**UNSW Course Outline**

# EDST5115 Indigenous Contexts of Education - 2024

Published on the  12 May 2024

# General Course Information

**Course Code :**  EDST5115
**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 :**  Multimodal
**Delivery Format :**  Non Standard
**Delivery Location :**  Kensington
**Campus :**  Sydney
**Study Level :**  Postgraduate
**Units of Credit :**  6

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

# Course Details & Outcomes

## Course Description

This course explores the historical, political and social context of Aboriginal and Torres Strait Islander education in Australia and critically examines the social and societal factors that shape Aboriginal and Torres Strait Islander students' experiences and outcomes. It introduces you to

current research, theoretical frameworks and practical strategies to help in developing your skills and knowledge to critically reflect on and respond to Aboriginal and Torres Strait Islander students' issues in education.  The central focus of the course is to prepare you to meet the Australian Professional Standards that directly concern Aboriginal and Torres Strait Islander education: the teaching of Aboriginal and Torres Strait Islander students (AITSL 1.4), and the embedding of Aboriginal and Torres Strait Islander perspectives, histories and heritage across the curriculum (AITSL 2.4).

This course includes a three-day intensive "on country" Immersion Program which will introduce and engage you with the local Aboriginal communities, their culture and perspectives to help raise your awareness about the need for a focus on Aboriginal and Torres Strait Islander perspectives in schools and in teacher education. **Successful completion of this course requires you to satisfactorily complete the Immersion Program.**  More details will be available on Moodle.

# Course Learning Outcomes

| Course Learning Outcomes |
|---|
| CLO1 : Analyse the ways in which current Aboriginal education policies, anti-racism, and programs and services impact on school systems, schools and teachers. |
| CLO2 : Evaluate the concepts of race, culture, identity and diversity with regard to Indigenous education and the impact of historical and socio-political, cultural and linguistic factors on learning and teaching of Indigenous students. |
| CLO3 : Develop a range of curriculum and pedagogical materials practices to embed Indigenous perspectives across the curriculum. |
| CLO4 : Demonstrate sensitivity and knowledge of effective strategies to work specifically with Indigenous, and generally with culturally and linguistically diverse peoples, perspectives, and histories. |

| Course Learning Outcomes | Assessment Item |
|---|---|
| CLO1 : Analyse the ways in which current Aboriginal education policies, anti-racism, and programs and services impact on school systems, schools and teachers. | • Critical standpoint statement<br>• Resource bank and justification |
| CLO2 : Evaluate the concepts of race, culture, identity and diversity with regard to Indigenous education and the impact of historical and socio-political, cultural and linguistic factors on learning and teaching of Indigenous students. | • Critical standpoint statement |
| CLO3 : Develop a range of curriculum and pedagogical materials practices to embed Indigenous perspectives across the curriculum. | • Resource bank and justification |
| CLO4 : Demonstrate sensitivity and knowledge of effective strategies to work specifically with Indigenous, and generally with culturally and linguistically diverse peoples, perspectives, and histories. | • Resource bank and justification |

# Learning and Teaching Technologies

Moodle - Learning Management System

# Learning and Teaching in this course

Teaching strategies

Teaching strategies used during the course will include:

- 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;
- explicit teaching including lectures and a range of strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate; and
- online learning from readings and web links on the Moodle website.

Rationale for the inclusion of content and teaching approach

The approach to teaching and learning is informed by research. This research has demonstrated the importance of the learning environment for quality student learning. Therefore, emphasis is placed on a learning environment which is knowledge-centred, learner-centred, assessment-centred and community-centred (Bransford & Donovan, 2005). A learner-centred environment encourages attention to students' existing ideas, knowledge, skills, emotions and attitudes providing a foundation for learning. A knowledge-centred environment focuses on what is taught, why it is taught, how it should be taught and what competence looks like. Essential to the student and knowledge-centred environments is assessment, which makes student learning visible and supports learning. A community-centred environment recognises that learning is influenced by context.

