School of Art History and Art Education

School of Education

SAED2406: THE SOCIOLOGY OF EDUCATION

Semester 1, 2014
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1. LOCATION

College of Fine Arts
School of Art History and Art Education
The Sociology of Education (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Dr Greg Leaney
Office Location: John Goodsell 120
Email: g.leaney@unsw.edu.au
Phone: 02 9385 9744
Availability: Tuesday 3-5pm, or by appointment

Other Teaching Staff:
Office Location:
Email:
Phone:
Availability:

Other Teaching Staff:
Office Location:
Email:
Phone:
Availability:

Other Teaching Staff:
Office Location:
Email:
Phone:
Availability:
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>The Sociology of Education</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

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Watch vodcast of each week’s lectures prior to each week’s tutorial class</th>
<th>Weeks 1-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial/s</td>
<td>Fridays 2-4pm, D109, COFA</td>
<td>Weeks 2-13</td>
</tr>
</tbody>
</table>

Summary of Course

Investigates schools as an important part of society in terms of how they interact with and respond to cultural, political, economic and other factors in society. Introduces students to relationships between education and Australian society by focusing on the nature and purpose of education in Australian society, sociological impacts within education and the current societal directions in education, nationally and globally.

Aims of the Course

The primary aim of SAED2406 is to provide you with an understanding of the social influences on the educational outcomes of students. The course will address the substantive issues in the field – the sociological influences of factors including homes, schools and peers on the educational outcomes of students. In doing so, we will draw on sociological theory and research to investigate why “twelve years of primary and secondary schooling, students vary considerably in virtually every possible outcome that might be attributable to home or school” (Riordan, 2004, p. 32).


To achieve this primary aim you will be required to: understand Australian education within a global context; examine relevant government policies; understand the interaction of sociological factors in relation to student outcomes; and to use relevant sociological data. Through achieving these aims you will need to demonstrate: an understanding of various social and cultural (including Indigenous) backgrounds; how student individual, social and cultural characteristics may affect learning; and an initial understanding of verbal, non-verbal and ICT resources and teaching strategies.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>2</td>
<td>2, 3, 4</td>
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<tr>
<td>3</td>
<td>2, 3, 4</td>
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<tr>
<td>4</td>
<td>2, 3, 4</td>
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<tr>
<td>5</td>
<td>3, 4</td>
</tr>
<tr>
<td>6</td>
<td>3, 4</td>
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</tbody>
</table>
Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<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>1,2,3,4</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>3,4</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>
<td>3,4</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
<td>2</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students in their learning.</td>
<td>2</td>
</tr>
<tr>
<td>3.5</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
<td>2</td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course aims to equip students to think ‘sociologically’ by providing integrated sets of knowledge and skills for students to engage with sociological issues of education and schooling. The field of the sociology of education involves both sociological data to describe what has been or is occurring in education, and sociological critique to discuss what might or ought to be in the case in education. The content of this course will involve students engaging with both sociological data and critique.

The approach to teaching and learning is informed by research. This research has demonstrated the importance of the learning environment for quality student learning. Therefore, emphasis is placed on a learning environment which is student-centred, knowledge-centred, assessment-centred and community-centred. A student-centred environment encourages attention to students’ existing ideas, knowledge, skills and attitudes providing a foundation for learning. A knowledge-centred environment focuses on what is taught, why it is taught, how it should be taught and what competence looks like. Essential to the student and knowledge-centred environments is assessment, which makes student learning visible and supports learning. A community-centred environment recognises that learning is influenced by context (Bransford & Donovan, 2005). Bransford, J., & Donovan, M. (2005). How students learn. Washington, DC: The National Academic Press.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:
- 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;
- explicit teaching including lectures and a range of strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate;
- online learning from readings and web links on the SAED2406 Moodle website.

