UNSW Course Outline

EDST6923 Physics Method 1 - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST6923
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.

In this course, you will begin to learn how to teach Physics in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and

practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify foundational aspects and structure of the NSW Physics Stage 6 Syllabus and the depth of subject knowledge required to implement the syllabus
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
CLO4 : Plan teaching strategies which effectively communicate scientific thinking and problem-solving techniques; planning, conducting and communicating results of investigations; and central ideas in science and common student misconceptions
CLO5 : Design and evaluate formative assessment strategies and include assessment for learning and as learning opportunities in Physics
CLO6 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
CLO7 : Describe strategies that support students' wellbeing and safety in the Physics classroom setting, including curriculum and legislative requirements
CLO8 : Practise the ethical and professional values expected of teachers

Course Learning Outcomes	Assessment Item
CLO1 : Identify foundational aspects and structure of the NSW Physics Stage 6 Syllabus and the depth of subject knowledge required to implement the syllabus	• Lesson Plan • Unit of Work
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	• Lesson Plan • Unit of Work
CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	• Lesson Plan • Unit of Work
CLO4 : Plan teaching strategies which effectively communicate scientific thinking and problem-solving techniques; planning, conducting and communicating results of investigations; and central ideas in science and common student misconceptions	• Lesson Plan • Unit of Work
CLO5 : Design and evaluate formative assessment strategies and include assessment for learning and as learning opportunities in Physics	• Lesson Plan • Unit of Work
CLO6 : Select appropriate resources, including ICT, to engage students and expand learning opportunities	• Unit of Work
CLO7 : Describe strategies that support students' wellbeing and safety in the Physics classroom setting, including curriculum and legislative requirements	• Unit of Work
CLO8 : Practise the ethical and professional values expected of teachers	

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Zoom

Learning and Teaching in this course

Rationale

- Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Physics classroom. Emphasis will be placed on the relationship between the nature and practice of Physics, the role and value of Physics in society and models of pedagogy for teaching and assessing in Physics. A particular focus will be on strategies that can promote student engagement and achievement in Physics and common student misconceptions.
- Student-centred activities will form the basis of the course. These activities will draw on the prior discipline knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the range of secondary students they will later teach.

Teaching strategies

- Explicit teaching to foster 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 develop teamwork in an educational context and to demonstrate the use of group structures 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 Moodle website and online discussions
- Microteaching: students will prepare and deliver a ten-minute demonstration lesson to their peers
- In tutorials, students will work in small groups to develop diverse products such as contexts, sections of units of work, lesson plans, teaching resources, and assessment tasks. Each group will upload and share their work in progress to Moodle. A debriefing session will be conducted after work submission during each tutorial.

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
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
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
1.4.1	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.	2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	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
2.2.1	Organise content into an effective learning and teaching sequence.	1,2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages.	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1,2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	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
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2

3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum, and legislative requirements.	1
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4,7	2
B	Classroom Management.	1	1
C	Information and Communication Technologies.	1,3-6,10,12	1,2
D	Literacy and Numeracy.	1,3-5,8-12,18-19	1,2
E	Students with Special Educational Needs.	7	1,2
F	Teaching Students from Non-English-Speaking Backgrounds.	4-5	1,2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Lesson Plan Assessment Format: Individual	40%	Due Date: 20/03/2024 05:00 PM
Unit of Work Assessment Format: Individual	60%	Due Date: 17/04/2024 05:00 PM

Assessment Details

Lesson Plan

Assessment Overview

Plan and design one 60-minute lesson for a Stage 6 class. The lesson plan must follow a standard SED format and be presented using the template provided. Indicative length: 2000 words.

