UNSW Course Outline

EDST6779 Mathematics 1 (Years K-2) - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST6779
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 : 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 will be introduced to the continuum of mathematics learning K-6, with reference to the NSW K-10 Mathematics syllabus. There will be a focus on evaluating and teaching number concepts, taking into account the range of developmental understanding and

student ability prior to school entry. The emphasis will be on the pedagogical approaches and teaching strategies suitable for Early Stage 1 and Stage 1 which will develop your understanding of the three strands in the NSW Syllabus, Number & Algebra, Measurement & Geometry and Statistics & Probability. There will also be a focus on the formative and summative assessment strategies needed to evaluate student progress in the early years.

This course is complemented by a minimum of 5 days of supervised professional experience.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and describe the range of home and community numeracy practices, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities
CLO2 : Identify and communicate mathematical concepts underpinning development of mathematical knowledge, skills and understanding using appropriate terminology
CLO3 : Implement a broad and critical understanding of the NSW Mathematics K-10 syllabus and to select concepts, sequence and connect lessons and map progress
CLO4 : Identify and apply a range of assessment and pedagogical strategies suitable for different developmental stages and levels of understanding in mathematics
CLO5 : Identify and apply engaging teaching activities and materials to accommodate diverse student abilities (including gifted students)
CLO6 : Select, design and apply relevant digital tools to support mathematical understanding and learning
CLO7 : Evaluate and appropriately use teaching resources such as calculators, games, hands-on materials and puzzles

Course Learning Outcomes	Assessment Item
CLO1 : Identify and describe the range of home and community numeracy practices, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities	• Lesson Plan: Assessing understanding of measurement and geometry
CLO2 : Identify and communicate mathematical concepts underpinning development of mathematical knowledge, skills and understanding using appropriate terminology	• Lesson Plan: Assessing understanding of measurement and geometry
CLO3 : Implement a broad and critical understanding of the NSW Mathematics K-10 syllabus and to select concepts, sequence and connect lessons and map progress	• Portfolio: Maths Resources
CLO4 : Identify and apply a range of assessment and pedagogical strategies suitable for different developmental stages and levels of understanding in mathematics	• Portfolio: Maths Resources • Lesson Plan: Assessing understanding of measurement and geometry
CLO5 : Identify and apply engaging teaching activities and materials to accommodate diverse student abilities (including gifted students)	• Portfolio: Maths Resources • Lesson Plan: Assessing understanding of measurement and geometry
CLO6 : Select, design and apply relevant digital tools to support mathematical understanding and learning	• Portfolio: Maths Resources • Lesson Plan: Assessing understanding of measurement and geometry
CLO7 : Evaluate and appropriately use teaching resources such as calculators, games, hands-on materials and puzzles	• Portfolio: Maths Resources • Lesson Plan: Assessing understanding of measurement and geometry

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

Teaching Strategies

- Student-centred practical activities provide opportunities for critique and reflection on the importance, methodology and pedagogy for teaching mathematics and numeracy
- Lectures give insights for general understanding and reflective learning of the topics, tutorials demonstrate and explicitly model teaching strategies
- Hands-on use of concrete materials and ICT resources allow students to become confident is selecting, evaluating and using and demonstrating a range of resources
- On-line learning from readings on the Moodle website and selected websites.

Rationale

Students need to understand the scope and sequence of the NSW Board of Studies (2012) Mathematics K-10 syllabus and use it appropriately to select concepts, sequence and connect lessons and map progress. The course investigates pedagogy appropriate for the developmental stages of diverse students learning mathematics and numeracy. Students are required to develop their use of mathematical language to explain concepts at different levels and in appropriate ways. Developing appropriate use of ICT and concrete materials is also important to develop engaging lesson activities.

A hands-on teaching environment will allow students to model, collaborate and critique explicit strategies and resources within a supportive, reflective environment. Students should be able to discuss, question and critically respond to their own teaching experiences.

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.	2
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
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
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2
3.3.1	Include a range of teaching strategies.	2
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	1
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	1
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4, 8	1, 2
B	Classroom Management.	1, 2	2
C	Information and Communication Technologies.	3-7, 10	1, 2
D	Literacy and Numeracy.	1-2, 6-19	1, 2
E	Students with Special Educational Needs.	1-8	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1-9	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Lesson Plan: Assessing understanding of measurement and geometry Assessment Format: Individual	40%	Start Date: 16/02/2024 12:00 AM Due Date: 15/03/2024 05:00 PM Post Date: 29/03/2024 05:00 PM
Portfolio: Maths Resources Assessment Format: Individual	60%	Start Date: 22/03/2024 12:00 AM Due Date: 19/04/2024 05:00 PM Post Date: 03/05/2024 05:00 PM

