



UNSW Course Outline

EDST6716 Economics Method 1 - 2024

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General Course Information

Course Code : EDST6716

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 Economics 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 Economics 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 Economics 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

Rationale

- This subject aims to develop in each student the ability to effectively teach Economics to secondary school students with an emphasis on the NSW Economics 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 Economics classroom. Emphasis will be given to the relationship between Economics, literacy and numeracy and the role and value of Economics 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
1.1.1	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
1.5.1	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
2.5.1	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
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2

NATIONAL PRIORITY AREA ELABORATIONS

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

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 Stage 6 Preliminary 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 Economics 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

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.

Assessment Length

2000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6716 UNSW SCHOOL OF EDUCATION

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 task and its relationship to relevant areas of theory, research, and practice • Clarity and accuracy in use of key terms and concepts • Demonstrates knowledge of resources that will engage and extend all students • Shows evidence of critical analysis and reflection • Clear statement of syllabus outcomes • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies • Effective use of individual and group activities to address teaching and learning goals 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Ability to plan and assess for effective learning by designing detailed lesson plans on the given template, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • Rationale linked to outcomes in the syllabus • Reasons for the choice of teaching and learning strategies effectively explained 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Reference specifically to material, research and ideas presented in Economics method lectures, readings from the prescribed text and other sources 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • 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%
<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 6 Preliminary 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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- CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
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- CLO6 : Practise the ethical and professional values expected of teachers

Detailed Assessment Description

This assessment focuses on the programming of ONE (1) of the HSC Preliminary Economics topics (See Stage 6 Economics Syllabus). Note: The unit of work can only be based on topics 3-6. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

Context of the unit of instruction

This class is a mixed ability, co-educational group of students in a comprehensive public/private high school. Thirty per cent of the students are from a non-English speaking background. There are several Indigenous Australian students in the class and students from the Pacific Islands. A diverse range of religious and cultural groups are represented in this class. A small number of students in this class demonstrate challenging behaviours.

You must write a rationale for the unit (600-800 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 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.

The unit program is a standard format explained and investigated during lectures and tutorials. You will receive a suggested template for the unit of work in class and this will be available via Moodle.

Include in your unit outline:

- the learning intentions 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.

In the unit you design, you will be assessed on your ability to:

- choose appropriate resources for the class.
- use the appropriate unit plan format, including:
 - a lesson sequence with the key concepts to be taught identified
 - a teaching and learning sequence which identifies key concepts, links to syllabus (students learn about, students learn to), teaching strategies and formative and summative assessment strategies for each lesson.
- clearly identify links to the syllabus and syllabus outcomes and identify which outcomes will be assessed in the unit.
- include differentiation strategies.

Assessment Length

3000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6716 UNSW SCHOOL OF EDUCATION

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 the task and its relationship to relevant areas of theory, research, and practice • Clarity and accuracy in use of key terms and concepts • Demonstrates knowledge of resources that will engage and extend all students • Shows evidence of critical analysis and reflection • Clear statement of syllabus outcomes • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies • Effective use of individual and group activities to address teaching and learning goals 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Ability to plan and assess for effective learning by designing a detailed unit of work on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • Rationale linked to outcomes in the syllabus • Reasons for the choice of teaching and learning strategies effectively explained • Demonstration of knowledge, respect, and understanding of the social, ethnic, cultural, and religious backgrounds of students and how these factors may affect learning 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Reference specifically to material, research and ideas presented in Economics method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • 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%
<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</p>	

