UNSW Course Outline

EDST6755 Mathematics Method 2 - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST6755
Year : 2024
Term : Term 2
Teaching Period : T2C
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : In Person
Delivery Format : Non 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 learn how to teach Mathematics at an advanced level in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans and curriculum plans. You will learn and practise a range of teaching strategies that maximise the learning potential of all types of learners in a safe, supportive, and highly engaged classroom environment. You will design for and implement teaching strategies that incorporate digital and other innovative strategies. You will also learn about a range of assessment and feedback strategies in the discipline, with a focus on assessment in the senior secondary school.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify essential elements of the NESA Mathematics Syllabuses, and strategies to support students as they transition between stages
CLO2 : Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
CLO3 : Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in Mathematics
CLO4 : Provide clear directions to organise and support prepared activities and use resources
CLO5 : Assess and report on student learning in Mathematics to all key stakeholders
CLO6 : Identify the characteristics of an effective Mathematics teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

Course Learning Outcomes	Assessment Item
CLO1 : Identify essential elements of the NESA Mathematics Syllabuses, and strategies to support students as they transition between stages	• Unit of work
CLO2 : Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students	• Scope and sequence
CLO3 : Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in Mathematics	• Scope and sequence • Unit of work
CLO4 : Provide clear directions to organise and support prepared activities and use resources	• Scope and sequence • Unit of work
CLO5 : Assess and report on student learning in Mathematics to all key stakeholders	• Scope and sequence
CLO6 : Identify the characteristics of an effective Mathematics teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers	• Unit of work

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale:

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better when given challenging tasks, thinking time and good feedback.

Teaching Strategies:

- Small group cooperative learning, such as Jigsaw, 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.
- 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.
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website.
- Specific numeracy and problem-solving strategies.

These activities will occur in a supportive environment which is 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	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	*
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1, 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1, 2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.2.1	Organise content into an effective learning and teaching sequence.	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	*
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	1, 2
3.3.1	Include a range of teaching strategies.	*
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	*
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	*
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	*
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	2, 3
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students	3

	about their learning.	
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1, 3
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	2, 3
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	3
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	3
	* Covered during the course	

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	5, 8	2
C	Information and Communication Technologies.	4-5, 8, 12	2
D	Literacy and Numeracy.	1, 4, 7-16, 17*, 18*, 19	1, 2, 3
E	Students with Special Educational Needs.	2, 6-7	1, 2, 3
F	Teaching Students from Non-English-Speaking Backgrounds.	2*, 5, 6*, 7, 9	1, 2
	* Covered during the course		

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Scope and sequence Assessment Format: Individual	40%	Due Date: 06/08/2024 05:00 PM
Unit of work Assessment Format: Individual	60%	Due Date: 27/08/2024 05:00 PM

Assessment Details

Scope and sequence

Assessment Overview

Create a scope and sequence, including learning outcomes, for a Year 11 Preliminary class (3 terms). Prepare an assessment task that directly links to the teaching and learning intentions. Indicative length: 2000 words. A feedback sheet will be provided.

Course Learning Outcomes

- CLO2 : Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
- CLO3 : Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in Mathematics
- CLO4 : Provide clear directions to organise and support prepared activities and use resources
- CLO5 : Assess and report on student learning in Mathematics to all key stakeholders

Detailed Assessment Description

There are two parts to this task.

- Part 1: Create a scope and sequence, including learning outcomes, for a Year 11 Preliminary class (3 terms).
- Part 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions within ONE of the terms. Your scope and sequence must indicate when the task will occur.
    - Design a marking rubric, which also includes space for a holistic comment.
    - Provide an exemplar student answer (solutions) for the assessment task.
    - Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment Length

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST6755 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Scope and Sequence • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Understands the task and its relationship to relevant areas of theory, research, and practice • Uses syllabus documents and terminology clearly and accurately • Sequences tasks and activities to suit logical learning progression • Integrates assessment task logically with learning intentions and learning sequence • Provides effective formative feedback for student sample	
• Depth of analysis and critique in response to the task • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for the course • Demonstrates understanding of the NSW Quality Teaching Framework, the School Excellence Framework, and NESA Assessment Guidelines	
• Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students • Understands effective assessment practices	
• Structure and organisation of response • Organises and structures scope and sequence according to NESA guidelines and requirements • Follows NESA assessment guidelines	
• Presentation of response according to appropriate academic and linguistic conventions • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 40%
• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass

mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Unit of work

Assessment Overview

Prepare a unit of work for Stage 6 (Year 12) which covers approximately half the term. Indicative length: 3000 words. A feedback sheet will be provided.

Course Learning Outcomes

- CLO1 : Identify essential elements of the NESA Mathematics Syllabuses, and strategies to support students as they transition between stages
- CLO3 : Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in Mathematics
- CLO4 : Provide clear directions to organise and support prepared activities and use resources
- CLO6 : Identify the characteristics of an effective Mathematics teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

Detailed Assessment Description

Prepare a unit of work for the Year 12 Mathematics Standard Course which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- what they can already do well
- what they still need to improve
- how they can effectively close the gap between bullet-points 1 and 2.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

Assessment Length

3000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST6755 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Unit of Work • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work	
• Depth of analysis and critique in response to the task • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Designs appropriate activities and outlines lessons in sufficient detail without providing full plans • Provides effective feedback opportunities to inform students of their progress	
• Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Understanding of a range of effective assessment practices	
• Structure and organisation of response • Demonstrates ability to plan using backward mapping to meet selected outcomes • Presentation of effective and engaging learning sequence	
• Presentation of response according to appropriate academic and linguistic conventions • Writes using correct Standard Australian English • Has proofread and edited work to avoid errors and incorrect usage	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 60%
• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

Hurdle rules

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

**** Compulsory Class Task - Common Assessment Module ****

There are two parts to this task:

Part 1: Common Assessment Module (a separate module to be completed in addition to your Method course). It will be available to work on from Week 1 of UNSW Term 2.