Assessment Details

Lesson Plan: Assessing understanding of measurement and geometry

Assessment Overview

Task 1 - 2000 words

Part 1: Interview a student

A. Interview a student in Stage 1 to assess their understanding of size, shapes and dimensions.

B. Design hands-on activities which require students to demonstrate and articulate an understanding of capacity.

C. Write a report outlining what the student already understands and can already do.

Part 2: Lesson Plan

A. Identify the next steps for moving the student forward in their learning.

B. Design a lesson plan that would extend the student's understanding of measurement and geometry.

Course Learning Outcomes

- CLO1 : Identify and describe the range of home and community numeracy practices, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities
- CLO2 : Identify and communicate mathematical concepts underpinning development of mathematical knowledge, skills and understanding using appropriate terminology
- CLO4 : Identify and apply a range of assessment and pedagogical strategies suitable for different developmental stages and levels of understanding in mathematics
- CLO5 : Identify and apply engaging teaching activities and materials to accommodate diverse student abilities (including gifted students)
- CLO6 : Select, design and apply relevant digital tools to support mathematical understanding and learning
- CLO7 : Evaluate and appropriately use teaching resources such as calculators, games, hands-on materials and puzzles

Detailed Assessment Description

You will have the opportunity during your tutorial to teach a 2 minute excerpt of your lesson plan and receive peer feedback. You will also be encouraged to try out your lesson plan at your INSTEP placement (e.g., with a small group of Stage 1 students, if possible).

Assessment Length

2000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6779 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson Plan. Assessing Understanding of Measurement and Geometry

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Outline what the student already understands and can already do in relation to Measurement • Include hands-on activities which require students to demonstrate and articulate an understanding of capacity	
Depth of analysis and critique in response to the task • Design a lesson plan that clearly indicates next steps for student learning	
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references	
Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability	
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information, and listing references (APA style) • 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.	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

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.

Portfolio: Maths Resources

Assessment Overview

Task 2 - 3000 words equivalent

Part 1. Develop resources for assessing and teaching syllabus outcomes expected at the end of early stage 1 or stage 1 addressing a selected content area in all three strands (one content from each strand).

Part 2: Trial your hands on resources with a student and discuss the affordances of your activities.

Part 3: Based on your trial, enrich your hands-on activities to meet the specific learning needs of students across the full range of abilities.

Additional criteria will be provided on Moodle.

Course Learning Outcomes

- CLO3 : Implement a broad and critical understanding of the NSW Mathematics K-10 syllabus and to select concepts, sequence and connect lessons and map progress
- CLO4 : Identify and apply a range of assessment and pedagogical strategies suitable for different developmental stages and levels of understanding in mathematics
- CLO5 : Identify and apply engaging teaching activities and materials to accommodate diverse student abilities (including gifted students)
- CLO6 : Select, design and apply relevant digital tools to support mathematical understanding and learning
- CLO7 : Evaluate and appropriately use teaching resources such as calculators, games, hands-on materials and puzzles

Detailed Assessment Description

Part 1: Resources

Gather and/or develop three hands-on resources for assessing and teaching syllabus outcomes

expected at the end of either Early Stage 1 or Stage 1 addressing content areas of all the three strands (one from each).

For each resource, you need to provide:

- a rationale explaining why the resource is appropriate for the Stage and how it will support learning
- statement(s) of learning intention(s) for the task
- a list of concrete resources needed
- appropriate strategies for the skills and strategies for Working Mathematically.

Part 2: Trial your hands on resources with a student and discuss the affordances of your activities.

Part 3: Based on your trial, enrich your hands on activities to meet the specific learning needs of students across the full range of abilities.

Assessment Length

3000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6779 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Portfolio. Maths Resources