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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 \(unsw.edu.au\)](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"> The Nature of Economics Overview of Stage 6 Economics and where Economics fits into the learning continuum Quality Teaching Framework and other pedagogical frameworks
	Tutorial	<ul style="list-style-type: none"> Personal and course goals Roles and responsibilities of an Economics teacher A closer look at the Quality Teaching Framework Structure of the Economic Syllabus Linking understanding and thinking strategies in relation to syllabus topic areas
Week 2 : 19 February - 25 February	Lecture	<ul style="list-style-type: none"> Consumer and Business Teaching strategies for Economics Physical, social, and intellectual development of students and how this affects their engagement in learning Importance of matching teaching strategies to individual needs
	Tutorial	<ul style="list-style-type: none"> Research on how students learn Workshop to explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes Contextual knowledge
Week 3 : 26 February - 3 March	Lecture	<ul style="list-style-type: none"> Markets Lesson planning Using outcomes to set learning intentions Setting challenging learning goals in lesson planning
	Tutorial	<ul style="list-style-type: none"> Setting high expectations for learning Strategies for making learning goals explicit for students Review of sample lesson plans and discussion of strengths and limitations
Week 4 : 4 March - 10 March	Lecture	<ul style="list-style-type: none"> Markets (continued) Co-operative learning Promoting inclusive student participation and engagement in the classroom Microteaching
	Tutorial	<ul style="list-style-type: none"> Importance of ethical and respectful behaviour Self and peer assessment in relation to microteaching Embedding formative assessment: Thinking strategies Questioning Mind/concept maps Feedback
Week 5 : 11 March - 17 March	Lecture	<ul style="list-style-type: none"> Markets (continued) Organisation of classroom activities Providing clear directions Activities to support learning in Economics
	Tutorial	<ul style="list-style-type: none"> How to structure instructions, questioning and transitions between activities
Week 6 : 18 March - 24 March	Lecture	<ul style="list-style-type: none"> Asynchronous Labour Market Sequencing subject content across lessons within a unit of work Pedagogical framework Rationale Goals setting Differentiation Strategies for formative assessment
	Tutorial	<ul style="list-style-type: none"> Programming and the development of a unit of work to meet selected outcomes Content selection and scope of content for effective lesson sequences for Stage 6 Microteaching
Week 7 : 25 March - 31 March	Lecture	<ul style="list-style-type: none"> Financial Markets General capabilities Literacies used in the teaching of Preliminary Economics Numeracy and ICT in Economics How culture, cultural identity, and linguistic background impact Aboriginal and Torres Strait Islander students
	Tutorial	<ul style="list-style-type: none"> How to use ICT to engage students with subject content Importance of visual literacy Developing culturally responsive teaching strategies and resources Microteaching
Week 8 : 1 April - 7 April	Lecture	<ul style="list-style-type: none"> Interest Rates What is differentiation? Strategies for differentiation How is it implemented in the classroom to meet student needs?
	Tutorial	<ul style="list-style-type: none"> Application of differentiation to teaching, units of work and lesson plans reflecting intellectual and cultural diversity cultural present in the classroom
Week 9 : 8 April - 14 April	Lecture	<ul style="list-style-type: none"> Government Intervention in the Economy Strategies for inclusion, participation, and engagement Scaffolding to promote learning Timely and appropriate feedback
	Tutorial	<ul style="list-style-type: none"> Application of visual literacy Thinking tools for teaching, learning and assessment Microteaching
Week 10 : 15 April - 21 April	Lecture	<ul style="list-style-type: none"> The Role of Government Writing and feedback in Economics
	Tutorial	<ul style="list-style-type: none"> Professional Experience expectations Writing exercise Becoming a reflective teacher through the feedback cycle MyExperience course evaluation

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

Essential Documents

- NESA (2009) Economics Stage 6 Syllabus and supporting documents. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics>
- Australian Professional Standards for Teachers <https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf>

Required Readings

- Riley, T. Year 11 *Economics* 2023 OR
- Dixon, T. and O'Mahony, J. *The Market Economy* 2023.

Accompanying workbooks are also very useful.

Recommended Reading

- Barry, K. and King, L. (1998). *Beginning Teaching and Beyond* (3rd Edition). Social Science Press, Katoomba.
- Hattie, J. (2013). *Visible Learning for Teachers: Maximizing Impact on Learning*. Taylor and

Francis, London.

- Jordan A et al. (2008). *Approaches to Learning: A Guide for Teachers*. Open University Press, Berkshire.
- Marsh, C. (2004). *Becoming a Teacher* (5rd Edition). Longman, Frenchs Forest.
- Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>. This series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class.
- Ritchhart R et al. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. John Wiley and Sons Ltd, Chichester.
- Student teachers are encouraged to set up their own blog (it is free) at Edublog, <http://edublogs.org/> to create and share resources and lessons they create.
- The Flipped Classroom, <http://www.teacherstandards.itsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>
- Tomlinson, Carol Ann. *How to Differentiate Instruction in Academically Diverse Classrooms*. Association for Supervision & Curriculum Development, 2017. ProQuest Ebook Central <https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=4829767>
- Wiliam, D (2014). *Formative assessment and contingency in the regulation of learning processes* [http://www.dylanwiliam.org/DylanWiliamswebsite/Papersfiles/Formative%20assessment%20and%20contingency%20in%20the%20regulation%20of%20learning%20processes%20\(AERA%202014\).docx](http://www.dylanwiliam.org/DylanWiliamswebsite/Papersfiles/Formative%20assessment%20and%20contingency%20in%20the%20regulation%20of%20learning%20processes%20(AERA%202014).docx)
- Yenawine, P. (2013). *Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines*. Harvard Educational Publishing Group, Cambridge.

Recommended Resources

Professional Association

- Economics Teachers Association <http://www.ebe.nsw.edu.au/>

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Phillip Pain				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>