The teaching, learning, and assessment activities in this course are designed to provide students with the skills, knowledge and disposition to assist them with developing an informed and critically aware approach to working with Aboriginal and Torres Strait Islander students and the embedding of knowledges, perspectives and histories in teaching and learning. The course is underpinned by a relational approach to critically engaging with the political, ethical and philosophical framing of Indigenous education in Australia. The teaching approach works with a culturally responsive framing that aims to foster a socio-political consciousness that can sustain transformative future education practices.

# 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 linguistic, cultural, religious, and socioeconomic backgrounds. | 2 |
| 1.4.1 | Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. | 1 |
| 2.4.1 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages. | 1, 2 |
| 7.3.1 | Understand strategies for working effectively, sensitively, and confidentially with parents/carers. | 2 |
| 7.4.1 | Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. | 2 |

NATIONAL PRIORITY AREA ELABORATIONS

| | Priority area | | Assessment/s |
|---|---|---|---|
| A | Aboriginal and Torres Strait Islander Education. | 1-12 | 1, 2 |
| C | Information and Communication Technologies. | 6, 12 | 1 |
| F | Teaching Students from Non-English-Speaking Backgrounds. | 1-11 | 1, 2 |

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Critical standpoint statement<br>Assessment Format: Individual<br>Short Extension: Yes (2 days) | 40% | Start Date: Not Applicable<br>Due Date: 02/08/2024 05:00 PM |
| Resource bank and justification<br>Assessment Format: Individual<br>Short Extension: Yes (2 days) | 60% | Start Date: Not Applicable<br>Due Date: 06/09/2024 05:00 PM |

## Assessment Details
### Critical standpoint statement

<u>Assessment Overview</u>

This task draws on your experience from the Immersion Program and your other interactions with Aboriginal histories, cultures and communities, and links these practical experiences to construct your approach to teaching Aboriginal students. This task is designed to provide you with an opportunity to develop a deeper understanding of your own positioning and the implications of that on your professional role as a teacher. You will use your research skills to locate and critically engage with a range of relevant academic literature to create a personal statement that frames your 'teacher standpoint', responsibilities and future approach to working with Aboriginal and Torres Strait Islander students and curricular perspectives.

<u>Course Learning Outcomes</u>

- CLO1 : Analyse the ways in which current Aboriginal education policies, anti-racism, and programs and services impact on school systems, schools and teachers.
- CLO2 : Evaluate the concepts of race, culture, identity and diversity with regard to Indigenous education and the impact of historical and socio-political, cultural and linguistic factors on learning and teaching of Indigenous students.

<u>Detailed Assessment Description</u>

Purpose/s:

- Critically reflect on your own educational experience, positioning and understanding of the AITSL 1.4 and 2.4 requirements.
- Identify, outline, and justify how your approach to Aboriginal education along with your curricula and pedagogic practices would help in improving the representation of Indigenous knowledges in your teaching and the engagement and achievements of Indigenous students.

Assessment 1 key reading list:

- Allen B.J. (2018). Standpoint Theory. In Kim, Y. Y., & McKay-Semmler, K. (Eds.). *The international encyclopedia of intercultural communication*. (pp. 1844-1852). Chichester: Wiley Blackwell.
- Harrison, N., & Skrebneva, I. (2020). Country as pedagogical: enacting an Australian foundation for culturally responsive pedagogy. *Journal of Curriculum Studies, 52*(1), 15-26
- Proud, A. D., & Morgan, A. (2021). Critical self-reflection: A foundational skill. In *Indigenous Education in Australia* (pp. 38-50). Routledge. You can also check out the podcast series hosted by the editors of the book, Dr Marnee Shay and Professor Rhonda Oliver here: https://education.uq.edu.au/indigenous-education-deadly-futures
- Spillman, D., Wilson, B., Nixon, M., & McKinnon, K. (2023). Reinvigorating Country as teacher in Australian schooling: beginning with school teacher's direct experiences,'relating with Country'. *Curriculum Perspectives*, 43(1), 13-23.
- Yunkaporta, T., & Shillingsworth, D. (2020). Relationally Responsive Standpoint. *Journal of Indigenous Research*, 8 (Article 4).

