UNSW Course Outline

EDST6700 Chinese Method 1 - 2024

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General Course Information

Course Code : EDST6700
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 Chinese 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 Chinese 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 Chinese Syllabus and the depth of subject knowledge required to implement the syllabus	• 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	• 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	• Lesson plan • Unit of work outline
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities	• Lesson plan • Unit of work outline
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning	• Lesson plan • Unit of work outline
CLO6 : Practise the ethical and professional values expected of teachers	• Lesson plan • Unit of work outline

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

This subject aims to develop in each student the ability to effectively teach Chinese to secondary school students with an emphasis on the NSW Chinese curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Chinese classroom. Emphasis will be given to the relationship between Chinese, literacy and numeracy and the role and value of Chinese in the curriculum and the community. 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.

Teaching Strategies

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

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

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	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 linguistics, cultural, religious, and socioeconomic backgrounds.	1,2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1
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.	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.	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.	1,2
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.	1,2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2

NATIONAL PRIORITY AREA ELABORATIONS

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	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1,6-7	1
B	Classroom Management.	1,5	1
C	Information and Communication Technologies.	2-3,5-8,12-13	1,2
D	Literacy and Numeracy.	1-5,7-19	1,2
E	Students with Special Educational Needs.	1,4-5,7	2
F	Teaching Students from Non-English-Speaking Backgrounds.	2-5,7-8,10	1,2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Lesson plan	40%	Due Date: 22/03/2024 05:00 PM
Unit of work outline	60%	Due Date: 19/04/2024 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 Chinese 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

<u>Detailed Assessment Description</u>

Plan your lesson for a class in a comprehensive high school which would typically include

- EAL/D students
- Indigenous students, and
- students with various religious and cultural backgrounds.

Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

Write a rationale for your lesson plan. Your rationale should address the questions:

- What do I want the students to learn?
- Why is it important?
- What strategies will I use?
- What assessment for learning strategies will I use to monitor progress?

Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies, and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

<u>Assessment Length</u>

2000 words

<u>Assessment information</u>

RUBRIC/FEEDBACK SHEET

EDST6700 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson Plan

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Demonstrates knowledge of the relevant NSW syllabus • Selects appropriate topic, vocabulary, and grammar structure for the target audience • Links teaching strategies to targeted syllabus outcomes	
Depth of analysis and critique in response to the task • Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar • Incorporates Intercultural Language Teaching and Learning • Produces engaging resources that support student learning • Creates a student-focussed lesson • Uses effective formative assessment strategies	
Familiarity with and relevance of professional and/or research literature used to support response • Justifies choice of teaching and learning strategies • References material, research and ideas presented in lectures, tutorials, and readings	
Structure and organisation of response • Clearly articulates aim that can be achieved by lesson plan • Applies a set of consistent success criteria • Produces a coherent, logical, detailed lesson plan • Uses the plenary session effectively to review the lesson	
Presentation of response according to appropriate academic and linguistic conventions • Communicates with clarity and confidence in both English and the target language in giving instructions and explanations	
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 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

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Detailed Assessment Description

For the unit rationale:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify 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, 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

