



## UNSW Course Outline

# EDST5127 Coaching and Mentoring in Educational Leadership - 2024

Published on the 28 Jan 2024

## General Course Information

Course Code : EDST5127

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this course you focus on the role that learning conversations, mentoring and coaching can play in the development of teachers. Models and perspectives on coaching and mentoring will be explored as well as the development of listening and reflection skills. Action research by

students will provide feedback on the various models of mentoring and coaching.

## Course Aims

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically analyse mentoring and coaching skills
CLO2 : Critically reflect on experiences of coaching and mentoring in schools in relation to theory
CLO3 : Apply theory to a workplace by conducting coaching and mentoring conversations
CLO4 : Critically reflect on the application of learning in a school context by mentoring/coaching others using action research methodology

Course Learning Outcomes	Assessment Item
CLO1 : Critically analyse mentoring and coaching skills	• Minor research paper
CLO2 : Critically reflect on experiences of coaching and mentoring in schools in relation to theory	• Major research paper
CLO3 : Apply theory to a workplace by conducting coaching and mentoring conversations	• Minor research paper
CLO4 : Critically reflect on the application of learning in a school context by mentoring/coaching others using action research methodology	• Major research paper

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

Teaching strategies

This course will be taught with a strong emphasis on student participation. Students will be provided with online material and references to research journals which they will be expected to read prior to each session. Students will have the opportunity to share their ideas with each other in an online discussion group. Various activities, e.g., practice coaching in pairs and triads, small group discussions and other practical activities will engage students and enable a deeper understanding of the related issues. One class presentation, with supporting minor paper, and one extended paper will require students to lead a coaching process in their schools, using

action research methodology, then reflect on its impact and any leadership implications.

## Rationale

This course will enable students to develop an understanding of the role that coaching and mentoring play in developing Educational Leaders. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete an action research project.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Minor research paper	40%	Start Date: Not Applicable Due Date: 04/03/2024 05:00 PM Post Date: 18/03/2024 05:00 PM
Major research paper	60%	Start Date: Not Applicable Due Date: 25/04/2024 05:00 PM

## Assessment Details

### Minor research paper

#### Assessment Overview

Task 1 - Essay - 2000 words

Students will receive written feedback within 10 business days of submission

#### Course Learning Outcomes

- CL01 : Critically analyse mentoring and coaching skills
- CL03 : Apply theory to a workplace by conducting coaching and mentoring conversations

#### Detailed Assessment Description

Assessment Task 1: Theory, research and practice related to learning conversations - Minor research practice paper

The task consists of two parts:

- Students are required to discuss the key elements of a learning conversation and the potential impact of learning conversations on teacher learning, and how educational leaders can increase the power of learning conversations

- Students are to conduct a coaching and mentoring conversation and critically evaluate the role of questioning skills and listening skills in the conversation.

**Assessment Length**

2000 words

**Submission notes**

All assessment will be submitted online via Moodle

## Assessment information

### RUBRIC/FEEDBACK SHEET

EDST5127 UNSW SCHOOL OF EDUCATION

#### Assessment Task 1: Minor Research Paper

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"><li>• Addresses the question/issue</li><li>• Understanding of the question/issue</li><li>• Understanding of relationship to relevant theory, research, and practice</li><li>• Information presented is relevant</li><li>• Understanding of the complexities and interrelationships involved</li></ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"><li>• Depth of analysis</li><li>• Well-reasoned arguments</li><li>• Sound analysis of problem</li></ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"><li>• Appropriate research references to support responses</li><li>• Sound range of research references</li></ul>	
Structure and organisation of response <ul style="list-style-type: none"><li>• Appropriate nature of structural organisation</li><li>• Logical and coherent structure</li><li>• Clear presentation of ideas to enhance readability</li></ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"><li>• APA style for citations and references &amp; complete reference list</li><li>• Clarity and appropriateness of language style</li></ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### **Hurdle rules**

