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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6708 History Method 1 (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Denis MOOTZ
Office Location: John Goodsell 132
Email: dmootz@yahoo.com
Phone: (02) 9385 1914
Availability: Wednesday 5 - 5.30pm.
Via Email

Other Teaching Staff: Stephanie INGSTER
Office Location: John Goodsell 132
Email: Given in tutorials
Phone: (02) 9385 1914
Availability: via Email

Other Teaching Staff: Jennifer JORDAN
Office Location: John Goodsell 132
Email: Given in tutorials
Phone: (02) 9385 1914
Availability: via Email

Other Teaching Staff: James St JULIAN
Office Location: John Goodsell 132
Email: Given in tutorials
Phone: (02) 9385 1914
Availability: via Email

Other Teaching Staff: Bernie HOWITT
Office Location: John Goodsell 132
Email: Given in tutorials
Phone: (02) 9385 1914
Availability: via Email
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>History Method 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

**Schedule**

**Lecture**
- Wed (4-5pm), Bio Med ThB  
  Weeks 1-7, 8-11

**Tutorial/s**
- Wed (5-7pm), Quad 1045 (JJ)  
  Weeks 1-7, 8-11
- Wed (5-7pm), Quad 1046 (JStJ)  
  Weeks 1-7, 8-11
- Wed (5-7pm), Quad 1047 (SI)  
  Weeks 1-7, 8-11
- Wed (5-7pm), Mathews 211 LG2 (DM)  
  Weeks 1-7, 8-11

**Summary of Course**

This course is designed to increase a student's pedagogical content knowledge for History teaching. The key elements of pedagogy and History content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW History syllabuses. The main focus in Semester 1 is on History in Stages 4 and 5 and the links to the K-6 curriculum.

**Aims of the Course**

This course aims to:
- Increase a student's pedagogical content knowledge for History teaching.
- Develop a student's understanding of what comprises effective classroom practice.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,2</td>
</tr>
<tr>
<td>2</td>
<td>1,2</td>
</tr>
<tr>
<td>3</td>
<td>1,2</td>
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<tr>
<td>4</td>
<td>1,2</td>
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<tr>
<td>5</td>
<td>1,2</td>
</tr>
<tr>
<td>6</td>
<td>1,2</td>
</tr>
<tr>
<td>7</td>
<td>1,2</td>
</tr>
<tr>
<td>8</td>
<td>1,2</td>
</tr>
<tr>
<td>9</td>
<td>1,2</td>
</tr>
</tbody>
</table>
classroom that take into account students’ skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students

| 10 | Investigate the NSW Institute of Teachers’ standards for Graduate teachers | 1,2 |

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</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>
</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>2.4</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</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>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics.</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
</tr>
<tr>
<td>3.3</td>
<td>Include a range of teaching strategies.</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students in their learning.</td>
</tr>
<tr>
<td>3.5</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
</tr>
<tr>
<td>4.1</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities</td>
</tr>
<tr>
<td>4.2</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions</td>
</tr>
<tr>
<td>6.3</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach History to secondary school students according to the philosophy and requirements of the NSW History Syllabus. During the course students will develop their knowledge of New South Wales syllabus documents.

Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History in the curriculum and the community.

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

5. TEACHING STRATEGIES

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

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

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
</table>
| 1 5 Mar       | Historical Literacy  
Denis Mootz  
(Course Outline & Course Assessment) | Course Expectations & Assessment  
Resource Information |
| 2 12 March    | The Stage 4&5 History Syllabus in NSW: Scope & Sequence & Units of Work  
Denis Mootz | Programming history; civics and citizenship and Aboriginal history and culture Stage 4 & 5  
Microteaching |
| 3 19 March    | Lesson Planning & Teaching Methods  
Stephanie Ingster | Teaching Strategies  
Lesson analysis  
Microteaching |
| 4 26 March    | Mediating the Curriculum  
Denis Mootz | Lesson analysis  
Microteaching |
| 5 2 Apr       | Teaching from Outcomes  
Denis Mootz | Lesson analysis  
Microteaching |
| 6 9 Apr       | Assessment 7-10  
Denis Mootz | Assessing student achievement |
| 7 16 April    | Sources and Evidence  
Denis Mootz | Source Analysis and Evaluation |
| 8 30 Apr      | Using Technology in the History Classroom  
Jenny Jordan | Technology Workshop |
| 9 7 May       | Quality History  
Bernie Howitt | Planning Quality Lessons |
| 10 14 May     | Classroom Management  
Denis Mootz | Classroom Code  
Choice Theory |
| 19 May        | Break |
| 26 May        | Professional Experience 1 |
| 11 25 June    | Elective History  
James St Julian | Programming Elective History |
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 - Stage 4 or 5 Scope and Sequence Critique</td>
<td>2500 words</td>
<td>40%</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>1,2,2,1,2,2,2,3,2,6,3,1,3,2,3,3,3,4,6,3</td>
<td>Week 5 2 Apr At lecture</td>
</tr>
<tr>
<td>Task 2 - Stage 4 or 5 Unit of Work and Lesson Plans</td>
<td>Equivalent 3500 words</td>
<td>60%</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>1,2,1,3,2,1,2,2,2,3,2,4,3,2,3,3,3,4,4,1,6,3</td>
<td>Week 10 14 May At lecture</td>
</tr>
</tbody>
</table>

Assessment Details

Task 1 – Critique Stage 4 or Stage 5 Scope and Sequence Plan

Students are required to critique a Scope and Sequence Plan for either a Stage 4 or Stage 5 class.

