UNSW Course Outline

# EDST6726 Extension Mathematics Method 1 - 2024

Published on the 28 Jan 2024

## General Course Information

**Course Code :** EDST6726
**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 :** In Person
**Delivery Format :** Standard
**Delivery Location :** Kensington
**Campus :** Sydney
**Study Level :** Postgraduate, Undergraduate
**Units of Credit :** 6

**Useful Links**

Handbook Class Timetable

## Course Details & Outcomes

### Course Description

*This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.*

This course is designed to increase a student’s pedagogical content knowledge for Mathematics teaching. The key elements of pedagogy and Mathematics 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 Mathematics syllabuses.

## Course Aims

This course aims to:

To increase a student's pedagogical content knowledge for Mathematics teaching

To develop a student's understanding of what comprises effective classroom practice

# Course Learning Outcomes

| Course Learning Outcomes |
|---|
| CLO1 : Demonstrate knowledge and understanding of the NSW Board of Studies Mathematics Syllabuses for stages 4/5 and stage 6 and extension Mathematics. |
| CLO2 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning. |
| CLO3 : Discuss classroom strategies that recognize students different approaches to learning. |
| CLO4 : Analyse specific assessment strategies for a diverse range of students |
| CLO5 : Develop appropriate and engaging resources for the Mathematics classroom that take into account students skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students. |

| Course Learning Outcomes | Assessment Item |
|---|---|
| CLO1 : Demonstrate knowledge and understanding of the NSW Board of Studies Mathematics Syllabuses for stages 4/5 and stage 6 and extension Mathematics. | • Designing an Assessment Task<br>• Using Computer Based Technology<br>• Content and pedagogical knowledge quiz |
| CLO2 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning. | • Designing an Assessment Task<br>• Content and pedagogical knowledge quiz |
| CLO3 : Discuss classroom strategies that recognize students different approaches to learning. | • Designing an Assessment Task |
| CLO4 : Analyse specific assessment strategies for a diverse range of students | • Using Computer Based Technology<br>• Designing an Assessment Task |
| CLO5 : Develop appropriate and engaging resources for the Mathematics classroom that take into account students skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students. | • Using Computer Based Technology<br>• Designing an Assessment Task |

# Learning and Teaching Technologies

Moodle - Learning Management System

# Learning and Teaching in this course

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
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- 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
- Online learning from readings on the Blackboard 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.

## Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

| Standard | | Assessment/s |
|---|---|---|
| 1.2.1 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | 1,2 |
| 1.3.1 | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds. | 1,2 |
| 2.1.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | 1,2 |
| 2.4.1 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages. | 1,2 |
| 2.5.1 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | 1,2 |
| 2.6.1 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | 1,2 |
| 3.3.1 | Include a range of teaching strategies. | 1,2 |
| 3.4.1 | Demonstrate knowledge of a range of resources including ICT that engage students in their learning. | 1,2 |

NATIONAL PRIORITY AREA ELABORATIONS

| | Priority area | | Assessment/s |
|---|---|---|---|
| A | Aboriginal and Torres Strait Islander Education. | 1-9 | 1,2 |
| B | Classroom Management. | 1-5 | 1,2 |
| C | Information and Communication Technologies. | 1-6 | 2 |
| D | Literacy and Numeracy. | 1-19 | 1,2 |

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Designing an Assessment Task<br>Assessment Format: Individual | 30% | Due Date: 22/03/2024 05:00 PM |
| Using Computer Based Technology<br>Assessment Format: Individual | 40% | Due Date: 19/04/2024 05:00 PM |
| Content and pedagogical knowledge quiz<br>Assessment Format: Individual | 30% | Due Date: Weeks 4, 7, 10 |

## Assessment Details

### Designing an Assessment Task

**Assessment Overview**

Construct a rich assessment task for Stage 4 or 5 NSW mathematics syllabus, including differentiation strategies. Length: Up to 2000 words

**Course Learning Outcomes**

- CLO1 : Demonstrate knowledge and understanding of the NSW Board of Studies Mathematics Syllabuses for stages 4/5 and stage 6 and extension Mathematics.
- CLO2 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.
- CLO3 : Discuss classroom strategies that recognize students different approaches to learning.
- CLO4 : Analyse specific assessment strategies for a diverse range of students
- CLO5 : Develop appropriate and engaging resources for the Mathematics classroom that take into account students skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students.