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Include three resources for assessing and teaching syllabus outcomes expected at the end of early Stage 1 or Stage 1, addressing a selected content area in all three strands (one content from each strand) • A rationale explaining why each of the three resources are appropriate for the Stage and how it will support learning • Include statements of learning intentions for the tasks • Include a list of concrete resources needed • Discuss your trial with a student and the affordances of your activities • Describe how you could enrich your hands-on activities to meet the specific learning needs of students across the full range of abilities	
Depth of analysis and critique in response to the task • Integrate appropriate strategies for the skills and strategies for Working Mathematically within the three hands-on resources • Analyse what the evidence is pointing to in terms of the affordances of your three resources • Integrate appropriate approaches to enrich your three hands-on resources	
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references	
Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability	
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information, and listing references (APA style) • 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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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	Module	The Big Picture in mathematics: where do we start? • Influence of varied experiences prior to school entry. • Exploration of your own numeracy levels, personal beliefs, and attitudes to mathematics. • Introduction to the NSW K-10 Mathematics syllabus, Stages ES1-S1. • Importance of balanced teaching, play, investigation, engagement, continuous assessment. Number and Algebra (NA), ES1&S1 • How can you start building on early numeracy skills? • What to resolve, what to guide and scaffold. Self-assessment • Identify and briefly describe your own mathematics learning experiences and your self-efficacy in dealing with mathematical concepts. Provide three pieces of evidence to support your assessment of your levels of numeracy and suggest three ways to enhance those levels over the length of the program. • Upload your response to Moodle by the end of Week 1.
Week 2 : 19 February - 25 February	Module	Number and Algebra, ES1 • What can learners already do with whole numbers, comparison, addition, subtraction, multiplication and division, parts and patterns? • Learning intentions and success criteria. Integrating theories and approaches • Explicit teaching: articulating and demonstrating procedural knowledge and commitment.
Week 3 : 26 February - 3 March	Module	Number and Algebra, S1 • How to move students forward with whole numbers, comparison, addition, subtraction, multiplication and division, parts and patterns? • Learning intentions and success criteria. Integrating theories and approaches • Inquiry based learning: working mathematically; articulating and demonstrating conceptual understanding.
Week 4 : 4 March - 10 March	Module	Measurement and Geometry (MG), ES1 • What can learners already do with length, area, capasity and volume, shapes, position and measurement (including time)? • How are NA skills applied in MG? • Learning intentions and success criteria. Diversity • Recognise Aboriginal and Torres Strait Islander usage and terminology and concepts: storytelling, bodies, landmarks, etc.
Week 5 : 11 March - 17 March	Module	Measurement and Geometry (MG), S1 • How to move students forward with length, area, capasity and volume, shapes, position and measurement (including time)? • How are NA skills applied in MG? • Learning intentions and success criteria. Diversity • High Potential or Gifted students (HPGE). • Students needing Learning Support (LaST). • Students needing teaching of English as an Additional Language or Dialect (EAL/D). • Indigenous students. • Refugee students. • Students with disabilities (physical, intellectual, etc).
Week 6 : 18 March - 24 March	Module	Measurement and Geometry (MG), ES1&S1 • What are common issues with data, chance, observations and predictions? • What to resolve, what to guide and scaffold. Working mathematically in MG
Week 7 : 25 March - 31 March	Module	Statistics and Probability (SP), ES1 • What can learners already do with data, chance, observations and predictions? • How are NA and MG skills applied in SP? • Learning intentions and success criteria. Communication • Explaining own thinking. • Reasoning. • Mathematical language: approaching accuracy.
Week 8 : 1 April - 7 April	Module	Statistics and Probability, S1 • How to move students forward with data, chance, observations and predictions? • How are NA and MG skills applied in SP?

		• Learning intentions and success criteria. Communication • Estimation and evaluating results. • Showing working (justifying). • Posing new questions.
Week 9 : 8 April - 14 April	Module	Statistics and Probability (SP), ES1&S1 • What are common issues with data, chance, observations and predictions? • What to resolve, what to guide and scaffold. Working mathematically in SP
Week 10 : 15 April - 21 April	Module	Course wrap-up and revision: where are we heading? • What do we know about typical student experiences in ES1-S1? • Revisiting your own numeracy levels, personal beliefs, and attitudes to mathematics. • Revisiting the importance of balanced teaching, play, investigation, engagement, continuous assessment. • Supporting students in the transition to Stage 2. Reflection • Describe your professional development as a teacher of mathematics so far. Set a goal for your future development. • Post your response to Moodle by the end of the Week 10.

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.

Course Resources

Prescribed Resources

Required Readings

- NSW Mathematics K-10 syllabus (2012) http://syllabus.bostes.nsw.edu.au/mathematics/mathematics-k10/
- National Numeracy Learning Progression (adapted for NSW Syllabus May 2018) NSW Education Standards Authority (NESA) http://educationstandards.nsw.edu.au/wps/wcm/connect/7a7c08ac-8c7b-43db-934b-4a71f46a790e/national-numeracy-learning-progression.pdf?MOD=AJPERES&CVID=
- NSW DET (2003) Quality Teaching in NSW Public Schools, Sydney, NSW

Further Readings

Comprehensive guides for teaching mathematics in primary

- Siemen, D. et al (2015). Teaching Mathematics: Foundations to Middle Years. Melbourne:

OUP
- Bobis, J. (2012). Mathematics for Children – Challenging children to think mathematically (4th ed). Pearson
- Jorgenson, R. (2020). Teaching Mathematics in Primary Schools (3rd ed.). Routledge

Useful complementary resources

- De Klerk, J. & Marasco, A. (2013). Pearson Illustrated Maths Dictionary (5th ed) Pearson
- Gibbons, P. (2002). Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom. Portsmouth: Heinemann.
- Harrison, N. & Sellwood, J. (2016). Learning and Teaching in Aboriginal and Torres Strait Islander Education (3rd ed). Melbourne: Oxford.
- Murray, M. (2004). Teaching mathematics vocabulary in context: windows, doors, and secret passageways. Portsmouth NH: Heinemann.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Laura Tuohi lampi		Ground Floor, Morven Brown Building		Email to make an appointment	No	Yes
Tutor	Mitchell Squ ires					No	No

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