- You will gather evidence from a variety of sources about learning outcomes; and use that information to improve learning and teaching.
- You will be sent further information about how to access the Module closer to the start of term. There will be drop-in sessions in Weeks 8-13. This is the same time that Method 2 runs.
- Weight: N/A. This is a hurdle requirement that must be completed to pass the course.
- Note: Further information about this Module will be available in Moodle.

Part 2: Common Assessment Module (in-class task). In the final Method tutorials, you will complete a class task that relates to the Common Assessment Module. This task consists of three components:

- Collect three or four authentic student responses to preferably two assessment tasks (these might be provided by your Method lecturer).
- Provide written feedback for the student responses, indicating strengths and areas for improvement in relation to the work sample and overall expectations/standards.
- Write a few lines that could be included in a mid-year report comment to parents.

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	Lecture	• Course outline • Assessment 1 • Syllabus familiarity • Assessment requirements
	Tutorial	• Try an alternate assessment • Compare with traditional assessment
2	Lecture	• Supporting access to advanced mathematics • Using problem-solving and instructional resources to engage students in collaborative learning • Write and manage a collaborative activity
	Tutorial	• Experience alternate instructional resources - how do these meet the National Priority Area
3	Lecture	• Advanced and Standard Mathematics Common Content - how to teach this content • Supporting literacy needs of students in Stage 6 • Writing problems and activities that promote literacy development
	Tutorial	• Writing alternate assessment tasks that support access, literacy, and adjustments • Principles of Performance descriptors that provide early entry and high expectations
4	Lecture	• Life Skills requirements - planning for Life Skills students • ICT - using it meaningfully in Advanced and Standard Mathematics
	Tutorial	• Sourcing Life Skills resources • Writing resources for Life Skills on similar topics to mainstream • Developing meaningful ICT resources and activities
5	Lecture	• Analysing HSC Examination trends - using data to inform learning
	Tutorial	• Common Assessment Module - Hurdle requirement Assessment and learning Self and peer assessment Moderation Feedback • Online course evaluation
6	Lecture	• Backwards mapping - performance descriptors • What skills do students need to be successful in these courses and where are these set up in 7-10? • How could we incorporate scaffolded activities that lead to these skills?
	Tutorial	• Planning activities that support preparedness for Stage 6 learning • Writing activities that promote thinking skills and problem-solving needed in Stage 6

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 readings

- 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.
- All students must have access to the following Mathematics syllabuses:
  - Mathematics 7-10 Syllabus
  - (New) Stage 6 Syllabus, Mathematics Advanced, Extension 1 and 2
- It is possible to download syllabuses from the NESA website http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics

Recommended Resources

Further readings

- See readings on Moodle
- Ernest, P. (1998). *Social constructivism as a philosophy of mathematics*. State University of New York Press.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia.
- Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Hargreaves, E. (2005). Assessment for learning? Thinking outside the (black) box. *Cambridge Journal of Education*, 35(2), 213-224. doi: 10.1080/03057640500146880
- Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*. Oxford University Press, Australia.
- Hiebert, J., & Lefevre, P. (1986). Conceptual and procedural knowledge in mathematics: An introductory analysis. In J. Hiebert (Ed.), *Conceptual and procedural knowledge: The case of mathematics*. (pp. 1-27): Hillsdale, NJ, England: Lawrence Erlbaum Associates, Inc.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia.
- Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Thomson/ Social Science 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. Oxford University Press, Melbourne.
- Schoenfeld, A. H. (2004). The math wars. *Educational Policy*, 18(1), 253-253-286.
- Skemp, R. R. (2006). Relational understanding and instrumental understanding. *Mathematics Teaching in the Middle School*, 12(2), 88-88-95.
- Sullivan, P. (2011). *Teaching mathematics: using research informed strategies*. Melbourne: ACER Press.
- Watson, A., Jones, K., & Pratt, D. (2013). *Key Ideas in Teaching Mathematics: Research-based guidance for ages 9-19*. OUP Oxford.

Professional websites for Mathematics teachers

- www.mansw.nsw.edu.au
- https://aamt.edu.au/teachers/resources/maths-300/
- https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home
- The Department of Education and Training http://www.det.nsw.edu.au. The DET has the responsibility for administering and staffing government schools and producing support material which can be found at: https://education.nsw.gov.au/teaching-and-learning/curriculum/mathematics/planning-programming-and-assessing-mathematics-7-10
- The Association of Independent Schools https://www.aisnsw.edu.au/learning-from-home/pedagogy/numeracy#2
- The Catholic Education Commission www.cecnsw.catholic.edu.au
- Curriculum Corporation of Victoria website www.curriculum.edu.au. This is a tutorial that is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore English sites, etc.
- The teaching standards detailed on the NSW Institute of Teachers website http://www.nswteachers.nsw.edu.au
- The National Assessment Program Literacy and Numeracy website http://www.naplan.edu.au/
- The Australian Curriculum, Assessment and Reporting Authority http://www.acara.edu.au/

Staff Details

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