**Detailed Assessment Description**

Construct a 20-minute rich assessment task for a topic/s from the Stage 4 or 5 NSW

Mathematics syllabus using your ICT skills to present it.

- The assessment should be a written assessment task (e.g., it can be an end of unit test or an assessable project).
- Identify all NSW syllabus outcomes in the task and show how they are linked to the questions in the assessment.
- You will need a written reflection to explain why you think it is a good assessment and how you would modify this task to meet the needs of your students (differentiation). You must avoid giving your own opinion without any backing from research literature on assessments in Mathematics.
- Explain how the WM proficiencies are being used in the task.
- Explain and justify whether your task is Assessment for learning, Assessment of learning or Assessment as learning.
- Explain how you could use this task to inform your teaching.
- Include solutions and justify your marking criteria for this task.
- Include a rubric for the task.
- Word counts for such assessments may vary greatly. If you are unsure about this aspect, please email me for further clarification.

**Assessment Length**

2000 words

**Assessment information**

RUBRIC/FEEDBACK SHEET

EDST6726 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Designing an Assessment Task

| Specific Criteria | Fail -------- > High Distinction |
|---|---|
| Understanding of the question or issue and the key concepts involved<br>• Understanding of the task and its relationship to relevant areas of theory, research, and practice<br>• Rationale linked to outcomes in the syllabus<br>• Show evidence of critical analysis and reflection | |
| Depth of analysis and critique in response to the task<br>• Ability to plan and assess for effective learning by designing an assessment task, marking criteria and rubric using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act<br>• Reasons for the choice of questions and why it is a good task effectively explained<br>• Demonstration of knowledge, respect and understanding of the social, ethnic, cultural, and religious backgrounds of students and how these factors may affect learning<br>• Demonstrates knowledge of resources that will engage and extend all students<br>• Clear statement of syllabus outcomes<br>• Assessment/task goal(s) clearly linked to syllabus outcomes and chosen strategies<br>• Correct use of Mathematical terminology<br>• Syllabus related terminology clearly explained and justified appropriately | |
| Familiarity with and relevance of professional and/or research literature used to support response<br>• Reference specifically to material, research and ideas presented in method lectures, readings from the prescribed text and other sources, relevant lectures from the combined method lecture series and from the professional experience lectures on diversity | |
| Structure and organisation of response<br>• Presents a detailed and organised response | |
| Presentation of response according to appropriate academic and linguistic conventions<br>• Clarity and accuracy in use of key terms and concepts in mathematics | |
| General comments/recommendations for next time: | |
| Lecturer:<br>Recommended: /20 (FL PS CR DN HD) | Date:<br>Weighting: 30% |
| NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also 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. | |

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.

## Using Computer Based Technology

Assessment Overview

Explain how you would use a computer based mathematical tool (e.g. GeoGebra, Autograph, MS Excel) to help a Stage 5 or Stage 6 (Prelim) students learn a particular mathematical concept. The task includes ICT instructions and differentiation strategies. Length: 2,500 words

Course Learning Outcomes

- CLO1 : Demonstrate knowledge and understanding of the NSW Board of Studies Mathematics Syllabuses for stages 4/5 and stage 6 and extension Mathematics.
- CLO4 : Analyse specific assessment strategies for a diverse range of students
- CLO5 : Develop appropriate and engaging resources for the Mathematics classroom that take into account students skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students.

Detailed Assessment Description

Explain how you would use a computer-based mathematical tool (e.g., Geogebra, Autograph, MSExcel, Wolfram Alpha, Desmos, Geometer's Sketchpad etc.) to help students learn a particular mathematical concept from the Stage 5 or Stage 6 (Mathematics Advanced or Mathematics Standard Year 11 only).