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## **Major research paper**

### **Assessment Overview**

Task 2 - Essay - 3000 words

Students will receive written feedback within 10 business days of submission

### **Course Learning Outcomes**

- CL02 : Critically reflect on experiences of coaching and mentoring in schools in relation to theory
- CL04 : Critically reflect on the application of learning in a school context by mentoring/coaching others using action research methodology

### **Detailed Assessment Description**

Action Research Report/Proposal - Major research paper

In this task students are required to submit a report which is intended to be conducted in their workplace using action research methodology. Students are required to reflect critically and to observe the impact of this work on leadership capacity in the institution and link this to other research and literature reviewed in this course. In the case where students do not have opportunities to conduct action research in their workplace, students are required to submit an action research proposal using action research methodology (see Moodle for further information).

### **Assessment Length**

3000 words

### **Submission notes**

All assessment will be submitted online via Moodle

### **Assessment information**

RUBRIC/FEEDBACK SHEET

## Assessment Task 2: Major Research Paper

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> <li>• Addresses the question/issue</li> <li>• Understanding of the question/issue</li> <li>• Understanding of relationship to relevant theory, research and practice</li> <li>• Information presented is relevant</li> <li>• Understanding of the complexities and interrelationships involved</li> </ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"> <li>• Depth of analysis</li> <li>• Well-reasoned arguments</li> <li>• Sound analysis of problem</li> </ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>	
Structure and organisation of response <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> <li>• APA style for citations and references &amp; complete reference list</li> <li>• Clarity and appropriateness of language style</li> </ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

**Assignment submission Turnitin type**

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## General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://unsw.edu.au/sed/policies-procedures).

### Grading Basis

Standard



# Course Schedule

Teaching Week/Module	Activity Type	Content
Weeks 1-3	Lecture	<ul style="list-style-type: none"> <li>• See Moodle for weekly activities</li> <li>• See Moodle for more information on class dates, times, and mode of delivery</li> <li>• Introductions, course overview and definitions</li> <li>• Setting learning goals</li> <li>• Introduction to coaching and mentoring</li> <li>• Coaching and Mentoring for leadership development in schools</li> <li>• Models of coaching</li> <li>• Focusing the coaching relationship</li> <li>• Coaching and Coaching skills</li> <li>• Coaching Culture: opportunities, challenges regarding 'coaching cultures' and the current research</li> </ul>
Weeks 4-5	Lecture	<ul style="list-style-type: none"> <li>• See Moodle for weekly activities</li> <li>• See Moodle for more information on class dates, times, and mode of delivery</li> <li>• Professional learning in schools and action learning/research</li> <li>• Professional learning through mentoring and coaching</li> <li>• Action learning/research</li> <li>• Action research in education</li> <li>• The methodology and theory of action research</li> <li>• Planning for the action research study</li> <li>• Reciprocal coaching for leadership of the project</li> </ul>
Weeks 6-8	Lecture	<ul style="list-style-type: none"> <li>• See Moodle for weekly activities</li> <li>• See Moodle for more information on class dates, times, and mode of delivery</li> <li>• Models of mentoring</li> <li>• Mentoring functions/strategies</li> <li>• Mentoring relationships</li> <li>• What makes an effective mentor and effective mentee?</li> <li>• Matching mentors and mentees</li> <li>• Setting up the mentoring program</li> <li>• Mentoring skills</li> </ul>
Weeks 9-10	Lecture	<ul style="list-style-type: none"> <li>• See Moodle for weekly activities</li> <li>• See Moodle for more information on class dates, times, and mode of delivery</li> <li>• Mentoring (continued)</li> <li>• Reflection and feedback with teacher development</li> <li>• Feedback/professional conversations</li> <li>• Students' discussion on their proposed coaching/mentoring program</li> <li>• Reflect on the strengths and areas for future development</li> <li>• Increase awareness of the role and nature of coaching methodology</li> <li>• Increase capacity to use feedback for professional growth</li> <li>• Module review and learning summary</li> </ul>

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESAs), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

## General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle

should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

- This course is offered in two modes (on-line and in-person).
- For students who attend the course in person you are required to attend the following classes, in addition to completing online activities. Week 1 Sunday 18th Feb 9:30am-3:30pm; Week 4 Saturday 9th March 9:30am-3:30pm; Week 9 Thursday 11th April 5pm-6:30pm. See Moodle for more detailed information.
- For students who attend the course online, lectures will be scheduled for particular weeks. See Moodle for the link to join the lecture online. Week 1 15th February; Week 2 22nd February; Week 3 29th February; Week 4 7th March; Week 6 21st March; Week 9 11th April.
- For more information on class dates, times, and modes of delivery see Moodle.

