UNSW Course Outline

EDST5131 Oral Communication Across the Curriculum - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5131
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : Multimodal
Delivery Format : Non Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

In this course, you will explore current theories underlying oral communication skills, focusing in particular on the learning and teaching of a second or additional language learners in schools, both locally and internationally. Topics include theoretical and practical perspectives on oral

communication across the curriculum; cognitive and metacognitive processes involved in speaking and listening; issues of intelligibility and pronunciation; genres of speaking and implications for listening; learning and teaching students for whom English is a second language or dialect planning; developing oral communication tasks and activities; assessing speaking and listening in the content areas.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify, describe and critically evaluate current theoretical assumptions regarding the teaching of oral communication nationally and internationally.
CLO2 : Demonstrate a sound understanding of key theoretical and practical approaches in learning and teaching of oral communication through critical inquiry of professional contexts.
CLO3 : Apply knowledge and understanding of oral communication processes to the evaluation, teaching and assessment of oral communication in professional contexts

Course Learning Outcomes	Assessment Item
CLO1 : Identify, describe and critically evaluate current theoretical assumptions regarding the teaching of oral communication nationally and internationally.	• Critical reflection • Plan for oracy across the curriculum
CLO2 : Demonstrate a sound understanding of key theoretical and practical approaches in learning and teaching of oral communication through critical inquiry of professional contexts.	• Plan for oracy across the curriculum
CLO3 : Apply knowledge and understanding of oral communication processes to the evaluation, teaching and assessment of oral communication in professional contexts	• Critical reflection

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers. Thus, teaching strategies used during the course will include:

- small group cooperative learning 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 the content.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Critical reflection Assessment Format: Individual	40%	Due Date: See Moodle
Plan for oracy across the curriculum Assessment Format: Individual	60%	Due Date: See Moodle

Assessment Details
Critical reflection

Assessment Overview

Task 1. Critical reflection on key literature. Length: 2000 words. Qualitative and quantitative feedback provided online through course website within 10 days of submission.

Course Learning Outcomes

- CLO1 : Identify, describe and critically evaluate current theoretical assumptions regarding the teaching of oral communication nationally and internationally.
- CLO3 : Apply knowledge and understanding of oral communication processes to the evaluation, teaching and assessment of oral communication in professional contexts

Detailed Assessment Description

Select three research papers from the recommended reading list of journal articles. For each paper:

- Briefly summarise the aims, methodology and findings of each article.
- Discuss the ways in which this research adds to your understanding of the teaching of oral communication and/or the role of oral communication in teaching and learning.
- How will you apply these findings in your own professional context?

You should choose a topic to focus on from these options:

- Dialogic teaching.
- TESOL speaking and listening teaching.
- Disciplinary talk.
- Academic oracy.

Assessment Length

2,000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5131 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Critical reflection • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of practice • Clarity in the coverage of each issue	
• Depth of analysis and critique in response to the task • Depth of understanding of context, key issues and student needs/strengths • Depth of analysis of specific strengths and challenges of student group in relation to needs for speaking development	
• Familiarity with and relevance of professional and/or research literature used to support response • Reference to appropriate research and professional literature relevant to support response	
• Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection	
• 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.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.
If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Plan for oracy across the curriculum

Assessment Overview

Task 2. Plan for oracy across the curriculum. Length: 4000 words. Qualitative and quantitative feedback provided online through course website within 10 days of submission.

Course Learning Outcomes

- CLO1 : Identify, describe and critically evaluate current theoretical assumptions regarding the teaching of oral communication nationally and internationally.
- CLO2 : Demonstrate a sound understanding of key theoretical and practical approaches in learning and teaching of oral communication through critical inquiry of professional contexts.

Detailed Assessment Description

Research an aspect of the course content, applying the theoretical and teaching and learning principles you have learned during this course, with the intention of revising or (re)creating a

particular aspect of educational policy or practice relevant to your key learning area. You can investigate at the level of educational sector, disciplinary teaching field, school, classroom, particular student group, or the individual student. You will put forward a plan for embedding oral communication strategies in your teaching area and context and a rationale to support the plan. Further details on Moodle.

Assessment Length

4,000 words

Submission notes

The oral text should be emailed to the course convenor; the written rationale should be submitted via Turnitin

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5131 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Plan for oracy across the curriculum • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Full completion of the task • Clear explanation of the selected oral text, including its relationship to relevant areas of theory, research and practice, and outlining any implications or recommendations if relevant • Clarity and accuracy in use of key terms and concepts in oral communication	
• Depth of analysis and critique in response to the task • Depth of understanding of key issues in the context of the investigation • Depth of analysis of specific strengths and weaknesses of student group in relation to needs for speaking development • Clarity and depth of discussion, evaluation and reflection	
• Familiarity with and relevance of professional and/or research literature used to support response • Coverage of reference to any appropriate research and professional literature relevant to support response	
• Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including clear links and signposting for oral text; use of section headings and summaries to enhance readability for written text/s	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity of purpose and audience of the oral text (if oral mode chosen) or clarity of intention for oral text (if notes and/or script chosen) • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references in writing • 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.	