EDST6700 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of Work Outline

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Selects appropriate topic, content, and outcomes for the target audience • Selects and uses accurate and appropriate target language • Plans for effective learning by designing appropriate lesson sequences • Produces resources that effectively develop communication skills • Implements a range of high quality, engaging resources	
Depth of analysis and critique in response to the task • Differentiates to meet the learning needs of students across the full range of abilities, linguistic, cultural, and religious backgrounds • Caters for a variety of learning needs • Supports student comprehension and production of text types • Models the safe, responsible, and ethical use of ICT in learning and teaching • Demonstrates ability to improve teaching practices, explaining the reason for and the student outcome of those improvements	
Familiarity with and relevance of professional and/or research literature used to support response • References a wide variety of materials, research and ideas from lectures, tutorials, and readings to support decisions in unit planning and resource design	
Structure and organisation of response • Presents a detailed and organised response	
Presentation of response according to appropriate academic and linguistic conventions • Demonstrates a high degree of fluency in English • Attributes sources of information appropriately	
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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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
Week 1 : 12 February - 18 February	Lecture	• Professional Knowledge: APST 1 Course outline and Assessments NESA and ACARA NSW Curriculum Requirements Why learn a second language; the rationale
	Tutorial	• The aim and objectives of K-10 Chinese syllabus • Strategies for promoting Chinese learning in your school community • Chinese courses, syllabuses & supporting documents Stages 4 and 5
Week 2 : 19 February - 25 February	Lecture	• Professional Knowledge: APST 2 Language syllabus K-10 The learners of language Diversity of learners Syllabus coding Strands Addressing ATSI APST 2.4 & 1.4 The Stage Statement
	Tutorial	• Mapping of suggested topics/themes for Stage 4 & 5 Chinese • Analysis of a scope and sequence/unit of work/lesson plan • Classroom teaching and learning ideas for Chinese #1
Week 3 : 26 February - 3 March	Lecture	• Professional Practice: APST 3 Lesson planning - creating effective lessons Lesson objectives & success criteria Understanding your class student profile Teacher Reflection
	Tutorial	• Design a single lesson • Classroom teaching and learning ideas for Chinese #2
Week 4 : 4 March - 10 March	Lecture	• Professional Practice: APST 4 Classroom practice 20 observable characteristics of an effective language teacher Effective feedback in classrooms (informal and formal feedback)
	Tutorial	• Design a double lesson • Classroom teaching and learning ideas for Chinese #3
Week 5 : 11 March - 17 March	Lecture	• Professional Practice: APST 5 Assessment for/as/of learning Assessment moderation Feedback and reporting
	Tutorial	• Assessment moderation practice • Examining sample reports • Providing meaningful feedback on student work • Classroom teaching and learning ideas for Chinese #4 • Microteaching
Week 6 : 18 March - 24 March	Lecture	• Asynchronous • Professional Practice: APST 3 Resources ICT Realia Commercial textbooks Media Student work
	Tutorial	• Asynchronous • Writing a unit of work • Microteaching
Week 7 : 25 March - 31 March	Lecture	• Professional Knowledge: APST 2 Learning across the curriculum Cross-curriculum priorities General capabilities Other learning • Understanding NESA mandated guidelines to create A scope and sequence A unit of work
	Tutorial	• Writing a unit of work • Microteaching
Week 8 : 1 April - 7 April	Lecture	• Professional Knowledge: APST 1 Know students and how students learn Bloom's taxonomy is a language classroom Differentiation Understanding Gen Z
	Tutorial	• Differentiation in Chinese
Week 9 : 8 April - 14 April	Lecture	• Professional Practice: APST 4 • Creating and Maintaining Safe and Challenging Learning Environments in Languages
	Tutorial	• Classroom management • Classroom teaching and learning ideas in Chinese #5
Week 10 : 15 April - 21 April	Lecture	• Professional Engagement: APST 7 Engage professionally with colleagues, parents/carers and the community to promote language learning
	Tutorial	• Online course evaluation • Parent-teacher interviews • Written communications • Classroom teaching and learning ideas in Chinese #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

The Flipped Classroom http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html

Readings

- Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. London, England: Routledge.
- Hinkel E. (2008). *Handbook of research in second language teaching and learning*, London – Available at Level 6, Main Library (418/133 /(2))
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural Language Teaching and Learning*. John Wiley & Sons.
- 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.

Recommended Resources

Recommended Resources

- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing*

- *literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.
- 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.
- Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2013). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia.
- Macalister, J. & Nation, P. (2011). *Case studies in language curriculum design: concepts and approaches in action around the world*, NY - Available at Level 6, Main Library (428.24071/11).
- Nassaji H. & Fotos, S. (2011). *Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context*, NY - Available at Level 6, Main Library (418.0071/73).
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press.
- Richard, J & Burns, A. (2013). *Tips for teaching listening: a practical approach*, NY - Available at Level 6, Main Library (428.007/91 A).
- Taylor, L. (2011) *Examining speaking: research and practice in assessing second language speaking*, UK - Available at Main Library (418.0076/28).
- Wong, J. & Waring, H.Z. (2010). *Conversation analysis and second language pedagogy: a guide for ESL/EFL teachers*, NY - Available at Level 6, Main Library (428.24/134).

Recommended Websites

- www.det.nsw.edu.au
- http://www.curriculumsupport.education.nsw.gov.au
- https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages
- http://educationstandards.nsw.edu.au/wps/portal/nesa/home
- http://www.asiaeducation.edu.au/curriculum/languages
- https://www.languagesnsw.com/

Recommended Associations

- Modern Language Teachers' Association of New South Wales - MLTA , PO Box 299 Leichhardt, NSW 2040
- Chinese Language Teachers Association of New South Wales, PO Box 136 Ashfield, NSW 1800, Australia, T: 61 2 85690315, W: http://www.cltansw.org

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Tutor	Ruby Yang				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