



## UNSW Course Outline

# EDST6778 Extension Visual Arts Method 2 - 2024

Published on the 12 May 2024

## General Course Information

**Course Code :** EDST6778

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2C

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Education

**Delivery Mode :** In Person

**Delivery Format :** Non 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.*

This course is an extension to learning some basic skills and concepts in visual arts education. Students undertaking this course will think deeply about some of the most critical issues facing visual arts educators. Content knowledge will be integrated with pedagogy and linked to professional issues unique to visual arts educators. This course is designed with a view to students eventually becoming excellent teachers who are able to continue to improve the quality of visual arts education in Australia.

## Course Aims

This course advances and refines students' skills and knowledge required to teach visual arts in secondary schools, with an emphasis on senior high school visual arts. Students will examine and critically evaluate current high school visual arts curriculums, develop a philosophy of visual arts education, and understand critical issues related to the role of visual arts education in schools.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Develop and articulate a philosophy of education
CLO2 : Understand the syllabus requirements for visual arts education in senior levels of high school
CLO3 : Establish links with other members of the visual arts education community through professional associations
CLO4 : Advocate for visual arts education
CLO5 : Understand the scope and limitations of the quality of visual arts education in Australia with a focus on National Reviews of School Visual Arts Education
CLO6 : Critically evaluate and implement a variety of forms of assessment of student learning in visual arts tasks appropriate for the HSC
CLO7 : Understand the role of parents in a quality visual arts education and communicate effective learning goals and strategies with parents
CLO8 : Reflect on pre-service teacher education in preparation for the final Professional Experience

Course Learning Outcomes	Assessment Item
CLO1 : Develop and articulate a philosophy of education	<ul style="list-style-type: none"><li>• Written Response</li><li>• Advocacy Statement</li></ul>
CLO2 : Understand the syllabus requirements for visual arts education in senior levels of high school	<ul style="list-style-type: none"><li>• Advocacy Statement</li></ul>
CLO3 : Establish links with other members of the visual arts education community through professional associations	<ul style="list-style-type: none"><li>• Written Response</li><li>• Advocacy Statement</li></ul>
CLO4 : Advocate for visual arts education	<ul style="list-style-type: none"><li>• Advocacy Statement</li></ul>
CLO5 : Understand the scope and limitations of the quality of visual arts education in Australia with a focus on National Reviews of School Visual Arts Education	<ul style="list-style-type: none"><li>• Advocacy Statement</li></ul>
CLO6 : Critically evaluate and implement a variety of forms of assessment of student learning in visual arts tasks appropriate for the HSC	<ul style="list-style-type: none"><li>• Advocacy Statement</li></ul>
CLO7 : Understand the role of parents in a quality visual arts education and communicate effective learning goals and strategies with parents	<ul style="list-style-type: none"><li>• Written Response</li><li>• Advocacy Statement</li></ul>
CLO8 : Reflect on pre-service teacher education in preparation for the final Professional Experience	<ul style="list-style-type: none"><li>• Written Response</li><li>• Advocacy Statement</li></ul>

# **Learning and Teaching Technologies**

Moodle - Learning Management System

## **Learning and Teaching in this course**

### **Teaching strategies and rationale**

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

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
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	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
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2
2.4.1	Demonstrate broad knowledge of, understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures, and languages.	*
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	*
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	*
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	1, 2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	1, 2
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.	*
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	*
7.2.1	Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.	*
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	*
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	*

	* Covered during the course	
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## NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
B	Classroom Management.	1, 2*, 3*, 4-5, 6*-10*	1, 2
D	Literacy and Numeracy.	1, 2*, 3, 4*-19*	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	4, 8	1, 2
* Covered during the course			

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Written Response	40%	Due Date: 09/08/2024 05:00 PM
Advocacy Statement	60%	Due Date: 30/08/2024 05:00 PM

## Assessment Details

### Written Response

#### Assessment Overview

All students will receive the feedback report/assessment rubric with detailed comments.

#### Course Learning Outcomes

- CLO1 : Develop and articulate a philosophy of education
- CLO3 : Establish links with other members of the visual arts education community through professional associations
- CLO7 : Understand the role of parents in a quality visual arts education and communicate effective learning goals and strategies with parents
- CLO8 : Reflect on pre-service teacher education in preparation for the final Professional Experience

#### Detailed Assessment Description

Essay - understanding and evaluating assessment of practice (2000 words).

- Rationale (1200 words)

- Explain, justify and evaluate your assessment choices
  - Explain how the task provides the teacher with access to students' understanding of practice
  - Address how the task enables students to demonstrate their application of knowledge, understanding and critical judgement acquired through experience and provides them with the possibility to establish intentions as artists
  - Use relevant research including the syllabus and relevant NESA documents to support your reasoning
- Summative assessment task (800 words)
- Design a Year 12 summative assessment task using the template provided on Moodle. This task requires students to demonstrate their understanding of practice in the development of their body of work.
  - In addition to the body of work in progress, the assessment must also include the VAPD as a record of research, investigations into subject matter, development of technical skills and process, reflection and directions for further development and refinement.
- It must include:
- Appropriate Stage 6 Artmaking outcomes from the syllabus
  - Demonstrate consideration of school-based assessment schedule/timing (e.g. due date)
  - Marks allocated for all components including total
  - Identify assessment criteria (rubric) for each component of the task
  - Design a marking criteria that reflects the parameters of the task. You must include a separate marking criteria for each component/part. Ensure marking range is appropriate and the criteria reflects relevant levels of achievement. Note: appropriate school-based marking guidelines should be developed. Use of external HSC marking guidelines is not appropriate.