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For more information on Generative AI and permitted use please see here.

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
1	Topic	• What is oral communication? • This Module offers an introduction to the concept of oracy and establishes the basis for a focus on oral communication. This session will examine oracy as a feature of students' oral communication, drawing on the work of Neil Mercer and colleagues from the University of Cambridge. It will also present perspectives on oral communication from the field of linguistic pragmatics.
	Reading	• Gaunt, A., & Stott, A. (2018). Transform Teaching and Learning Through Talk: The Oracy Imperative. Rowman & Littlefield. • https://languageresearch.cambridge.org/i mages/CambridgePapersInELT_Oracy_2018_ONLINE.pdf • https://theconversation.com/explainer-what-is-oracy-and-why-should-every-child-be-taught-it-31817
2	Topic	• Oracy and disadvantage • In this session, we will unpack the component parts of the oracy skills framework and consider in the context of different educational levels, different student groups, equity, EAL/D.
	Reading	• Millard, W. & Menzies, L. (2016). The State of Speaking in Our Schools. Voice21. • The Communication Trust (2017). Talking about a generation. https://ican.org.uk/i-cans-talkin g-point/professionals/tct-resources/more-resources/talking-about-a-generation/ • Goffman, E. (1955). On Face-Work An Analysis of Ritual Elements in Social Interaction. Psychiatry: Interpersonal and Biological Processes, 18(3), 213-231.
3	Topic	• Dialogic teaching • In this session, we will examine one popular pedagogic approach to oracy and oral communication: specifically with regard to designing and implementing spoken activities in content classrooms. Discussion of the T-SEDA project. Participants will critically reflect on examples of spoken activities and to consider ways in which these activities could be made more effective.
	Reading	• Lefstein, A. (2010). More Helpful as Problem than Solution: Some Implications of Situating Dialogue in Classrooms. In Littleton, K. and Howe, C. (Eds.) Educational dialogues: Understanding and promoting productive interaction, 170-191. • Mercer, N. (2019). Oracy education and dialogic teaching: What's the difference? https://oracycambridge.org/2018/02/22/or acy-education-and-dialogic-teaching-whats-the-difference/ • Alexander, R. (2020). A Dialogic Teaching Companion. Routledge. Chapter 3 Teacher Scheme for Educational Dialogue Analysis (T-SEDA): An impact acceleration project. https://www.educ.cam.ac.uk/research/proj ects/tseda/ • Optional: Cui, R. & Teo, P. (2021). Dialogic education for classroom teaching: a critical review. Language and Education, 35(3), 187-203.
4	Topic	• Talking for problem-solving and group work • In this module, we will consider the value of inter-thinking (Mercer & Littleton, 2013) and accountable talk (Resnick, Asterhan & Clarke, 2018) - using talk to build community and confidence, try out ideas, and develop sense-making capacity.
	Reading	• Littleton, K. & Mercer, N. (2013). Interthinking: Putting Talk to Work. Routledge: Abingdon. • Resnick, L., Asterhan, C., & Clarke, S. (2018). Accountable Talk: Instructional dialogue that builds the mind. Educational Practices Series 29. • Rojas-Drummond, S. et al. (2017). Dialogic literacy: Talking, reading and writing among primary school children. Learning, Culture and Social Interaction, 12, 45-62.
5	Topic	• TESOL teaching: speaking • Key terms in second language speaking will be discussed, as well as issues such as topic selection and designing spoken tasks, with particular attention to scaffolding participation by ELLs. Examples of effective speaking activities will be provided. This workshop will explore how content and language are interrelated and the implications this has for the participation of ELLs in spoken activities within content classrooms.
	Reading	• Goh, C. & Burns, A. (2012). Teaching Speaking: A Holistic Approach. Cambridge University Press: Cambridge. • French, M. (2019). Multilingual pedagogies in practice. TESOL in Context, 28(1), 21-44. • Heugh, K. (2015). Epistemologies in multilingual education: translanguaging and genre – companions in conversation with policy and practice. Language and Education, 29(3), 280-285. • Optional: Garcia, O., Johnson, S. & Seltzer, K. (2017). The translanguaging classroom. Leveraging Student Bilingualism for Learning (Chapter 1). Philadelphia, Caslon.
6	Topic	• TESOL teaching: Listening • In this module, we will consider what 'active listening' means, we will think about top-down/bottom-up frames, and we will consider why some students respond with silence.

