



## UNSW Course Outline

# EDST2032 Critical Issues in Education - 2024

Published on the 28 Jan 2024

## General Course Information

**Course Code :** EDST2032

**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 :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course critically examines issues and innovations of contemporary relevance in state, national and global curricula. You will learn about the history and significance of curriculum innovations including learning progressions, general capabilities, and the integration of

curriculum perspectives across disciplines and how these developments shape the role of the teacher, students, subject content and the broader purposes of schooling. Using social, philosophical and ethical frameworks you will evaluate the impact of these developments on education, discipline content, learning and teaching in the 21st century context.

## Course Aims

Through critical reflection and evaluation this course aims to develop student knowledge and understanding of:

- Differing goals and approaches towards education;
- Contemporary developments in curriculum in global, national and state educational contexts
- The impact of curriculum innovations and change on teaching, learning, subject content and schooling.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically reflect on the conceptions of, purposes for, and goals of education, and how these relate to the student, the teacher, discipline content and schools
CLO2 : Critically examine contemporary curriculum developments and their impact on learning, curriculum construction, classroom pedagogy and assessment
CLO3 : Acquire and/or improve, through philosophical examination, the use of the critically reflective skills of explanation, evaluation, analysis and argumentation

Course Learning Outcomes	Assessment Item
CLO1 : Critically reflect on the conceptions of, purposes for, and goals of education, and how these relate to the student, the teacher, discipline content and schools	<ul style="list-style-type: none"><li>• Essay</li><li>• Reflective Portfolio</li></ul>
CLO2 : Critically examine contemporary curriculum developments and their impact on learning, curriculum construction, classroom pedagogy and assessment	<ul style="list-style-type: none"><li>• Essay</li><li>• Reflective Portfolio</li></ul>
CLO3 : Acquire and/or improve, through philosophical examination, the use of the critically reflective skills of explanation, evaluation, analysis and argumentation	<ul style="list-style-type: none"><li>• Essay</li><li>• Reflective Portfolio</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Microsoft Teams | Zoom

# Learning and Teaching in this course

## Teaching Strategies

Teaching strategies used during the course will include:

- explicit teaching including lectures and a range of strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate;
- online learning from readings and web links on the EDST2032 Moodle website.

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, 2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 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.	1, 4, 6	2
C	Information and Communication Technologies.	1, 2, 9, 10	2
D	Literacy and Numeracy.	3, 4, 8, 10	2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay	40%	Due Date: 08/03/2024 05:00 PM
Reflective Portfolio	60%	Due Date: 19/04/2024 05:00 PM

## Assessment Details

### Essay

#### Assessment Overview

Feedback form provided with marked paper.

#### Course Learning Outcomes

- CLO1 : Critically reflect on the conceptions of, purposes for, and goals of education, and how these relate to the student, the teacher, discipline content and schools
- CLO2 : Critically examine contemporary curriculum developments and their impact on learning, curriculum construction, classroom pedagogy and assessment
- CLO3 : Acquire and/or improve, through philosophical examination, the use of the critically reflective skills of explanation, evaluation, analysis and argumentation

#### Detailed Assessment Description

Purpose:

To critically reflect on the conceptions of, purposes for, and goals of 21st Century education, and how these relate to the student, the teacher, discipline content and schools.

Task instructions:

- Choose an example of curriculum in your area of specialisation/method (e.g. Australian Curriculum, NSW Curriculum, or an example from an international context).
- Using the readings provided in weeks 1-4 of the course and at least two others you will find in peer reviewed journals, produce a formal academic essay, with correct structure (i.e. introduction, body, and conclusion), utilisation of relevant academic and professional resources, correct APA referencing, personal deliberation, argumentation, and presentation.
- Essay question: Critically evaluate the orientation to education represented in this curriculum. In your analysis provide an account of the implications of this orientation to education for the roles and relationships of teacher, student, discipline content and the purposes education in the 21st century context in this example of curriculum.

#### Assessment information

RUBRIC/FEEDBACK SHEET

## Assessment Task 1: Essay

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research, and practice</li> <li>• clarity and accuracy in use of key terms and concepts</li> </ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"> <li>• depth of understanding of relevant key concepts and principles</li> <li>• depth of analysis of areas of educational impact on chosen topic question</li> <li>• clarity and depth of argument in relation to chosen topic question</li> <li>• demonstration of knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning (Grad. Standard 1.1)</li> <li>• demonstration of knowledge and understanding of research into how students learn and the implications for teaching (Grad. Standard 2.1)</li> </ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <li>• reference specifically made to material, research and ideas presented in class and associated resources</li> <li>• range of research and professional literature on education theory to support response</li> </ul>	
Structure and organisation of response <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation, including use of section headings where appropriate</li> </ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> <li>• adheres to word length: within 10% over/under, excluding references list</li> <li>• clarity, consistency and appropriateness of APA conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</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.