Course Learning Outcomes

- CLO1 : Identify foundational aspects and structure of the NSW Physics Stage 6 Syllabus and the depth of subject knowledge required to implement the syllabus
- CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
- CLO4 : Plan teaching strategies which effectively communicate scientific thinking and problem-solving techniques; planning, conducting and communicating results of investigations; and central ideas in science and common student misconceptions
- CLO5 : Design and evaluate formative assessment strategies and include assessment for learning and as learning opportunities in Physics

Detailed Assessment Description

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students, and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation strategies to cater for some students are therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies, and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- choose an appropriate context
- demonstrate knowledge of effective teaching and learning strategies

- use appropriate format and provide sufficient detail for an effective lesson plan
- include some explicit literacy/numeracy teaching which integrates with the lesson focus
- provide one activity in full (which may be ICT-based)
- express yourself in clear, standard Australian English.

Other notes:

- feedback is provided via Moodle within two weeks of the submission date.
- feedback is aligned to the rubric for each assessment.

Assessment Length

2000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6923 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson Plan

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Rationale for lesson plan addresses the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress? • Rationale supported using references indicating your professional reading	
Depth of analysis and critique in response to the task • Appropriate topic choice for the year group • Appropriate choice of outcomes and lesson content • Appropriate choice of context • Demonstrates knowledge of effective teaching and learning strategies • Appropriate selection of student activities • Depth of knowledge of the NSW syllabus documents and other relevant curriculum documents • Links between syllabus outcomes and the chosen activities evident	
Familiarity with and relevance of professional and/or research literature used to support response • Reference specifically to material, research and ideas presented in Physics method lectures	
Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation; logical sequence • Use of appropriate format	
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
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.	

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.

Unit of Work

Assessment Overview

Prepare an outline for a unit of work for a Stage 6 class. The unit of work should cover the first five lessons, which are 80 minutes each; however, you are not preparing full lesson plans. You must write a rationale for the unit (600-800 words). Indicative length: 3000 words.

Course Learning Outcomes

- CLO1 : Identify foundational aspects and structure of the NSW Physics Stage 6 Syllabus and the depth of subject knowledge required to implement the syllabus
- CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
- CLO4 : Plan teaching strategies which effectively communicate scientific thinking and problem-solving techniques; planning, conducting and communicating results of investigations; and central ideas in science and common student misconceptions
- CLO5 : Design and evaluate formative assessment strategies and include assessment for learning and as learning opportunities in Physics
- CLO6 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
- CLO7 : Describe strategies that support students' wellbeing and safety in the Physics classroom setting, including curriculum and legislative requirements

Detailed Assessment Description

You must write a rationale for the unit (600-800 words) in which you:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- describe and justify your choice of context to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- describe the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

The unit outline should be in a standard format that will be explained and investigated during lectures and tutorials. You will receive a template for the unit outline which you must use.

Your unit of work must have an embedded context and employ a logically sequenced series of lesson outlines, utilising a variety of teaching strategies. There should be potential for student engagement with the material taught.

Include:

- syllabus content statements for each lesson
- a description of the activities in each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/ numeracy (not a mind-map)
- one incursion/ excursion/ performance/ practical activity
- outlines only for the other teaching materials required

Other notes:

- the assessment task is to be converted to a PDF with the student name in the title of the file and submitted via Moodle
- all outcomes and content statements must be written as full statements, accompanied by their identifying number
- feedback is provided via Moodle within two weeks of the submission date
- feedback is aligned to the rubric for each assessment.

Assessment Length

3000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6923 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of Work

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Understanding of the task, including both a rationale and a unit of work	
Depth of analysis and critique in response to the task • Ability to plan and assess for effective learning by designing lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act, including a rational that includes: a brief outline of the school and class context; a statement of what students should learn students learn and why it is important; a description and justification of choice of context; justification of teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework; demonstration of how differentiation will support a diverse range of learners; a description of the prior knowledge students have to begin this unit and discussion of how this prior knowledge will be assessed and built on • Design of a unit outline: which uses teaching strategies related to the needs and abilities of the class; contains an embedded context; employs a logically sequenced series of lesson outlines, utilising a variety of teaching strategies; has potential for student engagement with the material taught contains the required lesson activities	
Familiarity with and relevance of professional and/or research literature used to support response • Reference specifically to material, research and ideas presented in Physics method lectures and from the Professional Experience lectures	
Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organization; logical sequence • Use of appropriate format	
Presentation of response according to appropriate academic and linguistic conventions • Contributions are complete and of a standard suitable for use with secondary school students • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
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.	