SAED2406 The Sociology of Education, COFA/UNSW 2014
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</th>
<th>Beginning Mon</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
</table>
| 1    | 3 March       | 1a: Introduction to sociology of education  
 1b: Education, change & society | No tutorials Week 1 |
|      | 10 March      | 2a: Why educate? The aims of education  
 2b: Educational outcomes for students in Australia | Understanding sociology of education. Using ICT skills for tutorial presentations |
| 3    | 17 March      | 3a: Global context of Australian education  
 3b: Policy context of Australian education | Educational aims: market-based, social justice |
| 4    | 24 March      | 4a: Policy context of Australian education (cont.)  
 4b: In-class Key Concepts Test | Globalisation, neoliberalism |
| 5    | 31 March      | 5a: The intersection of sociological factors on educational outcomes  
 5b: SES impacts on education | Educational policies and accountability measures |
| 6    | 7 April       | 6a: National Partnerships and NSW DEC Low SES policies (Guest)  
 6b: Indigenous issues in education | Australian educational performance. Impacts of intersection of factors |
| 7    | 14 April      | 7a: Working with Aboriginal communities in NSW government schools (Guest)  
 7a: Culture, cultural identity & multiculturalism | Indigenous education: issues and questions. Essay skills |
|      |               | Mid-Semester Break | |
| 8    | 28 April      | 8a: Multicultural education in NSW government schools (Guest)*  
 8b: Academic essay writing | Indigenous education: responses and practices |
| 9    | 5 May         | 9a: Gender & educational outcomes  
 9b: Adolescence & peer group differences: What’s with teenagers? | Multicultural education |
| 10   | 12 May        | 10a: Differences within schools: teachers  
 10b: Differences between schools | Impacts of gender. Intersection of sociological factors |
| 11   | 19 May        | 11a: Differences between schools: effects, funding & consequences  
 11b: Curriculum: ‘Why do we have to learn this?’ | Adolescence. Quality teaching |
| 12   | 26 May        | 12a: In-school testing & post-school outcomes  
 12b: Course review & exam details | Political nature of education and curriculum choice |
| 13   | 2 June        | No lectures Week 13 | Course review for exam |
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>Assessment 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Concepts Test</td>
<td>5 short answers</td>
<td>10%</td>
<td>1</td>
<td>1.1</td>
<td>In-class Week 4</td>
</tr>
<tr>
<td>Assessment 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial Presentation</td>
<td>15 mins</td>
<td>25%</td>
<td>2,3,4</td>
<td>1.1, 2.6, 3.4, 3.5</td>
<td>In tutorials in Weeks 5-12</td>
</tr>
<tr>
<td>Assessment 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td>1500 words</td>
<td>25%</td>
<td>1,2,3,4,5,6</td>
<td>1.1, 1.4, 2.4, 3.7</td>
<td>Week 11 Mon 19/5/14</td>
</tr>
<tr>
<td>Assessment 4:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>3 sections</td>
<td>40%</td>
<td>1,2,3,4,5,6</td>
<td>1.1, 1.4, 2.4, 3.7</td>
<td>Formal exam period</td>
</tr>
</tbody>
</table>

Assessment Details

**Assessment 1 – Key Concepts Test**

Purpose/s: to provide some early feedback on key concepts, and on your progress in this course.
When: In Week 4 class
Weight: 10%
Time limit: 40 minutes

Method: Five (5) short answer questions, based upon the material from Weeks 1-4 of the course. It is to be completed during the allocated lecture time.

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**Assessment 2 – Tutorial Presentation**

Purpose/s: (i) further explore topics related to content in lectures; (ii) practice in implementing ICT strategies for teaching a group of learners.
When: In tutorials from Week 5 onwards.
Weight: 25%
Time limit: 15 minutes

Method: You will be provided with a list of topics to explore in Week 2, and are expected to pair up with another student (or two students if tutorials numbers require) selecting one topic to present to your tutorial group.
*Tutorial presentations will begin in Week 5.*

Your tutorial presentation should:
- be evidence-based;
- include and make reference to a relevant media article or other stimulus material (e.g. video, website, etc.);
- use ICT skills, including PowerPoint slides and any relevant online materials;
- include a one-page A4 summary of your presentation (including references) to be distributed to all students in the tutorial. Printed material may continue on the back of the single page if required.
These presentations are a chance to run a simulated short lesson. You will receive evaluative and formative feedback from both your peers and tutor, which will enable you to reflect on this early experience of running a ‘class’. Marking criteria for tutorial presentation:

- Content.
- Presentation.

