
<td><strong>Depth of analysis and/or critique in response to the task</strong>&lt;br&gt;• depth of understanding of the theoretical constructs discussed according to the motivation perspective chosen&lt;br&gt;• clarity and depth in the application of the theoretical perspective to the classroom environment</td>
<td></td>
</tr>
<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used to support response</strong>&lt;br&gt;• reference specifically made to material, research and ideas presented in class and associated resources&lt;br&gt;• range of research and professional literature to support application of particular strategies for motivating student learning (distinct from that listed in the course outline)</td>
<td></td>
</tr>
<tr>
<td><strong>Structure and organisation of response</strong>&lt;br&gt;• appropriateness of overall structure of response&lt;br&gt;• clarity and coherence of organisation, including weighting given to each section</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of response according to appropriate academic and linguistic conventions</strong>&lt;br&gt;• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references&lt;br&gt;• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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**Lecturer**  
**Date**  
**Recommended:** /20 (FL PS CR DN HD)  
**Weighting:** %

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.
# EDST5321: LEARNING: PSYCHOLOGICAL AND SOCIOLOGICAL PERSPECTIVES

## Feedback Sheet

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task: LEARNING CASE STUDY</td>
<td></td>
</tr>
</tbody>
</table>

### Specific Criteria

#### Understanding of the question or issue and the key concepts involved
- understanding of the key issues relating to student learning in secondary schools, and how different approaches to learning can respond to these issues
- an ability to demonstrate knowledge, respect and understand the differing social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning
- Knowledge and understanding of student' different approaches to learning

#### Depth of analysis and/or critique in response to the task
- depth of understanding of the impact youth culture, ethnicity, cultural identity, social background and gender issues on adolescent learning
- clarity and depth in the development of a diagnoses and intervention drawing on major approaches to learning

#### Familiarity with and relevance of professional and/or research literature used to support response
- reference specifically made to material, research and ideas presented in class and associated resources
- range of research and professional literature to support report diagnoses and intervention (distinct from that listed in the course outline)

#### Structure and organisation of response
- appropriateness of overall structure of response
- clarity and coherence of organisation, including weighting given to each section (diagnoses & intervention)

#### Presentation of response according to appropriate academic and linguistic conventions
- clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references
- clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.

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**General Comments/Recommendations for Next Time**

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<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Recommended:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>/20 (FL PS CR DN HD)</td>
<td>Weighting: %</td>
</tr>
</tbody>
</table>

**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.
## 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>• Lesson is suitable for a secondary classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Principles from research literature are understood and appropriately applied to teaching and learning strategies</td>
<td></td>
<td></td>
</tr>
</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>• Creative teaching strategies are developed to achieve the aim of the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Depth of understanding of student learning needs in relation to a range of research literature</td>
<td></td>
<td></td>
</tr>
</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>• Links are made to appropriate research literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chosen literature is understood and synthesised</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lesson plan and annotations are laid out effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presentation is clear, concise, and communicates the material in a way that is befitting of a pre-service teacher</td>
<td></td>
<td></td>
</tr>
</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>• Parenthetical referencing is appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lesson plan and presentation are communicated effectively in appropriate academic and professional language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## General Comments/Recommendations for Next Time

**Lecturer**

**Recommended:** /20 (FL PS CR DN HD)

**Weighting:** %

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

Submission of Assessment Tasks

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

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

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

8. RESOURCES

Required Readings

It is strongly recommended that you purchase this textbook.

Further Readings
Textbooks related to the course that may provide extra information to supplement your knowledge:


Additional resources related to adolescent learning:


9. **ACADEMIC HONESTY AND PLAGIARISM**

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

Examples of plagiarism include:

- Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying materials, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, or the student's own assignment from a previous course, without appropriate acknowledgement;

- Quotation without the use of quotation marks;

- Paraphrasing another person's work with very minor change keeping the meaning, form and/or progression of ideas of the original;

- Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained;

- Piecing together sections of the work of others into a new whole;

- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;

- Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;

- Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;

- Using another person's ideas or words in an oral presentation without crediting the source.

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

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at:

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

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

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

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

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

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

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

10. COURSE EVALUATION AND DEVELOPMENT

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

11. OTHER INFORMATION

Assessment Principles and Procedures
The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school's programs.

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

School of Education Grade Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>Distinction (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.</td>
</tr>
</tbody>
</table>

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

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

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

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

a. The student is able to demonstrate that they have no other option but to participate in lectures online.

b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.

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

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

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

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

Special Consideration

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

University Counselling Service

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.
When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

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

Website: [https://www.counselling.unsw.edu.au](https://www.counselling.unsw.edu.au)

*Equity and Diversity*

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website [https://www.studentequity.unsw.edu.au](https://www.studentequity.unsw.edu.au).

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.