Hurdle rules

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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).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	• Principles of instruction
	Tutorial	• Principles of collaboration • Starting a lesson
Week 2 : 19 February - 25 February	Lecture	• Stage 6 Science Syllabuses
	Tutorial	• Lesson learning intentions • Aligning lessons with syllabus outcomes • Lesson scripts
Week 3 : 26 February - 3 March	Lecture	• Formative assessment and differentiation 1
	Tutorial	• Questioning techniques • Lesson scripts
Week 4 : 4 March - 10 March	Lecture	• Formative assessment and differentiation 2
	Tutorial	• Feedback techniques • Comment only marking
Week 5 : 11 March - 17 March	Lecture	• Teaching content knowledge in Stage 6 Science
	Tutorial	• Lesson scripts
Week 6 : 18 March - 24 March	Lecture	• Asynchronous • Prerequisite knowledge • Core questions
	Tutorial	• Asynchronous • Activity - Why don't students like school?
Week 7 : 25 March - 31 March	Lecture	• Planning a unit of work (lesson sequence)
	Tutorial	• Planning a unit of work • Developing core questions
Week 8 : 1 April - 7 April	Lecture	• Experiments • Depth studies
	Tutorial	• Preparing and designing a practical lesson safely
Week 9 : 8 April - 14 April	Lecture	• Quality Teaching Framework • Example of a unit of work
	Tutorial	• QTR activity
Week 10 : 15 April - 21 April	Lecture	• Review • Preparation for Professional Experience
	Tutorial	• MyExperience survey • Flight simulator activity • Placement Q&A

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

Students should ensure that they have access to a current Year 11 textbook.

- Each student is required to obtain from the NESA website the following documents: Stage 6 Physics Syllabus and the Support Materials. https://syllabus.nesa.nsw.edu.au/physics-stage6/
- The Flipped Classroom http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html
- Reflections of pre-service teachers http://www.ttf.edu.au/psts-talk.html. This series of video clips shows the reflections of several pre-service teachers each of whom trialed one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.
- Student teachers are encouraged to set up their own blog (it is free) at Edublog http://edublogs.org/ to create and share resources and lessons they create.

Additional 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.
- Bryson, B. (2004). *A Short History of Nearly Everything*. Black Swan, London.
- 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.
- Hazzard, J. (2004). *The Art of Teaching Science: Inquiry and Innovation in Middle School and High School*.
- 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.

- 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.

Recommended websites

- NESA http://syllabus.nesa.nsw.edu.au/science/
- Science Teachers Association of NSW http://www.stansw.asn.au

Recommended Resources

- Bennett, T. (2020). *Running the Room*. John Catt Educational.
- Chidrawi, G., Robson, M., Thrum, E., & Bradstock, S. (2017). *Biology in focus year 11* (2nd ed.). Cengage Australia.
- Farr, R., Wilson, K., Young, P., & Goossens, D. (2017). *Physics in focus year 11*. Cengage Australia.
- Huxley, C., Hubble, T., McClean, S., & Filan, S. (2019). *Earth & Environmental Science in Focus Year 11*. Cengage Australia.
- Lemov, D. (2021). *Teach Like a Champion 3: 63 Techniques That Put Students on the Path to College*. (3rd ed.). Newark, United States: Jossey-Bass.
- Smith, R., & Davis, A. (2017). *Chemistry in Focus: Year 11* (1st ed.). Cengage Australia.
- Wiliam, D., & Leahy, S. (2015). *Embedding formative assessment: practical techniques for F-12 classrooms*. West Palm Beach, Fl., Learning Sciences.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Brian Webb				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