The tutorial presentation will be assessed on a group basis (i.e. group members will receive the same mark). The tutorial presentations will be assessed by both your tutor and your peers. The tutor will assess the content aspects of your tutorial presentation. A selection of 3 of your peers will assess the presentation aspects, with their marks averaged. The final grade for tutorial presentations will be based on 2/3 tutor assessment and 1/3 peer assessment using the following assessment feedback form.
**Student name/s:**

**Title of presentation:**

<table>
<thead>
<tr>
<th><strong>Content/Presentation</strong></th>
<th><strong>Comments</strong></th>
<th><strong>Mark</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Content</strong></td>
<td></td>
<td><strong>TUTOR</strong></td>
</tr>
<tr>
<td>Addresses question</td>
<td></td>
<td>/4</td>
</tr>
<tr>
<td>Demonstrates understanding of topic</td>
<td></td>
<td>/5</td>
</tr>
<tr>
<td>Integrates relevant example</td>
<td></td>
<td>/2</td>
</tr>
<tr>
<td>Logical arguments supported with evidence</td>
<td></td>
<td>/5</td>
</tr>
<tr>
<td>Concludes and interprets accurately</td>
<td></td>
<td>/4</td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td></td>
<td>/20</td>
</tr>
<tr>
<td><strong>2. Presentation</strong></td>
<td><strong>Award in half mark increments (i.e. 0.0, 0.5, 1.0, 1.5, or 2.0)</strong></td>
<td><strong>PEERS</strong></td>
</tr>
<tr>
<td>Content well organised</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>Easy to follow and understand</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>Oral communication (volume, clarity, speed, eye contact)</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>Effective use of electronic resources (audio-visual aids)</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>Interesting</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>Listens and responds competently to questions</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>Keeps within time constraints</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>One page outline useful</td>
<td></td>
<td>/2</td>
</tr>
<tr>
<td>Maintains audience interest</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td></td>
<td>/10</td>
</tr>
</tbody>
</table>

Comment summary &/or overall feedback:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Assessment 3 – Essay

Purpose/s: analyse a key sociological topic in further depth.
When: Due Week 11, 5:00pm on Monday 19/5/14.
Weight: 25%
Word length: 1,500 words

Method: Select one of the following topics and write an essay:

1. Globalisation
   In what ways has globalisation impacted upon education and schooling? How is it changing classroom practices?

2. Equal Opportunity
   How have interpretations of the notion of ‘equal educational opportunity’ changed over time? How do current interpretations of this notion influence students in your classroom?

3. SES/class
   How could you in your classroom, and your school, positively affect the way students from different social classes have traditionally tended to experience school?

4. Indigenous Australians
   Which Australians identify themselves as Indigenous? To what extent has the education system failed Indigenous people in Australia? How might the educational outcomes of Indigenous students be improved in your classroom and/or school?

5. Culture
   Critically evaluate if cultural background should be considered as an asset or deficit, or both, in relation to educational outcomes. How could you make use of this evaluation in your classroom?

6. Gender
   Evaluate the evidence regarding male-female differences in literacy outcomes. Why are these differences most evident in particular groups of males and females? How could you address gender issues in your classroom?

7. Private and public schools
   Critically evaluate the extent to which the current structure of schooling in Australia (private and public) encourages social reproduction. How could you address the issue of social reproduction in your classroom?

8. Adolescence and peers
   Critically analyse the extent to which adolescent subcultures influence the educational outcomes of students. What are the implications for you as a teacher and for schools?

9. Curriculum
   It is grossly unfair to sustain a high stakes selective role for the academic curriculum in a context where the resources available to private and public schools are grossly unequal. Critically discuss. Imagine you are employed in an under-resourced school; how could you assist your students to compete with students in other schools that are better resourced?
10. School choice
Some people say that the effect of the creation of school markets is to make parents more competitive and less concerned about the welfare of all young people and more devoted to extracting maximum benefits for their own children at the expense of others. Is this true? How may school markets affect you and your students?

Note: For assistance in writing the essay see the Tutorial Guide and the various essay assistance files in the “Resources” folder housed on the course’s Moodle site. Also, attend the relevant tutorial and guest lecture on academic writing.