## Course Resources

### Prescribed Resources

See Moodle for further information on weekly readings and prescribed resources.

### Recommended Resources

#### Recommended Reading

- Robertson, J. (2016). *Coaching leadership: building educational leadership capacity through coaching partnership* (Second edition. ed.). Wellington, New Zealand: Wellington, New Zealand: NZCER Press.
- Fletcher, S., & Mullen, C. A. (Eds.). (2012). *SAGE handbook of mentoring and coaching in education*. London: Thousand Oaks.

The course is divided into four sections with recommended readings for each.

#### Section 1

This section will focus on understanding the role and processes involved in coaching in schools. This includes the applications of coaching and how coaching works. There is an emphasis on developing participants' practical skills in coaching. This will focus on extending and deepening participants' capacity to lead coaching in their schools.

- Averill, R., Drake, M., Anderson, D., & Anthony, G. (2016). The use of questions within in-the-moment coaching in initial mathematics teacher education: enhancing participation, reflection, and co-construction in rehearsals of practice. *Asia-Pacific Journal of Teacher Education*, 44(5), 486-503. doi:10.1080/1359866X.2016.1169503
- Barlow, L. (2005). Effective structuring of coaching: using five questions. *Development and*

*Learning in Organizations: An International Journal*, 19(6), 11-12.

doi:10.1108/14777280510624268

- Clutterbuck, D. (2010). Coaching reflection: the liberated coach. *Coaching: An International Journal of Theory, Research and Practice*, 3(1), 73-81. doi:10.1080/17521880903102308
- Drake, D. B. (2011). [What do coaches need to know? Using the Mastery Window to assess and develop expertise](#). *Coaching: An International Journal of Theory, Research and Practice*, 4(2), 138-155. doi: 10.1080/17521882.2011.596486
- Fletcher, S. (2007). Educational research mentoring and coaching as co-creative synergy. *International Journal of Evidence Based Coaching and Mentoring*, 5(2), 3-11, Available from <http://ijebcm.brookes.ac.uk/documents/vol05issue2-reflections-01.pdf>
- Gormley, H., & van Nieuwerburgh, C. (2014). Developing coaching cultures: a review of the literature. *Coaching: An International Journal of Theory, Research and Practice*, 7(2), 90-101. doi:10.1080/17521882.2014.915863
- Kraft M.A, Blazar D., Hogan D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547-588.
- Lindon, J. (2011). *Creating a culture of coaching: Upskilling the school workforce in times of change*. NCSL Research associate full report. Spring 2011. Available: <http://dera.ioe.ac.uk/2980/1/download%3Fid%3D147562%26filename%3Dcreating-a-culture-of-coaching-full-report.pdf>
- Lofthouse, R., & Hall, E. (2014). Developing practices in teachers' professional dialogue in England: using Coaching Dimensions as an epistemic tool. *Professional Development in Education*, 40(5), 758-778. doi:10.1080/19415257.2014.886283
- Robertson, J. (2016). *Coaching leadership: building educational leadership capacity through coaching partnership* (Second edition. ed.). Wellington, New Zealand: Wellington, New Zealand: NZCER Press. (Chapter 1)
- Stoll, L. (2010). Stimulating Learning Conversations. Keynote Paper presented to ACEL 2010 Conference Hosting and Harvesting. Available from <http://www.cceam.org/index.php?id=207>
- Stoll, L. (2012) Stimulating learning conversations. *Professional Development Today*, 14 (4), 6-12.
- Larsen, E., Nguyen, H. T., Curtis, E., & Loughland, T. (2023). It's a question of balance: Reconsidering learning partnerships through genuine teacher mentoring conversations. *Teaching and Teacher Education*, 133, 104280.
- Timperley, H. (2001). Mentoring conversations designed to promote student teacher learning. *Asia-Pacific Journal of Teacher Education*, 29(2), 111-123.
- Whitmore, Sir J. (2019). *Coaching for Performance*. London: Brealey.