1. Use the syllabus to construct a basic ‘checklist’ (what the Syllabus requires) to show the extent to which this plan has satisfied the requirements of the Syllabus.

2. Using the Syllabus and readings as your guide comment on the following elements of the Scope & Sequence

   - Choice of topics
   - Number of lessons and timing allocated to each topic
   - Use of Outcomes
   - Sequence of content
   - Historical skills development
   - Teaching strategies and activities
   - Perspectives
   - Assessment tasks

3. How successfully does this plan allow for teacher mediation of the curriculum?

   (This task will be modelled/scaffolded in Tutorial Week 2 & 3)
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6708 HISTORY METHOD1

SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate awareness of strategies to mediate the curriculum derived from the NSW History Syllabus for Stage 4 &amp; 5.</td>
</tr>
<tr>
<td>• Clarity and accuracy in use of key terms and concepts in History teaching.</td>
</tr>
<tr>
<td>• Evaluation of choices of content and teaching and learning strategies.</td>
</tr>
<tr>
<td>• Awareness of diverse social, ethnic, cultural and religious backgrounds of students.</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>• Ability to assess a sequence of learning experiences derived from the NSW History syllabus for Stages 4 &amp; 5.</td>
</tr>
<tr>
<td>• Demonstrates knowledge and understanding of Syllabus options.</td>
</tr>
<tr>
<td>• Demonstrates knowledge of syllabus outcomes.</td>
</tr>
<tr>
<td>• Awareness of coherence between syllabus outcomes and chosen strategies.</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>• Specific reference to material, research and ideas presented in History method lectures, readings, prescribed texts and other sources, from the Professional Experience lectures on diversity.</td>
</tr>
<tr>
<td>• Demonstrate knowledge and understanding of the NSW Stage 4 &amp; 5 History Syllabus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
</tr>
</thead>
</table>

Recommended: /50 (FL PS CR DN HD) Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Task 2 – Stage 4 or Stage 5 Unit of Work and Lesson Plan

This task requires students to develop a unit of work for a Stage 4 or Stage 5 class, (28 – 30 students) of mixed ability, over a three week period, involving about 10-12, 40 minute lessons.

There are TWO parts to the assessment task.

Part A: A unit of work outline consisting of 10 -12 lessons

Include a cover sheet with the following details:
- Year group involved.
- Topic from the syllabus.
- Knowledge, skills and attitude objectives from the syllabus.
- Syllabus outcomes for the topic.
- Inquiry questions from the syllabus.

For each lesson in the unit provide brief details as set out in the table (in ‘landscape’) below.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Strategies</th>
<th>Activities</th>
<th>Resources</th>
<th>Assessment Formative &amp; Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part B: Detailed lesson plans for 5 lessons
- the Introductory lesson
- a source study / document study lesson
- an IT lesson (students must learn something about IT, not just use a computer)
- a group / team /collaborative activity
- a note-making exercise (NBB: Note-making NOT Note-taking)

Use the lesson plan ‘proforma’ as for Microteaching and Professional Experience.

Each lesson plan must include
- Outcomes.
- Content.
- Sequence of Teaching & Learning Activities / Strategies (with approximate timing).
- Details of and a copy of any resource required for these lessons.
- A copy of any assessment items
- Demonstration of your awareness of, and means of catering for, students of different backgrounds, abilities and experiences.
- IT pedagogical approaches.

Include an annotated Bibliography of all references, resources or teaching aids to be used. Ensure that you understand what the term ‘annotated’ means.
UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6708 HISTORY METHOD 1

Student Name:  
Assessment Task: Task 2

### 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>• Demonstrates ability to mediate the curriculum derived from the NSW History Syllabus for Stage 4 &amp; 5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clarity and accuracy in use of key terms and concepts in History teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates knowledge and understanding of NSW Syllabus options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clear links to syllabus outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coherence between syllabus outcomes and chosen 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>• Ability to plan a sequence of learning experiences derived from the NSW History syllabus for Stages 4 &amp; 5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ability to plan specific lessons for History teaching and learning experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Awareness of diverse social, ethnic, cultural and religious backgrounds of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Knowledge of resources to engage and extend students.</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>• Specific reference to material, research and ideas presented in History method lectures, readings, prescribed texts and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Structure and organisation of response

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer:     Date

Recommended: /50 (FL PS CR DN HD)  Weighting: 60 %

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

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

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

7. RESOURCES

Essential Documents.

Students must be familiar with:

- NSW DET (2003). Quality Teaching in NSW Public Schools, Sydney, NSW
- NCHE Professional Digest
- Course Readings: Available on Moodle.

Further Readings


Research Reports:


Journals:

*Teaching History*, Journal of the History Teachers’ Association of NSW Inc. (HTA NSW)

(A source of teaching ideas, curriculum issues and academic articles…student membership available). Website: [http://www.htansw.asn.au/](http://www.htansw.asn.au/)

### 8. ACADEMIC HONESTY AND PLAGIARISM

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

Examples of plagiarism include:

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

- Quotation without the use of quotation marks;

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

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

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

- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;
· Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;

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

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

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

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

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

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

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

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

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

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

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. ‘s/he’, ‘she or he’, ‘people’, etc.
9. 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.

10. 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 Description</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>
</tbody>
</table>
Pass (50-64%)

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.

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

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.

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.