Presentation and Delivery of written assessment:

You should ensure that you follow exactly your lecturer’s/tutor’s instructions. You are required to submit written work in BOTH PAPER FORM in typed, double-spaced format, AND ELECTRONIC FORM through the Course’s Moodle website to the relevant Turnitin submission box.

**PAPER**: administration staff members are not permitted to accept assignment work. Never leave assignments under a staff member’s door or in a door basket in the corridor. Always keep a copy. If your assignment is mislaid you are responsible to provide a further copy. Near the School of Education office is a set of locked drop boxes:

1. First, fill in and attach a cover sheet to the front of your assignment with your name and student ID, the name of the lecturer/tutor, the subject number and title and the date/session of submission.

2. Place your assignment in the locked drop box of your lecturer.

**ELECTRONIC**: Submit your assignment through Turnitin, via the Course’s Moodle website (this process will be explained further in class).

Assessment 4 – Exam

Purpose/s: assess student performance on course learning outcomes.
When: In formal examination period
Weight: 40%
Length of time: Two hours

Method: It will consist of three sections comprising: short answer questions, a set of stimulus response questions, and one structured extended response question. Further details will be given in class.
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
SAED2406 THE SOCIOLOGY OF EDUCATION

Student Name: [__] Student No.: [__]
Assessment Task: Essay

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understanding of the task and its relationship to relevant areas of theory,</td>
<td></td>
<td></td>
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<tr>
<td>research and practice</td>
<td></td>
<td></td>
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<tr>
<td>• clarity and accuracy in use of key terms and concepts.</td>
<td></td>
<td></td>
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<tr>
<td>Depth of analysis and/or critique in response to the task:</td>
<td></td>
<td></td>
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<tr>
<td>• depth of understanding of relevant key concepts and principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• depth of analysis of areas of sociological impact on chosen topic question</td>
<td></td>
<td></td>
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<tr>
<td>• clarity and depth of argument in relation to chosen topic question.</td>
<td></td>
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<tr>
<td>• demonstration of knowledge and understanding of physical, social and</td>
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<td>intellectual development and characteristics of students and how these</td>
<td></td>
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<tr>
<td>may affect learning. (Grad. Standard 1.1)</td>
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<tr>
<td>Familiarity with and relevance of professional and/or research literature used</td>
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<tr>
<td>to support response:</td>
<td></td>
<td></td>
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<tr>
<td>• reference specifically made to material, research and ideas presented in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>class and associated resources</td>
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<td></td>
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<tr>
<td>• range of research and professional literature on education theory to</td>
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<tr>
<td>support response.</td>
<td></td>
<td></td>
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<tr>
<td>Structure and organisation of response:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriateness of overall structure of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and coherence of organisation, including use of section headings where</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conventions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity, consistency and appropriateness of APA conventions for quoting,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paraphrasing, attributing sources of information, and listing references</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spelling, punctuation and word length.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GENERAL COMMENTS

Marker: [__] Date: [__] Recommended grade/mark: [__]

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 contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and, if required, 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 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

Tutorial Guide
Read the support and stimulus material for each week collected in the Tutorial Guide (which is posted on the SAED2406 Moodle website).

Articles


**Textbooks & Chapters**


**Websites**


Referencing in APA style: [http://www.apastyle.org/previoustips.html](http://www.apastyle.org/previoustips.html)

Social Science Information Gateway: [http://www.sosig.ac.uk/sociology/](http://www.sosig.ac.uk/sociology/)


**Databases**

AEI: Australian education index

APAIS (Australian Public Affairs Information Service)

ERIC: Current index to journals in education (CIJE)

Factiva

FAMILY (Australian family and society abstracts)

JSTOR

MAIS (Multicultural Australia and Immigration studies)

Web of Science

### 9. ACADEMIC HONESTY AND PLAGIARISM

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

Examples of plagiarism include:

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

- Quotation without the use of quotation marks;
- Paraphrasing another person's work with very minor change keeping the meaning, form and/or progression of ideas of the original;
- Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained;
• Piecing together sections of the work of others into a new whole;
• Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;
• Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;
• Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;
• Using another person’s ideas or words in an oral presentation without crediting the source.

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

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

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

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

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

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

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

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

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

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

**11. OTHER INFORMATION**

**Assessment Principles and Procedures**

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

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

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

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

**School of Education Grade Descriptors**

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