



UNSW Course Outline

EDST6725 Mathematics Method 1 - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST6725

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 Mathematics 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 NESA Mathematics Syllabuses and the depth of subject knowledge required to implement the syllabuses
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 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
CLO6 : Practise the ethical and professional values expected of teachers

Course Learning Outcomes	Assessment Item
CLO1 : Identify foundational aspects and structure of the NESA Mathematics Syllabuses and the depth of subject knowledge required to implement the syllabuses	<ul style="list-style-type: none"> • Lesson plan • Unit of work outline
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	<ul style="list-style-type: none"> • Lesson plan • Unit of work outline
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	<ul style="list-style-type: none"> • Lesson plan • Unit of work outline
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities	<ul style="list-style-type: none"> • Lesson plan • Unit of work outline
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning	<ul style="list-style-type: none"> • Lesson plan • Unit of work outline
CLO6 : Practise the ethical and professional values expected of teachers	<ul style="list-style-type: none"> • Lesson plan • Unit of work outline

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching Strategies

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content
- Online learning from readings on the Blackboard website
- Online discussions
- Peer teaching in a simulated classroom setting.

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

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	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 linguistic, 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.	1
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
2.2.1	Organise content into an effective learning and teaching sequence.	1
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.	1
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

4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	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.	*
* Covered during the course		

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	2,4-5,7	1
B	Classroom Management.	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	2
F	Teaching Students from Non-English-Speaking Backgrounds.	4-5	1,2
* Covered during the course			

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Lesson plan	40%	Due Date: 19/03/2024 05:00 PM
Unit of work outline	60%	Due Date: 16/04/2024 05:00 PM

Assessment Details

Lesson plan

Assessment Overview

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000

words.

A feedback sheet will be provided.

Course Learning Outcomes

- CLO1 : Identify foundational aspects and structure of the NESA Mathematics Syllabuses and the depth of subject knowledge required to implement the syllabuses
- 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 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
- CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CLO6 : Practise the ethical and professional values expected of teachers

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 to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

- 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?
- 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 a lesson from the Stage 4 topics of Fractions, or Decimals or Percentages.
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- check rubric requirements.

Assessment Length

2000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6725 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson Plan

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Rationale linked to outcomes in the syllabus 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Ability to plan and assess for effective learning by using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • Reasons for the choice of teaching and learning strategies effectively explained • Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning • Demonstrates knowledge of resources that will engage and extend all students • Sharing of helpful resources with your colleagues either via Moodle or in hardcopy • Clear statement of syllabus outcomes • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies • Effective use of student group structures to address teaching and learning goals 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Reference specifically to material, research and ideas presented in method lectures, readings from the prescribed text and other sources, relevant lectures from the combined method lecture series and from the professional experience lectures on diversity • Reference all sources of your work including yourself if you are the author 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Presents a detailed and organised response 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity and accuracy in use of key terms and concepts in mathematics teaching 	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 40%
<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 recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

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 outline

Assessment Overview

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

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- CLO6 : Practise the ethical and professional values expected of teachers

Detailed Assessment Description

In the rationale:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify how the topic of Trigonometry will be adapted 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
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- the learning intention(s) for each lesson
- one full activity for formative assessment
- one ICT-based activity that enhances the learning of a particular concept that assists student conceptual understanding e.g., Dynamic Geometry
- one group-work task with a focus on literacy/numeracy which goes beyond learning definitions e.g., matching task, misconceptions task, explanations task
- one incursion/excursion/performance/product activity e.g., outdoor lesson
- outlines only for the other teaching materials required (specify the link and identify the purpose).

Assessment Length

3000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6725 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of Work Outline

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Rationale linked to outcomes in the syllabus 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Ability to plan and assess for effective learning by using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • Lesson details include timing and questions/examples asked • Reasons for the choice of teaching and learning strategies effectively explained • Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning • Demonstrates knowledge of resources that will engage and extend all students • Clear statement of syllabus outcomes • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies • Effective use of student group structures to address teaching and learning goals 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Reference specifically to material, research and ideas presented in method lectures, readings from the prescribed text and other sources, relevant lectures from the combined method lecture series and from the professional experience lectures on diversity 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Presents a detailed and organised response 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity and accuracy in use of key terms and concepts in mathematics teaching 	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
<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 recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass

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

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](http://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	<ul style="list-style-type: none"> Introduction to the Course Working with the Australian Curriculum, e.g., IB, NSW Mathematics Syllabus K-10 How students learn Mathematics and classroom engagement What are the proficiencies? Working Mathematically?
	Tutorial	<ul style="list-style-type: none"> Physical, social and intellectual development of students and how this affects their engagement in learning Stage progressions and transitions between activities Questioning techniques – pre/post testing Planning and classroom talk moves
Week 2 : 19 February - 25 February	Lecture	<ul style="list-style-type: none"> Teaching strategies Literacy and numeracy in the Mathematics classroom Teaching strategies to respond to individual needs and different cultural backgrounds and impact for Aboriginal and Torres Strait Islander students Importance of matching teaching strategies to individual needs Providing clear directions
	Tutorial	<ul style="list-style-type: none"> Meeting the literacy and numeracy needs of all students in the classroom Structuring instructions Developing culturally responsive teaching strategies and resources
Week 3 : 26 February - 3 March	Lecture	<ul style="list-style-type: none"> Lesson planning Setting challenging learning goals in lesson planning Number and algebra: decimals, fractions and percentages
	Tutorial	<ul style="list-style-type: none"> Setting high expectations for learning Strategies for making learning goals explicit for students Writing a lesson plan
Week 4 : 4 March - 10 March	Lecture	<ul style="list-style-type: none"> Differentiation What is differentiation? How is it implemented in the classroom to meet student needs? Promoting inclusive student participation and engagement in the classroom Using ICT Appropriate selection of ICT resources to support learning Number and algebra
	Tutorial	<ul style="list-style-type: none"> Applying strategies for differentiation to lessons Using ICT to engage students with subject content
Week 5 : 11 March - 17 March	Lecture	<ul style="list-style-type: none"> Organisation of classroom activities Individual, pair, and group work Self and peer assessment Number and algebra: introducing algebra
	Tutorial	<ul style="list-style-type: none"> Effective transitions between activities Tracking progress e.g. student logs, exit tickets Microteaching
Week 6 : 18 March - 24 March	Homework	<ul style="list-style-type: none"> Asynchronous Teaching strategies Hands-on Mathematics Measurement and geometry: GeoGebra
	Homework	<ul style="list-style-type: none"> Asynchronous Explore and evaluate the suitability of teaching strategies/resources to meet learning goals and outcomes Microteaching
Week 7 : 25 March - 31 March	Lecture	<ul style="list-style-type: none"> Unit planning Sequencing subject content across lessons within a unit of work Measurement and geometry: area and volume
	Tutorial	<ul style="list-style-type: none"> Content selection and scope of content for effective lesson sequences for one stage Using Scootle and Program Builder Prepare your unit plan for peer feedback Microteaching
Week 8 : 1 April - 7 April	Lecture	<ul style="list-style-type: none"> Unit planning Including formative assessment Number and algebra: graphs
	Tutorial	<ul style="list-style-type: none"> Importance of timely and on-going feedback Peer feedback on unit plan Dynamic Geometry Practice
Week 9 : 8 April - 14 April	Lecture	<ul style="list-style-type: none"> Unit planning The balancing act: teacher v. student directed learning Measurement and geometry: trigonometry
	Tutorial	<ul style="list-style-type: none"> Organising for independent learning and mixed ability classes

Week 10 : 15 April - 21 April	Lecture	<ul style="list-style-type: none"> • What to expect on practicum? • Bringing it all together • Student engagement
	Tutorial	<ul style="list-style-type: none"> • Becoming a reflective teacher through the feedback cycle • MyExperience online course evaluation

Attendance Requirements

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

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Required Texts

- Cavanagh, M., & Prescott, A. (2014). *Your Professional experience handbook : A guide for preservice teachers*. Sydney: Pearson.
- Goos, M., Stillman, G., & Vale, C. (2016). *Teaching secondary school mathematics: Research and practice for the 21st century*. Sydney: Allen & Unwin.
- Australian Curriculum for NSW for K-10, Stage 6.

Further Readings

- Amado, N., Carreira, S., & Jones, K. (Eds.). (2018). *Broadening the Scope of Research on Mathematical Problem Solving: A Focus on Technology, Creativity and Affect*. Springer.
- Boaler, J. (2010). *The elephant in the classroom: Helping children learn and love maths*. London: Souvenir Press Limited.
- Finger, G., Russell, G., Jamieson-Proctor, R., & Russell, N. (2006). *Transforming learning with*

ICT: Making IT happen. Frenchs Forest: Pearson Australia.

- Harrison, N. (2008). *Teaching and learning in indigenous education*. Melbourne: Oxford University Press.
- Henderson, R. (2012). *Teaching literacies, pedagogies and diversity in the middle years*. Melbourne: Oxford University Press.
- Hyde, M., Carpenter, L., & Conway, R. (2010). *Diversity and inclusion in Australian schools*. Melbourne: Oxford University Press.
- 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). Melbourne: Oxford University Press.
- Murray, M. (2011). *A very good literacy focus on mathematics* (Books 1-8). Sydney: Mathematical Publications.
- Price, K. (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*. Cambridge University Press.
- Reys et al. (2019). *Helping Children Learn Mathematics*. 3rd Australian Edition.

Recommended Websites

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home> (Students can download syllabuses from the Board of Studies website)
- <https://education.nsw.gov.au/>
- <https://www.aisnsw.edu.au/>
- <https://www.csnsw.catholic.edu.au/>
- www.curriculum.edu.au
- <https://education.nsw.gov.au/teaching-and-learning/curriculum>
- <https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools>
- <https://www.nap.edu.au/>
- <https://www.acara.edu.au/>

Professional Associations

- www.mansw.nsw.edu.au
- <https://aamt.edu.au/>
- <https://www.merga.net.au/>
- <https://www.science.org.au/education/academy-school-education-programs/resolve-mathematics-inquiry>

Additional Resources

- <https://www.youcubed.org/>
- <https://www.desmos.com/>
- <https://nrich.maths.org/adventsecondary>
- <https://www.geogebra.org/>

- <https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Cube-Nets/>
- <https://resolve.edu.au/>
- <https://phet.colorado.edu/en/simulations/filter?subjects=math&levels=high-school&type=html,prototype>

Course Evaluation and Development

- Student feedback will be collected through a survey.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Tutor	Gillian Rowling				Email to arrange an appointment	No	No
Convenor	Corrinne Robinson				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.

[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>