- Identify a mathematical concept that you wish to teach using technology as an aide.
- Identify all the NSW syllabus outcomes in the task and show how they are linked to the activity.
- Include an instruction worksheet for students to use for this activity using your ICT skills.
- Include a lesson plan (see SED template). Include a detailed introduction to engage your students, enabling prompts and extending questions in your lesson plan.
- You will need a written annotation to explain how the technology nominated in your task assists the students in better understanding the chosen concept. You must also identify how you would modify this task to meet the needs of your students (differentiation) as well as how you would carry out assessment for learning (AfL) in the process. Avoid giving your own opinion without any backing from research literature.
- Demonstrate your concept electronically (e.g., using "show me" app or video link etc.) so that

a student who has missed the lesson could understand the new concept by being sent the link (see flipped classrooms). Be prepared to share this with your fellow preservice teachers.

**Assessment Length**

2500 words

**Assessment information**

RUBRIC/FEEDBACK SHEET

EDST6726 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Using Computer Based Technology

| Specific Criteria | Fail -------- > High Distinction |
|---|---|
| Understanding of the question or issue and the key concepts involved<br>• Understanding of the task and its relationship to relevant areas of theory, research, and practice<br>• Rationale linked to outcomes in the syllabus<br>• Show evidence of critical analysis and reflection | |
| Depth of analysis and critique in response to the task<br>• Ability to plan and assess for effective learning by designing a detailed lesson on the proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act<br>• Reasons for the choice of teaching and learning strategies effectively explained<br>• Demonstration of knowledge, respect and understanding of the social, ethnic, cultural, and religious backgrounds of students and how these factors may affect learning<br>• Demonstrates knowledge of resources that will engage and extend all students<br>• Clear statement of syllabus outcomes<br>• Lesson/task goal(s) clearly linked to syllabus outcomes and chosen strategies<br>• Correct mathematical terminology<br>• Correct use of syllabus related terminology | |
| Familiarity with and relevance of professional and/or research literature used to support response<br>• Reference specifically to material, research and ideas presented in method lectures, readings from the prescribed text and other sources, relevant lectures from the combined method lecture series and from the professional experience lectures on diversity | |
| Structure and organisation of response<br>• Presents a detailed and organised response | |
| Presentation of response according to appropriate academic and linguistic conventions<br>• Clarity and accuracy in use of key terms and concepts in mathematics | |
| General comments/recommendations for next time: | |
| Lecturer:<br>Recommended: /20 (FL PS CR DN HD) | Date:<br>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. | |

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.

### Content and pedagogical knowledge quiz

Assessment Overview

Complete a series of short answer quizzes based on mathematics content and curriculum knowledge

Course Learning Outcomes

- CLO1 : Demonstrate knowledge and understanding of the NSW Board of Studies Mathematics Syllabuses for stages 4/5 and stage 6 and extension Mathematics.
- CLO2 : Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.

Detailed Assessment Description

You will complete a series of short answer quizzes (30%) in weeks 4, 7, and 10. The quizzes will be based on Mathematics content in all Stages, lectures and/or readings in this course.

Assessment information

See Moodle.

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.

