



UNSW Course Outline

EDST6775 Visual Arts Method 1 - 2024

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General Course Information

Course Code : EDST6775

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 Visual Arts 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 Visual Arts Syllabus and the depth of subject knowledge required to implement the syllabus
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 Visual Arts Syllabus and the depth of subject knowledge required to implement the syllabus	<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 Moodle 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.	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.	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
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	2
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
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	1,2
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1,2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1,2

NATIONAL PRIORITY AREA ELABORATIONS

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

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 Visual Arts Syllabus and the depth of subject knowledge required to implement the syllabus
- 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

Create an Artmaking lesson using Visual Arts Stage 4 Syllabus course content areas and choose TWO of the artmaking outcomes 4.1 - 4.6. Students are to create this lesson within ONE of these larger units of work:

- Appropriation > Postmodern > Artist - audience
- Imagination > Subjective > Audience - world
- Symbolic representation > Structural > Artwork - artist
- Politics > Cultural > Artwork - audience

Students will base their lesson on an artist's artmaking practice. This artist should be selected from a current exhibition in a significant gallery, for example, Art Gallery of NSW, MCA, White Rabbit, National Gallery of Victoria, MONA, QGOMA etc.

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

1. Write a rationale (800 words) for your lesson plan, this should address:

- What are the broader learning aims of the lesson? How are relate to the key content areas of the syllabus and the visual arts?
- What visual arts 'assessment for learning' strategies will be used and how this monitors student progress?

- Relationship between the artist practice, the learning activities and the outcomes.
2. 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 an appropriate topic for the year group
 - Support your rationale using references indicating your professional reading
 - Choose appropriate outcomes and lesson content (frames, conceptual framework and practice)
 - 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)
 - Express yourself in clear, standard Australian English.

Assessment Length

2000 words

Assessment information

RUBRIC/FEEDBACK SHEET

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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 Stage 4 Visual Arts Syllabus is demonstrated in effective and engaging lesson plan sequence • Lesson goal/s (lesson intentions) are obvious and clearly linked to syllabus outcomes, chosen teaching and learning strategies, and Visual Arts content 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Applications of pedagogical approaches are appropriate and well-reasoned • Knowledge of Visual Arts content supported by appropriate examples of artists' practice in a detailed lesson plan • Utilises and applies appropriate Visual Arts syllabus language • Lesson plan demonstrates a range of sources beyond the obvious and formulaic 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Reflects ideas and materials provided in lectures and tutorials, as well as research and other professorial literature, on effective pedagogy to engage all students and achieve syllabus outcomes • Demonstrates the reasoning and decision making behind choices of your lesson plan • Demonstrates knowledge of Syllabus and Visual Arts Content 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Sequenced, relevant and logical teaching and learning activities • Show age and stage appropriate choice of topic, outcomes and strategies • Utilise appropriate and relevant differentiation, literacy/numeracy/ ICT; and choice of resources 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of academic writing conventions such as quoting, paraphrasing, attributing sources of information, and listing references • Writing demonstrates an excellent command of English grammar conventions, including spelling, sentence structure, vocabulary use, punctuation and word length • Appropriate use and application of Visual Arts and Education pedagogical terminology and concepts 	
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.

Course Learning Outcomes

- CLO1 : Identify foundational aspects and structure of the NESA Visual Arts Syllabus and the depth of subject knowledge required to implement the syllabus
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- 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

Prepare an outline for a unit of work for a Stage 5 class. Students must choose ONE UNIT from the list below:

- Tension > Postmodern > Artist - artwork (5.1, 5.5, 5.6, 5.7, 5.10)
- Stories > Subjective > Artwork - audience (5.1, 5.2, 5.5, 5.7, 5.8)
- Techniques > Structural > Artist - world (5.2, 5.3, 5.4, 5.7, 5.9)
- Beliefs > Cultural > Artwork - world (5.2, 5.4, 5.5, 5.8, 5.9)

The unit of work should cover the first FIVE lessons and will include practice and critical

historical lessons or combinations thereof; however, you are not preparing full lesson plans.