## **Reflective Portfolio**

### **Assessment Overview**

Feedback form provided with marked submission.

### **Course Learning Outcomes**

- CL01 : Critically reflect on the conceptions of, purposes for, and goals of education, and how these relate to the student, the teacher, discipline content and schools
- CL02 : Critically examine contemporary curriculum developments and their impact on learning, curriculum construction, classroom pedagogy and assessment
- CL03 : Acquire and/or improve, through philosophical examination, the use of the critically reflective skills of explanation, evaluation, analysis and argumentation

### **Detailed Assessment Description**

Method: Record your thoughts on the course's readings and class material for each day:

- Readings: The first part of this record should be your brief reaction to each of the required readings in the Course Outline placed on the course's Moodle website: 250 words for each of the required readings (2000 words approx.).
  - You are required to do each of the set readings scheduled for each week prior to the relevant tutorials, as tutorial discussions are in part based upon your reactions to these readings. You are strongly encouraged to familiarise yourself with all of the required readings before the relevant face-to-face classes begin; reading complex academic articles more than once helps you to clarify, understand and evaluate the concepts and issues they raise.
  - Structure your 250-word written reaction to the readings using these 3 headings of "Main

point”, “Support” & “Interesting”:

- Main point: What is the main point or argument of this reading?
- Support: Identify and explain the reasons, evidence, or premises that the author gives in support of this main point or argument.
- Interesting: You should take note of anything that you find interesting, or confusing, or about which you would like to raise as a question.
- Bring these thoughts, questions, etc. to each tutorial, as tutorial discussions will be based upon the interaction of the class’s prepared thoughts. It is also encouraged for you to bring anything of relevance that you see in the media or other outside sources.
- Classes: The second part of this record should be your brief reaction to the lecture and tutorial material and discussions following each day: 100 words for each of the 12 days of class. (1200 words approx.). For example, using any one or more of the following prompts is acceptable: What did you learn today? What (if anything) did you find interesting, or informative, or clearer, or still puzzling? That is, what is your self-evaluation of your current state of understanding of the course’s material, and the debates and issues that it has raised?
- Length: 3000 words approx. This is a guiding suggestion – it is not a strict upper word limit (as I do not require nor want you to artificially limit your notes). You might need to rework or ‘clean up’ your daily reactions for the final Reflective Portfolio submission, so that they are sufficiently clear and comprehensive.

Tips for assessment pieces:

- The assessments pieces will be assessed on your demonstrated understanding of the material, and on the quality of your argument. Arguments may, and usually are, contestable. However, some arguments are good ones, and others are poor. You should endeavour to make sure that yours are good, and good arguments are clear, coherent and comprehensive.
- A good argument (amongst other things) takes account of objections that have been made or might reasonably be made – not just to the conclusion, but also to the premises or the logic. You should look therefore at arguments against the conclusion that you think you should draw, and against your premises and logic. And you should give a careful reply. Ask yourself if your argument is coherent, plausible, and defensible.
- Your argument’s premises may include some value premises and some factual ones, or some that are both at once. (There are problems with the distinction that is claimed to exist between facts and values.) If you can defend them against plausible alternative views, so much the better.
- Your argument will need to include support from academic references. Although simply relying on piecing together material from outside references will not replace having a good argument, utilising academic references appropriately will strengthen your argument. Any references must be referenced correctly in APA style, and this includes the relevant page/s number/s of the source material used where appropriate for the APA referencing conventions.
- For the essay, there is likely to be more than one plausible answer to the educational issue you choose. You should combat the arguments for this/these alternative/s, if it/they clash/es with yours (which often will be the case).

- Note: It is quite acceptable in this subject, and usually significantly grammatically easier, to write in the first person (e.g. "I argue that..."; "First I will examine...") in all the assessment tasks.

### Assessment Length

Approximately 3000 words



**Assessment information**

RUBRIC/FEEDBACK SHEET

EDST2032 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Reflective Portfolio

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> <li>• understanding of the set readings and their relationship to relevant areas of theory, research, and practice</li> <li>• understanding of the lecture and tutorial material and their relationship to relevant areas of theory, research, and practice</li> <li>• clarity and accuracy in use of key terms and concepts</li> <li>• understanding of the key principles described in codes of ethics and conduct for the teaching profession (Grad. Standard 7.1)</li> </ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> <li>• depth of analysis of relevant key concepts and principles in the set readings</li> <li>• depth of analysis of areas of educational impact of the issues/ concepts raised in the lecture and tutorial material</li> <li>• clarity and depth of argument in relation to the issues/ concepts raised in the course material</li> <li>• evidence of personal responses to the issues/concepts raised in the course material</li> <li>• demonstration of knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning (Grad. Standard 1.1)</li> <li>• demonstration of knowledge and understanding of research into how students learn and the implications for teaching (Grad. Standard 2.1)</li> </ul>	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> <li>• reference specifically made to material, research and ideas presented in class and associated resources</li> <li>• range of research and professional literature on education theory to support response</li> </ul>	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation, including use of section headings where appropriate</li> </ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of APA conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li> </ul>	
General comments/recommendations for next time:	
<p>Lecturer:</p> <p>Recommended: /20 (FL PS CR DN HD)</p>	<p>Date:</p> <p>Weighting: 60%</p>
<p>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</p>	

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://www.unsw.edu.au/school-of-education/policies-and-procedures).