The task should adhere to the requirements outlined in the NESA Assessment and Reporting in Visual Arts Stage 6 document for school-based assessment.

#### Assessment Length

2000 words

## Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST6778 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 1: Written Response</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Understands the task and its relationship to relevant areas of theory, research and practice</li><li>• Uses syllabus documents and Visual Arts terminology clearly and accurately</li><li>• Demonstrates understanding of assessment practices in Stage 6 Visual Arts in task notification and marking criteria</li><li>• Understands the role of practice in the development of the body of work</li><li>• Understands the relationship between formative assessment and the role of the teacher and student</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Synthesises research to make and support choices in the development of effective assessment</li><li>• Demonstrates understanding and use of key syllabus content and NESA Assessment Guidelines</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• References and understands relevant research</li><li>• Understands effective assessment practices</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Organises and structures assessment task and marking criteria in a coherent and effective manner</li><li>• Follows NESA Assessment Guidelines</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• References all sources appropriately</li><li>• Shows excellent command of English grammar conventions including spelling, syntax, and punctuation</li></ul>	
• General comments/recommendations for next time:	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 40%</li></ul>
<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.

## Advocacy Statement

### Assessment Overview

All students will receive the feedback report/assessment rubric with detailed comments.

### Course Learning Outcomes

- CLO1 : Develop and articulate a philosophy of education
- CLO2 : Understand the syllabus requirements for visual arts education in senior levels of high school
- CLO3 : Establish links with other members of the visual arts education community through professional associations
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- CLO5 : Understand the scope and limitations of the quality of visual arts education in Australia with a focus on National Reviews of School Visual Arts Education
- CLO6 : Critically evaluate and implement a variety of forms of assessment of student learning in visual arts tasks appropriate for the HSC
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### Detailed Assessment Description

Cultivating an individual philosophy of assessment and pedagogical practice based on research and best practices is important for emerging teachers.

- Part A: Philosophy and advocacy of assessment and pedagogical practice (1000 words). Consider how concepts and strategies in assessment and pedagogy can be used by teachers to support students to develop their artmaking, in their role as an artist in the development of their body of work. Show how research underpins these teaching and learning practices. Discuss how this philosophy would advocate for quality visual arts education in the contemporary context.
- Part B: Applying your philosophy to the classroom (2000 words). Use the scenario below to show how your philosophy of assessment and pedagogy would be put into practice in the classroom to help the student develop his body of work for his HSC.
  - Scenario: Rafi is in your HSC Visual Arts class. You taught him in Yr 11, however he did not do Visual Arts in Stage 5, which means he has not experienced a significant range of Artmaking approaches and Art Criticism and Art History knowledge, understanding and skills. In Yr 11 Rafi struggled to develop conceptual meaning and ideas in his practice. He

has shown no particular interest or dominant strength in any one expressive form over another. However, he has some success and experience in Manga drawing. Rafi is starting to lose focus in the middle of Term 4 Yr 12 (first term of Yr 12). He has brainstormed many ideas about anime, manga and Japanese culture in his VAPD using the Cultural and Structural Frame. However, Rafi is struggling to develop his material and conceptual practice.

- In your response consider the following:
  - How would you structure the learning and teaching of artmaking, to support the development of Rafi's body of work?
  - How would you engage the content areas (Practice, Frames, Conceptual Framework) to develop his role as an artist in the development of the body of work?
  - How would you structure formative and summative assessment to facilitate and guide teaching and learning for this student, within the context of the class?

Note: You can change artforms to suit your own interests/strengths e.g., ceramics and sculpture.

**Assessment Length**

3000 words

## Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST6778 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 2: Advocacy Statement</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Understands the task and its relationship to relevant areas of theory, research and practice in Visual Arts education</li><li>• Demonstrates understanding of assessment strategies and pedagogical practice in Stage 6 Visual Arts</li><li>• Demonstrates understanding of how to support students to develop their role as an artist in the development of the body of work</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Synthesises research and articulates an understanding of strategies in assessment and pedagogy</li><li>• Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of Visual Arts</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Demonstrates understanding of research and theory and is supported by appropriate references</li><li>• Addresses relevant assessment strategies and pedagogical practices to support students in the development of the body of work</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Articulates clearly the research findings and the implications for teaching</li><li>• Structures response in a clear and concise manner</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• References all sources appropriately</li><li>• Use of language is appropriate and consistent, shows excellent command of English grammar conventions including spelling, syntax, and punctuation</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 60%</li></ul>
<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>	

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the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](http://SED Policies and Procedures (unsw.edu.au)).

### Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
1	Lecture	<ul style="list-style-type: none"> <li>Introduction and overview of the course</li> <li>Visual Arts Stage 6 Syllabus Rationale, aims &amp; objectives Course structure Course requirements An overview of the history of artmaking as a teachable discipline with particular reference to the NSW context</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Artmaking Content in the Visual Arts courses Relating artmaking to Art criticism and art history in Preliminary course The continuum of learning in Stage 6 Introducing your students to the body of work, establishing an understanding of practice The role of assessment</li> </ul>
2	Lecture	<ul style="list-style-type: none"> <li>Developing a philosophy of Visual Arts education Artmaking as research NESA document Critical and practical modes of knowing Artist as teacher/teacher as artist</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Developing and supporting student artmaking practices for the HSC The body of work - the curatorial process, selecting works for HSC; submission; Stage 6 HSC administration Strategies for managing student performance in the Preliminary and HSC artmaking courses</li> </ul>
3	Lecture	<ul style="list-style-type: none"> <li>Principles and practices of teaching and learning artmaking in the Visual Arts</li> <li>Supporting more autonomous performance in and through: Syllabus content and building conceptual depth Models of transmission of material and technical skills</li> <li>Formative critical practice The Visual Arts diary and reflective practice The inclusive art room - syllabus content opportunities and strategies for reflecting cultural diversity</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Cultivating a positive classroom climate Encouraging creative risk-taking, opportunity, and autonomy Teacher and student exchanges Creating an inclusive art room environment for diverse learners, including students on adjusted courses, Life Skills courses and non-ATAR courses</li> </ul>
4	Lecture	<ul style="list-style-type: none"> <li>Assessing the Body of Work - HSC examination Benchmarking HSC marking feedback</li> <li>Assessment criteria Marking guidelines</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Assessing the Body of Work School-based and external assessment of the body of work Making judgements in the assessment Developing appropriate and relevant feedback</li> </ul>
5	Lecture	<ul style="list-style-type: none"> <li>Creativity in Visual Arts education Theories of creativity Facilitating creative practice in the Visual Arts classroom Authentic artmaking practice in traditional expressive forms included in the HSC examination</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Innovations and expressive forms Strategies for teaching innovative and hybrid expressive forms included in the HSC examination</li> </ul>
6	Lecture	<ul style="list-style-type: none"> <li>The professional life of visual arts teachers Professional Associations and developing networks amongst educators Career pathways within DET, CEO and Independent systems and their relevant policies Teacher Assessment Review (TARs) Online course evaluation</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Parental and community involvement in visual arts education Effective communication, expectations and school culture Accessing specialist school and community support for Aboriginal, EAL/D and Special Education needs Job readiness - reflecting on professional preparation as visual arts teachers</li> </ul>

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

# General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

# Course Resources

## Prescribed Resources

### Required readings

You are required, for this course, and in the future, to have copies of the syllabus documents. It is highly recommended that you print them yourself.

- <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>
- <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>
- Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.

## Recommended Resources

### Additional Resources

- Churchill, R., Godinho, S., Johnson, N. F., Keddie, A., Letts, W., Lowe, K., Mackay, J., McGill, M., Moss, J., Nagel, M. C., Shaw, K., & Rogers, J. (2019). *Teaching: making a difference*. (4th ed.) John Wiley & Sons.

### Websites

- Visual Arts & Design Educators Association, <http://www.vadea.org.au>
- Art Education Australia <http://www.arteducation.org.au/>
- Art Gallery of NSW <http://www.artgallery.nsw.gov.au/>
- Australian Museums and Galleries Association <https://www.amaga.org.au/>
- Bauhaus Archive Museum of Design <http://www.bauhaus.de/english/bauhaus1919/index.htm>
- NESA <http://www.educationstandards.nsw.edu.au>
- Cooper Hewitt National Design Museum (USA) <https://www.cooperhewitt.org/>
- The Metropolitan Museum of Art - Online Resources <http://www.metmuseum.org/education/index.asp>

- Museum of Computer Art <http://moca.virtual.museum/>
- Museum of Contemporary Art, Sydney <http://www.mca.com.au/>
- Museum of Modern Art <http://www.moma.org/>
- The National Fine Art Education Digital Collection <https://vads.ac.uk/digital/collection/FA>
- NGA <https://nga.gov.au/>
- National Gallery of Victoria Collection <http://www.ngv.vic.gov.au/collection/>
- National Library of Australia <https://www.nla.gov.au/collections>
- Object - Australian Centre for Craft & Design <https://australiandesigncentre.com/>
- Powerhouse Museum <http://www.powerhousemuseum.com/>
- State Library of NSW <http://www.sl.nsw.gov.au/>

## Journals

- *Art Education*
- *Art Therapy: Journal of the American Art Therapy Association*
- *Arts Education Policy Review*
- *Arts and Activities*
- *Australian Art Education*
- *Australian Online Journal of Arts Education*
- *International Journal of Art & Design Education*
- *International Journal of Education and the Arts*
- *International Journal of Education through Art*
- *Journal of Aesthetic Education*
- *Journal of Artistic and Creative Education*
- *School Arts*
- *Studies in Art Education*

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Melanie Taylor				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](mailto: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](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>