## Section 2

This section will focus on understanding the role of professional learning through mentoring and coaching in schools and the importance of reflection on, in, and for practice. Participants will learn the methodology of action research and design a practical action research study involving them in mentoring and/or coaching in their own leadership.

- [Action research and coaching: Chapter 5](#) in Robertson, J. (2016). *Coaching leadership: building educational leadership capacity through coaching partnership* (Second edition. ed.). Wellington, New Zealand: Wellington, New Zealand: NZCER Press.
- Groundwater-Smith, S. & Ewing, R. (2010). *Seeing practice through practice: Learning through action research and action learning*. In R.Ewing, T.Lowrie & J.Higgs (Ed.), pp. 237–246. Melbourne, Australia: Oxford University Press.
- Griffiths, K. & Campbell, M. (2009). Discovering, applying and integrating: The process of learning in coaching. *International Journal of Evidence Based Coaching and Mentoring*, 7(2), 16 - 30. Available: [www.business.brookes.ac.uk/research/areas/coachingandmentoring](http://www.business.brookes.ac.uk/research/areas/coachingandmentoring)
- Aubusson, P., Ewing, R., Hoban, G.(2009). Gathering and learning from evidence. In P. Aubusson, R.Ewing, & G.Hoban. *Action Learning in schools: reframing teachers' professional learning and development* (pp.85-100). London: Routledge.
- Robertson, Jan (2000). The three Rs of action research methodology: reciprocity, reflexivity and reflection-on-reality. *Educational Action Research*, 8(2), 307-326. Available: <http://dx.doi.org/10.1080/09650790000200124>
- Pomphrey, C., & Burley, S. (2012). Using mentoring and coaching for professional learning in UK secondary schools. In S. J. Fletcher & C. A. Mullen (Eds.), *The Sage Handbook of Mentoring and Coaching in Education* (pp. 295-307). London: Sage.
- Othman, N., & Chia, S. Y. (2014). *Coaching in Action Research*. *Journal of Empirical Studies*, 1(3), 98-104.
- Hoe, S. L. (2011). Action learning: reflections of a first-time coach. *Development and Learning in Organizations: An International Journal*, 25(3), 12-14. doi: 10.1108/14777281111125345
- Illeris, K. (2003). Workplace learning and learning theory. *Journal of Workplace Learning*, 15(4), 167-178. doi:10.1108/13665620310474615

### Section 3

This section will focus on understanding the role and processes involved in mentoring in schools. This includes the place of the learning conversation, applications of mentoring and how mentoring works. There is an emphasis on developing participants' practical skills in mentoring. This will focus on extending and deepening participants' capacity to lead mentoring in their schools.

- Ellis, N. J., Alonzo, D., & Nguyen, H. T. M. (2020). Elements of a quality pre-service teacher mentor: A literature review. *Teaching and Teacher Education*, 92, 103072. doi:<https://doi.org/10.1016/j.tate.2020.103072>
- Goodwin, A. L., Lee, C. C., & Pratt, S. (2021). The poetic humanity of teacher education: holistic mentoring for beginning teachers. *Professional Development in Education*, 1-18. doi:10.1080/19415257.2021.1973067
- Orland-Barak, L. (2014). Mediation in mentoring: A synthesis of studies in Teaching and Teacher Education. *Teaching and Teacher Education*, 44, 180-188. doi: <https://doi.org/10.1016/j.tate.2014.07.011>
- Vance, E. A., Tanenbaum, E., Kaur, A., Otto, M. C., & Morris, R. (2017). An Eight-Step Guide to Creating and Sustaining a Mentoring Program. *The American Statistician*, 71(1), 23-29.