## 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).

**Grading Basis**

Standard

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Week 1 : 12 February - 18 February | Lecture | • What is Mathematics? What has changed in Mathematics Education in recent years? NESA Curriculum Reform (Mathematics) What is expected of Mathematics teachers today? |
| | Tutorial | • Stage 4-6 Mathematics Syllabus in the Continuum of K-12<br>• Where can you find resources?<br>• What professional networks are available to assist? |
| Week 2 : 19 February - 25 February | Lecture | • Meeting the needs of all students Teaching a class with students of varying ability Streaming in a subject with sequential content - what options may be available? |
| | Tutorial | • Planning lessons & units of work using ideas from the lecture |
| Week 3 : 26 February - 3 March | Lecture | • Lesson starters and rich tasks Analysing lesson structure and content Using 'rich' tasks as assessment tools Working Mathematically (NESA) What is considered best practice today? |
| | Tutorial | • Writing assessments (planning for Assessment 1) |
| Week 4 : 4 March - 10 March | Lecture | • Teaching with 'Technology' e.g., Geogebra, Desmos, Mathspace, Edrolo, Adusu Algebra |
| | Tutorial | • Keeping students on task in a BYOD classroom<br>• Class quiz |
| Week 5 : 11 March - 17 March | Lecture | • High performing students Developing their ICT and/or thinking skills |
| | Tutorial | • Catering for gifted students<br>• Differentiation |
| Week 6 : 18 March - 24 March | Lecture | • Asynchronous<br>• Stage 6 Preliminary Mathematics Standard Course Preliminary content and overview General feedback from Assessment 1 |
| | Tutorial | • Asynchronous<br>• Planning lessons & units of work using ideas from the lecture |
| Week 7 : 25 March - 31 March | Lecture | • Stage 6 HSC Mathematics Standard Course HSC content and overview<br>• General feedback from Assessment 1 |
| | Tutorial | • Planning an investigative task using ideas from the lecture<br>• Class quiz |
| Week 8 : 1 April - 7 April | Lecture | • Stage 6 Preliminary Mathematics Advanced Course overview<br>• Teaching for understanding and application |
| | Tutorial | • The use of technology in teaching for understanding (planning for Assessment 2) |
| Week 9 : 8 April - 14 April | Lecture | • Stage 6 HSC Mathematics Advanced Course overview |
| | Tutorial | • Teaching for understanding and application |
| Week 10 : 15 April - 21 April | Lecture | • Preparation for Professional Experience<br>• Managing the mathematics classroom<br>• Maintaining student engagement<br>• Observing lessons and reflecting on classroom practice |
| | Tutorial | • MyExperience on-line course evaluation<br>• Class quiz |

## 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., NESA), 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.

# Course Resources

## Prescribed Resources

Required Texts

- Cavanagh, M. & Prescott, A. (2014). *Your professional experience handbook: A guide for preservice teachers*. Sydney: Pearson.
- Goos, M., Stillman, G., & Vale, C. (2016). *Teaching secondary school mathematics: Research and practice for the 21st century*. Allen & Unwin, Sydney.
- NSW Board of Studies Stage 4, 5 & 6 Syllabuses http://educationstandards.nsw.edu.au/wps/portal/nesa/home
- Australian Curriculum Documents for NSW Stage 4 and Stage 5.

Required Readings

- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.
- Boaler, J. (2010). *The Elephant in the Classroom: How to teach kids learn and love mathematics*.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson, Australia.
- Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years.* Oxford University Press, Australia.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia.
- Jones, K. and Smith, K. (1997). *Student Teachers Learning to Plan Mathematics Lessons*. Paper presented at the 1997 Annual Conference of the Association of Mathematics Education Teachers (AMET1997). Leicester. 15-17 May 1997.
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Price, K (2012). *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press.
- Watson, A., Jones, K., & Pratt, D. (2013). *Key Ideas in Teaching Mathematics: Research-based Guidance for Ages 9-19*. Oxford University Press. Also available as an iBook or on Kindle.


# Recommended Resources

Recommended Websites

- Students can download syllabuses from the NESA website http://educationstandards.nsw.edu.au/wps/portal/nesa/home
- https://education.nsw.gov.au/
- http://libguides.csu.edu.au/HSC/maths
- www.cecnsw.catholic.edu.au
- www.curriculum.edu.au
- www.curriculumsupport.education.nsw.gov.au
- www.aboriginaleducation.nsw.edu.au/index.html
- www.nswteachers.nsw.edu.au
- www.mansw.nsw.edu.au
- www.aamt.com.au
- www.hsc.csu.edu.au
- www.tes.co.uk/teaching-resources
- www.desmos.com
- www.merga.net.au
- www.geogebra.org
- www.scootle.edu.au
- https://mathslinks.net/
- http://nrich.maths.org/

# Course Evaluation and Development

- Student feedback from lectures and tutorials will be used to improve the student learning experience.

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|---|---|---|---|---|---|---|---|
| Convenor | Mark Goreta | | | | Email to arrange an appointment | 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 Plagarism

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

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).

## 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
- W: https://www.arts.unsw.edu.au/education