EDST5303: Learning, problem solving, and the development of expertise

Summer course, January 2014
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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5303 Human Cognitive Architecture (6 units of credit)
Semester 1, 2013

2. STAFF CONTACT DETAILS

Course Convenor: Professor Paul Ayres
Office Location: Goodsell Building 107
Email: p.ayres@unsw.edu.au
Phone: 9385 3545
Availability: By appointment

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>EDST5303 Learning, problem solving, and the development of expertise</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>

Schedule

Intensive summer course

January 20, 21, 23, 24

Summary of Course

The major focus of this course is to examine how the cognitive structures are organised into a coherent architecture enabling humans to learn, think, reason and solve problems. The central role played by active learning in this architecture is emphasised. The course examines how expertise develops and how teaching strategies should be matched to individual needs to promote knowledge acquisition. An introduction to cognitive load theory is made, and a number of applications for the classroom and other educational environments are discussed.

Aims of the Course

- To examine the mental processes that underlie human thought
- To present a unified cognitive framework that explains how we learn, think, reason and solve problems.
• To discuss how human cognitive structures may have evolved
• To discuss the general implications of our understanding of human cognitive architecture for teaching and instruction
### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Understanding the concept of information processing</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand the structure and workings of human memory</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2</td>
<td>Understand how knowledge is constructed and its relation with memory</td>
<td>1,2,3</td>
</tr>
<tr>
<td>3</td>
<td>Understand how expertise develops and differences between experts and novices</td>
<td>1,2,3</td>
</tr>
<tr>
<td>4</td>
<td>Understand the evolutionary basis for knowledge</td>
<td>2,3</td>
</tr>
<tr>
<td>5</td>
<td>Gain knowledge of the higher cognitive processes</td>
<td>2,3</td>
</tr>
<tr>
<td>6</td>
<td>Gain some knowledge of the implications of human cognitive architecture for teaching and instructional design.</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

### Graduate Attributes

Remove any standards that are not present in course

<table>
<thead>
<tr>
<th>Standard</th>
<th>Advanced disciplinary knowledge and practices</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2</td>
<td>Research-based learning</td>
<td>1,2,3</td>
</tr>
<tr>
<td>3</td>
<td>Cognitive skills and critical thinking</td>
<td>1,2,3</td>
</tr>
<tr>
<td>4</td>
<td>Communication, adaptive and interactional skills</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>International outlook</td>
<td>1,2,3</td>
</tr>
<tr>
<td>6</td>
<td>Ethical and responsible professional practice</td>
<td>3</td>
</tr>
</tbody>
</table>

EDST5303 Human Cognitive Architecture, UNSW 2013
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

EDST5303 places a large emphasis on the role played by memory processes in effective learning and instruction. The teaching in this course is based on an active learning philosophy.

5. TEACHING STRATEGIES

Student-centered activities will form the basis of the course, which will draw on the prior knowledge of the students and allow engagement in relevant and challenging experiences. The lectures are designed to be supportive and friendly, and include meaningful realistic learning tasks, as well as promote independent and collaborative study, and enquiry.

Teaching strategies used during the course will include:
- small group 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;
- explicit teaching including lectures and a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate.

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 20</td>
<td>1. Introduction to the course. What is cognitive psychology? Learning and Instruction.</td>
</tr>
<tr>
<td></td>
<td>Jan 20</td>
<td>2. Information processing approach to human cognition. Introduction to CLT</td>
</tr>
<tr>
<td></td>
<td>Jan 20</td>
<td>3. Human memory: Working memory and long term memory</td>
</tr>
<tr>
<td>2</td>
<td>Jan 21</td>
<td>4. Relations between working and long-term memory</td>
</tr>
<tr>
<td></td>
<td>Jan 21</td>
<td>5. The role of schema construction and schema automation in human cognition</td>
</tr>
<tr>
<td></td>
<td>Jan 21</td>
<td>6. The role of knowledge in problem solving expertise</td>
</tr>
<tr>
<td>3</td>
<td>Jan 23</td>
<td>7. Expert-novice differences and their role in problem solving behaviour</td>
</tr>
<tr>
<td></td>
<td>Jan 23</td>
<td>8. The evolution of human cognitive architecture, Consequences of human cognitive architecture for the presentation of information</td>
</tr>
<tr>
<td>3</td>
<td>Jan 23</td>
<td>9. Learning from multimedia &amp; animations; E-learning</td>
</tr>
<tr>
<td>4</td>
<td>Jan 24</td>
<td>10. Learning from collaboration: problem-based learning, effective learning and instruction</td>
</tr>
<tr>
<td>4</td>
<td>Jan 24</td>
<td>11. Student presentations</td>
</tr>
<tr>
<td>4</td>
<td>Jan 24</td>
<td>12. –Student presentations</td>
</tr>
</tbody>
</table>
### 7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay on memory processes</td>
<td>1,500 words</td>
<td>30%</td>
<td>1-3, 6</td>
<td>1-5</td>
<td>5 January</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(To allow feedback before census date of 12/1/14)</td>
</tr>
<tr>
<td><strong>Task 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial Presentation</td>
<td>a) 15 minute presentation</td>
<td>20%</td>
<td>1-6</td>
<td>5-8</td>
<td>a) January 24</td>
</tr>
<tr>
<td></td>
<td>b) Concise summary</td>
<td></td>
<td></td>
<td></td>
<td>b) January 31</td>
</tr>
<tr>
<td><strong>Task 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Essay</td>
<td>2500 words</td>
<td>50%</td>
<td>1-6</td>
<td>1-8</td>
<td>March 11</td>
</tr>
</tbody>
</table>

**Assessment Details**

*Task 1: Minor Essay* Discuss the main research findings on the **human memory system** (human cognitive architecture). A comprehensive reference list will be provided at a further date to assist in this assignment, which is based on lectures 1-5. (1500 words).