doi:10.1080/00031305.2016.1251493

- Korhonen, H., Heikkinen, H. L. T., Kiviniemi, U., & Tynjälä, P. (2017). Student teachers' experiences of participating in mixed peer mentoring groups of in-service and pre-service teachers in Finland. *Teaching and Teacher Education*, 61, 153-163. doi: <https://doi.org/10.1016/j.tate.2016.10.011>
- Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25(1), 207-216.
- Spooner-Lane, R (2017) Mentoring beginning teachers in primary schools: research review. *Professional Development in Education*, 43(2), 253-273, DOI: 10.1080/19415257.2016.1148624
- Kram, K. E. (1983). Phases of the mentor relationship. *The Academy of Management Journal*, 26(4), 608-625.
- Kram, K. E., & Isabella, L. A. (1985). Mentoring Alternatives: The Role of Peer Relationships in Career Development. *The Academy of Management Journal*, 28(1), 110-132.
- Mentoring: <http://www.aitsl.edu.au/media-newsroom/multimedia-centre/detail/?id=mentoring>
- Clark, S. K., & Byrnes, D. (2012). Through the eyes of the novice teacher: perceptions of mentoring support. *Teacher Development*, 16(1), 43-54. doi: 10.1080/13664530.2012.666935
- Huizing, R. L. (2012). Mentoring together: A literature review of group mentoring. (1), 27-55. doi: 10.1080/13611267.2012.645599
- Tang, S. Y. F. (2012). Knowledge base of mentoring and mentoring preparation in S, Fletcher & C.A, Mullen (Eds.). *SAGE handbook of mentoring and coaching in education*. London: Thousand Oaks.
- Baugh, S. G., & Fagenson-Eland, E. A. (2007). Formal mentoring programs. In B. R. Ragins & E. K. Kram (Eds.), *The handbook of mentoring at work: Theory, Research, and Practice*. Thousand Oaks, California Sage Publication.
- Ensher, E.A., Murphy, E.S (2007). E-mentoring. In B. R. Ragins & E. K. Kram (Eds.), *The handbook of mentoring at work: Theory, Research, and Practice*. Thousand Oaks, California Sage Publication.
- Larsen, E., Jensen-Clayton, C., Curtis, E., Loughland, T., & Nguyen, H. T. (2023). Re-imagining teacher mentoring for the future. *Professional Development in Education*, 1-15. DOI: 10.1080/19415257.2023.2178480

## Section 4

This section will provide students with the opportunity to share their action research with members of the class. It will also address the issue of feedback and challenging conversations, especially being able to give and receive effective feedback for their own and others' professional growth.

- Ajjawi, R., & Boud, D. (2015). Researching feedback dialogue: an interactional analysis approach. (2), 1-14. doi:10.1080/02602938.2015.1102863
- Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2011). Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues. *Teaching and Teacher*

*Education*, 27(2), 320-331.

- Degenhardt, L (2013). Professional companioning: Support for leaders in managing the increasing complexity of their roles. *Leading and Managing*, 19(2),15-33.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218-226. Available from <http://fredrickson.socialpsychology.org/#publications>
- Nielsen, W., Tindall-Ford, S., & Sheridan, L. (2022). Mentoring conversations in preservice teacher supervision: knowledge for mentoring in categories of participation. (1), 38-64. doi:10.1080/13611267.2022.2030185
- Loughland, T., Bostwick, K., Nguyen, T. M. H., & Durksen, T. (2021). Looking to GROW: The absence of goal setting in post-lesson mentoring conversations on work-integrated learning placements'. *International Journal of Work-Integrated Learning*, 22, 475-487. doi: <https://www.ijwil.org/files/IJWIL224475487.pdf>

## Course Evaluation and Development

- Student feedback helps to shape future iterations of the course

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Associate Professor Hoa Nguyen		Ground Floor Morven Brown Building, Room G37	02 9351 6319	Tuesday 9am-11am	No	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;

- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

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

UNSW groups plagiarism into the following categories:

- **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- **Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.



Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School-specific Information

### Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

### School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: [education@unsw.edu.au](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>