### **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Module	<p>Online Module (9 hours) – Media portfolio (to be completed by the end of Week 3).</p> <p>This online module supports you to orientate to big issues in education and will assist in developing your understanding of the coursework, develop an understanding of the educational context in which teachers work and to critically analyse the big ideas discussed in the broader community about educational issues, innovations and developments associated with the purposes of education.</p> <ul style="list-style-type: none"> <li>• Collect at least 3 artefacts that address one or more of the case study topics in weeks 5, 7, 8 and 9, educational issues in general.</li> <li>• Artefacts could include discussion papers, policy reports, news articles, media releases, teaching resources, podcasts and/or videos. They can be sourced from professional publications, education websites, newspapers or radio/television programs, policy think tanks, policy units, educational systems and agencies at national and state levels.</li> <li>• Share online links to these items with your peers.</li> <li>• Choose one item you have chosen and one posted by another student from a different source. These may address the same or related issues, or completely different topics.</li> <li>• Critically reflect on the point of view or debates represented in the article/podcast.</li> </ul> <p>Reflect on the following:</p> <ul style="list-style-type: none"> <li>• What position, point of view or point of conjecture does the article support, critique or ignore? Who speaks?</li> <li>• Who speaks on behalf of education?</li> <li>• Any expert voices? (e.g. education researchers, discipline specialists?)</li> <li>• What may be the author's interest in raising this issue?</li> <li>• Who has produced or sponsored the development of the artefact, article, podcast/video? What can you infer about their motives for supporting these views or promoting this debate?</li> <li>• What are the impacts of the issue raised on students, teachers, schooling and discipline content?</li> </ul> <p>We will refer to these artefacts throughout the course.</p>
	Lecture	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Purposes of education in the 21st century context: An overview</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Mapping the roles and relationships of students, teachers, discipline content and schooling in the contemporary context</li> </ul>
Week 2 : 19 February - 25 February	Lecture	<ul style="list-style-type: none"> <li>• The neoliberal cascade in education: Implications for the profession</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Ideology, accountability, equity, marketisation, evidence-based innovation and standards-based education, measurement and testing</li> </ul>
Week 3 : 26 February - 3 March	Lecture	<ul style="list-style-type: none"> <li>• Curriculum development and change in Australia: Aligning national and state educational imperatives</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Goals of Australian education</li> <li>• Drivers for change and innovation</li> <li>• Curriculum structures</li> </ul>
Week 4 : 4 March - 10 March	Lecture	<ul style="list-style-type: none"> <li>• Curriculum as product or praxis?</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Critical discourses in education – teacher autonomy, professional judgement and emancipatory practice</li> </ul>
Week 5 : 11 March - 17 March	Lecture	<ul style="list-style-type: none"> <li>• Case Study 1: General capabilities</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Creative and critical thinking – transferable skills or not?</li> </ul>
Week 6 : 18 March - 24 March	Homework	<ul style="list-style-type: none"> <li>• Flexibility Week</li> </ul>
Week 7 : 25 March - 31 March	Lecture	<ul style="list-style-type: none"> <li>• Case Study 2: General capabilities</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Literacy, numeracy and digital literacy, sustainability across the curriculum</li> </ul>
Week 8 : 1 April - 7 April	Lecture	<ul style="list-style-type: none"> <li>• Case Study 3: Learning progression</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Learning trajectories, instructional sequences, monitoring and assessing of student learning</li> </ul>
Week 9 : 8 April - 14 April	Lecture	<ul style="list-style-type: none"> <li>• Case Study 4: Cross Curriculum Perspectives</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Opportunities and challenges: Integration Indigenous CCPs across the curriculum</li> </ul>
Week 10 : 15 April - 21 April	Lecture	<ul style="list-style-type: none"> <li>• Plenary – big ideas, reflections and challenges</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Plenary – big ideas, reflections and challenges</li> <li>• The final assessment</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., 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

- Webster, S, & Ryan, A. (2018). Understanding Curriculum: The Australian Context. Port Melbourne, Vic: Cambridge University Press. ISBN: 9781108449991

### Recommended Resources

Other articles, resources, and materials will be uploaded to the course's Moodle website.

- Reid, A. & Price, D., (2018). The Australian Curriculum: promises, problems and possibilities. Deakin, ACT: Australian Curriculum Studies Association

## Course Evaluation and Development

- Student feedback helps shape future iterations of the course.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Karen Maras		Ground Floor Morven Brown Building, Room G21		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 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.

## 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>