EDST5099 Foundation 1: University Study Skills in Education - 2024

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General Course Information

Course Code : EDST5099
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 : 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 are introduced to UNSW study skills, procedures, academic expectations and educational research. The course aims to increase your knowledge and understanding of communication, research and study skills to assist you in developing an understanding of

university expectations as a postgraduate student. You will develop essential study skills through learning about and writing about UNSW academic expectations and educational research.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically engage with and interpret academic literature to inform understandings of fields of study in education
CLO2 : Engage in critical thinking and reasoning to express coherent points of view informed by evidence drawn from academic sources
CLO3 : Examine and apply general academic skills to represent and justify critical points of view in written and oral accounts in a university assessment structure

Course Learning Outcomes	Assessment Item
CLO1 : Critically engage with and interpret academic literature to inform understandings of fields of study in education	• Annotated Bibliography • Extended response
CLO2 : Engage in critical thinking and reasoning to express coherent points of view informed by evidence drawn from academic sources	• Annotated Bibliography • Extended response
CLO3 : Examine and apply general academic skills to represent and justify critical points of view in written and oral accounts in a university assessment structure	• Annotated Bibliography • Extended response

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching strategies and rationale

- 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
- 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

- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Online learning from readings on the Moodle website
- Online discussions
- Peer teaching in a simulated classroom setting.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Annotated Bibliography Assessment Format: Individual Short Extension: Yes (3 days)	40%	Start Date: Not Applicable Due Date: 11/10/2024 05:00 PM
Extended response Assessment Format: Individual Short Extension: Yes (3 days)	60%	Start Date: Not Applicable Due Date: 15/11/2024 05:00 PM

Assessment Details
Annotated Bibliography

Assessment Overview

Select three peer reviewed articles written by one of the academics who works in your specialisation stream at the School of Education.

500 word summary of the annotated bibliography.

Students will receive qualitative and quantitative feedback within 10 working days.

Course Learning Outcomes

- CLO1 : Critically engage with and interpret academic literature to inform understandings of fields of study in education
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- CLO3 : Examine and apply general academic skills to represent and justify critical points of view in written and oral accounts in a university assessment structure

<u>Detailed Assessment Description</u>

Annotated bibliography of three peer-reviewed articles. This assessment requires students to critically engage with their selected articles to understand and identify key information (e.g., research design, methodology/methods, and significance). Students will also need to justify their selection of the three articles.

<u>Assessment Length</u>

1500 words

Assessment information

RUBRIC/FEEDBACK SHEET EDST5099 UNSW SCHOOL OF EDUCATION	
• RUBRIC/FEEDBACK SHEET EDST5099 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Annotated Bibliography • 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 theory, research and practice • Clarity and accuracy in use of key terms and concepts in education	
• Depth of analysis and critique in response to the task • Depth of analysis of selected research articles • Depth of understanding of key educational and research principles, concepts and issues explicitly raised in your course and prescribed readings	
• Familiarity with and relevance of professional and/or research literature used to support response • Range of quality research and professional literature (variety of journals) • Currency (2014+) and relevancy of selected literature	
• Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings, summaries, and signposting to enhance readability	
• 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 (APA 7th ed.) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 40%
• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

Hurdle rules

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

assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

<u>Generative AI Permission Level</u>

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.

Extended response

<u>Assessment Overview</u>

2000 word extended response using the annotated bibliography (assessment 1) + three additional peer reviewed journal articles.

Students will receive qualitative and quantitative feedback within 10 working days.

<u>Course Learning Outcomes</u>

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- CLO2 : Engage in critical thinking and reasoning to express coherent points of view informed by evidence drawn from academic sources
- CLO3 : Examine and apply general academic skills to represent and justify critical points of view in written and oral accounts in a university assessment structure

<u>Detailed Assessment Description</u>

Students will need to write a critical essay backed by current and relevant research literature on the significance of their specialisation streams in relation to the education context, and how these streams influence/inform their future pathways.

<u>Assessment Length</u>

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5099 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Extended Response • 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 theory, research and practice • Clarity and accuracy in use of key terms and concepts in education	
• Depth of analysis and critique in response to the task • Depth of analysis in how your chosen Specialisation Stream is significant in the education context, and influences / informs your future pathway • Depth of understanding of key educational and research principles, concepts and issues explicitly raised in your course and prescribed readings	
• Familiarity with and relevance of professional and/or research literature used to support response • Range of quality research and professional literature (variety of journals) • Currency (2014+) and relevancy of selected literature	
• Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings, summaries, and signposting to enhance readability	
• 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 (APA 7th ed.) • 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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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.

<u>Generative AI Permission Level</u>

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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.

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).

<u>Grading Basis</u>

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Seminar	• UNSW Procedures (attendance, housekeeping, Moodle, collaboration / discussion etc.) • UNSW Academic Expectations • Plagiarism • Generative AI at UNSW • Deadlines • Areas of Help at UNSW
Week 2 : 16 September - 22 September	Seminar	• Engaging Educational Research with the WADM Framework (Worldviews, Approaches, Designs, and Methods) • Analysing Research Papers using WADM
Week 3 : 23 September - 29 September	Seminar	• Starting a Literature Review I • (Re)Searching in the Educational Context Research Keywords Navigating Education Specific Databases and Resources Analysing Research Paper • APA 7th Referencing
Week 4 : 30 September - 6 October	Seminar	• Starting a Literature Review II Analysing and Synthesising Research Literature Using an annotated bibliography matrix as a structured process to analyse and synthesise research literature
Week 5 : 7 October - 13 October	Seminar	• Critical Thinking (e.g. critical engagement with coursework) • Reminder: Assessment Task 1 deadline Friday 11th October, 5pm
Week 6 : 14 October - 20 October	Homework	• Flexibility Week • Preparing drafts / outlines • Brainstorming for Critical Essay
Week 7 : 21 October - 27 October	Seminar	• Considerations in Academic Writing I • Audience, Purpose, Organisation, Style, Flow, Presentation
Week 8 : 28 October - 3 November	Seminar	• Considerations in Academic Writing II Essay Construction Citation and Tense
Week 9 : 4 November - 10 November	Seminar	• Guest speakers - HDR students 'Living and Studying in Australia' • PhD pathways in SED
Week 10 : 11 November - 17 November	Seminar	• Recap / Drop-ins • Reminder: Assessment Task 1 deadline Friday 15th November, 5pm

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

- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press ELT.

Recommended Resources

- Creswell, J., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Inc.
- Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). Routledge.
- Mewburn, I., Firth, K., & Lehmann, S. (2018). *How to fix your academic writing trouble: A practical guide*. McGraw-Hill Education.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Adrian Chew		Ground Floor, Morven Brown Building		Email to make 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