*Task 2: Seminar presentations* Students will be asked to prepare a 15-minute presentation on an application of the theory covered in this course using a short teaching episode of a topic (chosen by the student). A concise summary will be made of their presentation (max 600 words).

*Task 3: Major Essay* All students are required to complete a 2500-word essay based on the material covered in the course. The essay will consist of an in-depth discussion of the theoretical, empirical and applied issues associated with a nominated topic. Possible essay topics will be discussed further in lectures.
### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understanding of the task and its relationship to relevant areas of HCA theory</td>
</tr>
<tr>
<td>• clarity and accuracy in use of key terms and concepts in HCA</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>• depth of analysis of concluding remarks</td>
</tr>
<tr>
<td>• depth of closing implications/recommendations for improvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• effectiveness of examples to demonstrate implications of HCA</td>
</tr>
<tr>
<td>• variety of implications demonstrated</td>
</tr>
<tr>
<td>• range of research literature on HCA to support response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Level of structure and organisation of response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
</tr>
<tr>
<td>• appropriateness of overall structure and coherence of response</td>
</tr>
<tr>
<td>• clarity and consistency in presenting tables and diagrams</td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
### Specific Criteria

#### Understanding of the question or issue and the key concepts involved
- understanding of the topic and its relationship to relevant areas of HCA theory
- clarity and accuracy in use of key terms and concepts in HCA and other relevant research
- suitability of the topic

#### Depth of analysis and/or critique in response to the task
- depth of analysis of concluding remarks
- depth of closing implications/recommendations for improvement

#### Familiarity with and relevance of professional and/or research literature used to support response
- effectiveness of examples to demonstrate implications of HCA
- variety of implications demonstrated
- range of research literature on HCA to support response

#### Structure and organisation of response
- Level of structure and organisation of response

#### 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
- appropriateness of overall structure and coherence of response
- clarity and consistency in presenting tables and diagrams
- clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length

### General Comments/Recommendations for Next Time

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**Recommended:** /20 (FL PS CR DN HD) **Weighting:** 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Submission of Assessment Tasks

Students 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 10% per day (24 hours) applies to work submitted after the due date without an approved extension. Extension forms are available from the School of Education office and must be approved by the appropriate course coordinator 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 and students must consider the merits of both options available. Please note that computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Required Readings

Textbook details: There are no set textbooks for this course, although the following will be frequently referred to:


Further Readings

Copies of the articles will be provided a week or two prior to the corresponding lectures on Moodle

Lecture 1. Learning and Instruction


Lecture 2 Information processing approach to human cognition. Introduction to Cognitive Load Theory

-Sweller, J. (1999). Instructional design in technical areas. Melbourne: ACER Press (Ch. 1 & 2)
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Lecture 3  Human memory: Working memory and long term memory


(Chapter 13 by Shah & Miyake; Chapter 2 by Baddeley & Logie)


Lecture 4  Relations between working and long-term memory


(Chapter 8 by Ericsson & Delaney, Chapters 12 by Kintsch et al., *Chapter 13 by Miyake & Shah*).


Lecture 5  The role of schema construction and schema automation in human cognition


Lecture 6  The role of knowledge in problem solving expertise


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Lecture 7  Expert-novice differences and their role in problem solving behaviour


Lecture 8  The evolution of human cognitive architecture


Lecture 9  Consequences of human cognitive architecture for the presentation of information


Lecture 9 effective learning strategies


Lecture 10 Learning from multimedia & animations; E-learning


**Lecture 10 Learning from collaboration: problem-based learning**


**9. ACADEMIC HONESTY AND PLAGIARISM**

Plagiarism is the presentation of thoughts or work of another as one’s own. Examples include:

- Direct duplication of the thoughts or work of another, including by copying material, idea 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 without appropriate acknowledgement
- Paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original
- Piecing together section 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 a tutor
- Claiming credit for a proportion of a work contributed to a group assessment item that is greater than that actually contributed
- Knowingly permitting your work to be copied by another student may also be considered plagiarism
- Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism
- Note that an assessment item produced in oral, not written, form or involving live presentations, may similarly contain plagiarised material

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: www.lc.unsw.edu.au/plagiarism.

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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://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html.

In the interests of maintaining high standards in scholarship and research, the University remind 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://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html

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.

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11. OTHER INFORMATION

Policies
School of Education 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 should be 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.

For more information regarding the UNSW assessment policy please visit: http://www.gs.unsw.edu.au/policy/assessmentpolicy.html

Attendance
Unless specific and formal permission 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 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.
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. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

School of Education Grade Descriptors
NB: distributed to all students via BB9

<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 his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.</td>
</tr>
<tr>
<td>Fail (less than 50%)</td>
<td>The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structured and meaning is at time unclear</td>
</tr>
</tbody>
</table>

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

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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: http://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 http://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.