Students need to choose THREE artists for this unit of work, but should include:

- one traditional or modernist artist who provides a historical foundation of the UOW
- one contemporary artist selected from a current exhibition in a significant gallery, for example, Art Gallery NSW, MCA, White Rabbit, National Gallery of Victoria, MONA, QGOMA etc.
- one artist of choice appropriate to the unit.

You must write a rationale for the unit (1000 words) in which you:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is relevant to syllabus
- justify your choice of topic/text 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:

- lesson intention(s) for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

Assessment Length

3000 words

Assessment information

RUBRIC/FEEDBACK SHEET

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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 assessment for learning and of formative and summative assessment practices appropriate to Stage 5 • Clarity of the assessment for learning activities from the formative to summative • Assessment choices demonstrate an understanding of a broader theoretical framework 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of analysis and/or critique in response to the task, including the rationale, assessment tasks and lesson sequence • Demonstrates knowledge and understanding of the relationships between Visual Arts content, outcomes and course requirements for Stage 5 • Summative and formative assessment approaches and activities are appropriate and well-reasoned • Knowledge of Visual Arts content supported by relevant examples of critical and/or historical practice detailed in the outline and rationale 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Rationale demonstrates understanding of research and theory and is supported by variety of appropriate references • Outline demonstrates a range of sources beyond the obvious and formulaic • Reflects ideas and materials provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Sequenced and logical reasoning of teaching and learning choices • Clarity and cohesion in organisation of tasks/activities • Consideration of formative and summative assessment, differentiation, literacy, ICT, one incursion/ excursion/ performance/ product activity and choice of materials and resources included and relevant 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of academic writing conventions such as quoting, paraphrasing, attributing sources of information, and listing references • Writing demonstrates an excellent command of English grammar conventions, including spelling, sentence structure, vocabulary use, punctuation and word length • Appropriate use and application of Visual Arts and Education pedagogical terminology and concepts 	
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

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 and overview of Visual Arts curriculum in NSW
	Tutorial	<ul style="list-style-type: none">Engaging with Visual Arts Syllabus and documentationIntroduction to Assessment Task 1
Week 2 : 19 February - 25 February	Lecture	<ul style="list-style-type: none">Understanding how students learn in the Visual Arts
	Tutorial	<ul style="list-style-type: none">Relationship between student learning and the Syllabus
Week 3 : 26 February - 3 March	Lecture	<ul style="list-style-type: none">Engaging with Visual Arts Course Content: The Conceptual Framework
	Tutorial	<ul style="list-style-type: none">Using the Course Content to design lessons and programs: Conceptual Framework
Week 4 : 4 March - 10 March	Lecture	<ul style="list-style-type: none">Engaging with Visual Arts Content: Practice
	Tutorial	<ul style="list-style-type: none">Using the Course Content to design lessons and programs: PracticeAssessment Task 1: Peer feedback
Week 5 : 11 March - 17 March	Lecture	<ul style="list-style-type: none">Adopting and developing points of view in teaching and learning using the Frames
	Tutorial	<ul style="list-style-type: none">Using the Course Content to design lessons and programs: The FramesMicroteaching
Week 6 : 18 March - 24 March	Lecture	<ul style="list-style-type: none">AsynchronousMapping Course Content and concepts in Visual Arts Programs
	Tutorial	<ul style="list-style-type: none">AsynchronousDeveloping units of workMicroteaching
Week 7 : 25 March - 31 March	Lecture	<ul style="list-style-type: none">Student as Practitioner: Assessing student learning in the Visual Arts
	Tutorial	<ul style="list-style-type: none">Summative and formative assessment activities in ProgramsMicroteachingIntroduction to Assessment Task 2
Week 8 : 1 April - 7 April	Lecture	<ul style="list-style-type: none">Best practice in Stage 4/5 Visual Arts Education
	Tutorial	<ul style="list-style-type: none">Summative and formative assessment activities in Programs
Week 9 : 8 April - 14 April	Lecture	<ul style="list-style-type: none">Strategies for differentiating curriculum to meet the diverse needs of learners in the Visual Arts classroom
	Tutorial	<ul style="list-style-type: none">Differentiation in the Visual Arts classroom: creating resources for improving student learning and engagement
Week 10 : 15 April - 21 April	Lecture	<ul style="list-style-type: none">The big picture: Visual Arts Education in AustraliaPreparing for Practicum
	Tutorial	<ul style="list-style-type: none">Review of coursesMyExperience