	Reading	• Edward-Groves, C. & Davidson, C. (2020). Noticing the multidimensionality of active listening in a dialogic classroom. The Australian Journal of Language and Literacy, 43(1), 83-94. • Nakane, I. (2005). Negotiating silence and speech in the classroom. Multilingua, (24-2), 75-100. • Hanh, N. (2020). Silence is Gold? A Study on Students' Silence in EFL Classrooms. International Journal of Higher Education, 9(4), 153-160.
7	Topic	• Academic oracies • In this Module, we will explore the emerging field of work on academic oracies (as part of a suite of academic literacies), with implications for higher education students and educators considered.
	Reading	• Heron, M., Dippold, D., Hosein, A., Khan Sullivan, A., Aksit, T., Aksit, N., Doubleday, J., & McKeown, K. (2021). Talking about talk: tutor and student expectations of oracy skills in higher education. Language and Education, 35(4), 285-300. • Heron, M. et al. (2022). Scoping academic oracy in higher education: knotting together forgotten connections to equity and academic literacies. Higher Education Research & Development.
8	Topic	• Assessing oracy • This week will consider assessing speaking and listening, and we will return to the oracy assessment skills framework (introduced in Module 1). Topics that will be discussed include stages in speaking assessment, the nature of formal assessment, and scoring.
	Reading	• Mercer, N., Warwick, P., & Ahmed, A. (2017). An oracy assessment toolkit: Linking research and development in the assessment of students' spoken language skills at age 11-12. Learning and Instruction, 48, 51-60.

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

The resources below are illustrative and may be subject to change. Please see Moodle for latest reading list.

Module 1

- https://languageresearch.cambridge.org/images/CambridgePapersInELTOracy2018ONLINE.pdf
- https://theconversation.com/explainer-what-is-oracy-and-why-should-every-child-be-taught-it-31817

Module 2

- Goffman, E. (1955). On Face-Work An Analysis of Ritual Elements in Social Interaction. *Psychiatry: Interpersonal and Biological Processes*, 18(3), 213-231.
- Millard, W. & Menzies, L. (2016). *The State of Speaking in Our Schools*. Voice21.
- The Communication Trust (2017). *Talking about a generation*. https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/talking-about-a-generation/

Module 3

- Alexander, R. (2020). *A Dialogic Teaching Companion*. Routledge. Chapter 3.
- Cui, R. & Teo, P. (2021). Dialogic education for classroom teaching: a critical review. *Language and Education*, 35(3), 187-203.
- Lefstein, A. (2010). More Helpful as Problem than Solution: Some Implications of Situating Dialogue in Classrooms. In Littleton, K. and Howe, C. (Eds.) *Educational dialogues: Understanding and promoting productive interaction*, 170-191.

Module 4

- Littleton, K. & Mercer, N. (2013). *Interthinking: Putting Talk to Work*. Routledge: Abingdon.
- Resnick, L., Asterhan, C., & Clarke, S. (2018). Accountable Talk: Instructional dialogue that builds the mind. *Educational Practices Series* 29.
- Rojas-Drummond, S. et al. (2017). Dialogic literacy: Talking, reading and writing among primary school children. *Learning, Culture and Social Interaction*, 12, 45-62.

Module 5

- French, M. (2019). Multilingual pedagogies in practice. *TESOL in Context*, 28(1), 21-44.
- Goh, C. & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. Cambridge University Press: Cambridge.
- Heugh, K. (2015). Epistemologies in multilingual education: translanguaging and genre - companions in conversation with policy and practice. *Language and Education*, 29(3), 280-285.

Module 6

- Edward-Groves, C. & Davidson, C. (2020). Noticing the multidimensionality of active listening in a dialogic classroom. *The Australian Journal of Language and Literacy*, 43(1), 83-94.
- Hanh, N. (2020). Silence is Gold? A Study on Students' Silence in EFL

Classrooms. *International Journal of Higher Education*, 9(4), 153-160.

- Nakane, I. (2005). Negotiating silence and speech in the classroom. *Multilingua*, (24-2), 75-100.

Module 7

- Heron, M., Dippold, D., Hosein, A., Khan Sullivan, A., Aksit, T., Aksit, N., Doubleday, J., & McKeown, K. (2021). Talking about talk: tutor and student expectations of oracy skills in higher education. *Language and Education*, 35(4), 285-300.
- Heron, M. et al. (2022). Scoping academic oracy in higher education: knotting together forgotten connections to equity and academic literacies. *Higher Education Research & Development*.
- Lea, M. & Street, B. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education*, 23(2), 157-172.

Module 8

- Mercer, N., Warwick, P., & Ahmed, A. (2017). An oracy assessment toolkit: Linking research and development in the assessment of students' spoken language skills at age 11-12. *Learning and Instruction*, 48, 51-60.

Other resources will be curated in Leganto or on the Moodle page.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Troy McConachy		G15 Morven Brown Building		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