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

- For the timetable of required readings please see the weekly reading list on the Moodle site.
- You are required, for this course, and in the future, to have copies of the syllabus documents. It is highly recommended that you buy them or have them printed and bound. Access via the New South Wales Education Standards Authority (NESA) website: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>
 - Board of Studies NSW. (2003). *Visual Arts Years 7-10 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
 - Board of Studies NSW. (2004). *Visual Arts Years 7-10 Syllabus: Advice on programming and assessment*. Sydney, NSW, Australia: Board of Studies NSW.
 - Board of Studies, NSW. (2005). *Photography, Video and Digital Imaging Stage 6 CEC*. Sydney, NSW, Australia: Board of Studies NSW.
 - Board of Studies, NSW. (2006). *Creative Arts K-6 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
 - Board of Studies, NSW. (2009). *Visual Arts Syllabus Stage 6*. Sydney, NSW, Australia: Board of Studies NSW.
 - Board of Studies, NSW. *Assessment & Reporting Stage 6*.
 - Board of Studies, NSW. (2000). *Visual Design Stage 6 CEC*. Sydney, NSW, Australia: Board of Studies NSW.
 - Board of Studies, NSW. (2003). *Photographic and Digital Media Years 7-10 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
 - Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2009). *Shape of the Australian Curriculum: The Arts*. Sydney, NSW, Australia: ACARA.
 - ACARA 2013 publication on Australian Curriculum.

Recommended Reading:

- Brown, Neil C. M. (2016). *Studies in Philosophical Realism in Art, Design and Education*. Springer: ProQuest Ebook
- Maras, K. E. (2018). *Mind, Language and Artworks as Real Constraints on Students' Critical Reasoning about Meaning in Art*. 37(3), 530–540. <https://doi.org/10.1111/jade.12152>

- Maras, K. (2018). A Realist Account of Critical Agency in Art Criticism in Art and Design Education. *International Journal of Art & Design Education*, 37(4), 599–610. <https://doi.org/10.1111/jade.12206>
- Maras, Karen. (2013). What ACARA 'forgot': opening up the space for a conceptual framework for visual arts in the Australian curriculum. *Australian Art Education*, 35(1), 24–37.
- Maras, Karen. (2010). Age-related shifts in the theoretical constraints underlying children's critical reasoning in art. *Australian Art Education*, 33(1), 20–28.
- Matthewson-Mitchell, D. (2008). Exploring alternative pedagogical terrain: Teaching and learning in art museums. *International Journal of Pedagogies and Learning*, 4(5), 74–89. <https://doi.org/10.5172/ijpl.4.5.74>
- Mitchell, D. M. (2016). "This is the best lesson ever, Miss...": Disrupting Linear Logics of Visual Arts Teaching Practice. *International Journal of Art & Design Education*, 35(2), 259–274. <https://doi.org/wwwproxy1.library.unsw.edu.au/10.1111/jade.12061>
- Thomas, K., & ProQuest. (2019). *The Paradox of Creativity in Art Education: Bourdieu and Socio-cultural Practice* (1st ed. 2019.). Cham: Springer International Publishing: Imprint: Palgrave Pivot.
- Thomas, Kerry. (2017). Creative performances and gifted education: Studies from art education. *Australasian Journal of Gifted Education*, 26(2), 5–15. <https://doi.org/10.21505/ajge.2017.0012>
- Thomas, K. (2010). What is the Relationship between Social Tact in Teacher-Pupil Exchanges and Creativity? Reconceptualising Functional Causes of Creativity in Artmaking. *International Journal of Art & Design Education*, 29(2), 134–142. <https://doi.org/10.1111/j.1476-8070.2010.01645.x>

Professional Associations for Visual Art Educators:

- VADEA NSW, Visual Art and Design Educators Association of NSW: www.vadea.org.au This not for profit organisation is the peak professional association for Visual Art, Design and Photographic and Digital media educators in the primary, secondary and tertiary sectors. Student membership rates available.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Enza Doran				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>