Please see Moodle for the Assessment brief.

Assessment Length

1500 words

Submission notes

via Moodle

## Assessment information

| | |
|---|---|
| • RUBRIC/FEEDBACK SHEET EDST5115 UNSW SCHOOL OF EDUCATION<br>• Assessment Task 1: Critical Standpoint Statement<br>• Specific Criteria and Grading (FL/PS/CR/DN/HD) | |
| • Understanding of the question or issue and the key concepts involved<br>• Understanding of how social and cultural factors influence practice, and their connection to AITSL standards<br>• Clarity and accuracy in use of key terms and concepts | |
| • Depth of analysis and critique in response to the task<br>• Understanding of relevant curriculum/pedagogical, theoretical, social, cultural, and political concerns<br>• Engagement with socio-historical concerns<br>• Clarity and depth of reflection on your own and student identities, and discussion of implications for practice<br>• Synthesising of knowledge and understanding in support of creating a personal policy perspective | |
| • Familiarity with and relevance of professional and/or research literature used to support response<br>• Ability to locate relevant, recently published (<10 years old) literature from high-quality, peer-reviewed journals or edited books – a minimum of six (6) academic resources<br>• Includes sources that are from Indigenous academics, educators or community<br>• Ability to effectively use literature in support of ideas/practices<br>• Ability to synthesise research in support of a coherent and cohesive response | |
| • Structure and organisation of response<br>• A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW writing guides)<br>• Clarity and coherence of organisation of ideas within paragraphs and across the response | |
| • Presentation of response according to appropriate academic and linguistic conventions<br>• Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar<br>• Clarity, appropriateness, and effectiveness in terms of persuasive/ analytical/ reflective writing<br>• Clarity, consistency, and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list<br>• Adheres to word length: Excluding the reference list; within 10% over/under<br>• Correct and thorough referencing according to APA 7th edition style guide | |
| • General comments/recommendations for next time: | |
| • Lecturer:<br>• Recommended: /20 (FL PS CR DN HD) | • Date:<br>• 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.

# Resource bank and justification

## Assessment Overview

This task is designed to give you the opportunity to critically consider what is involved with compiling and using resources that include a focus on Aboriginal and Torres Strait Islander representations, knowledges, heritage and/or histories. This task aligns with the AITSL Professional Standard 2.4, which requires all teachers to embed Aboriginal and Torres Strait Islander perspectives in the curriculum, as well as 1.4, which is concern with strategies for teaching of Aboriginal and Torres Strait Islander students. You will use your research skills to locate Aboriginal and Torres Strait Islander resources suitable for teaching and learning in your classroom. In choosing your resources you should keep in mind how they build on a larger picture of what you want students to walk away with. What is it of substance you are going to teach students using your selected resources? Then, drawing from academic literature you will prepare a commentary discussing your critical evaluation of the resources' quality and credibility and how they will support your teaching and learning in a non-tokenstic way.

## Course Learning Outcomes

- CLO1 : Analyse the ways in which current Aboriginal education policies, anti-racism, and programs and services impact on school systems, schools and teachers.
- CLO3 : Develop a range of curriculum and pedagogical materials practices to embed Indigenous perspectives across the curriculum.
- CLO4 : Demonstrate sensitivity and knowledge of effective strategies to work specifically with Indigenous, and generally with culturally and linguistically diverse peoples, perspectives, and histories.

## Detailed Assessment Description

Purpose/s:

- Critically interrogate the learning needs of students by thinking through the overarching narrative (the BIG idea) that you want your students to understand about the Indigenous knowledge content that you are embedding in your teaching.
- Think through how teaching resources facilitate the sort of learning that you want your students to take on board.

Assessment 2 key reading list:

- Burgess, C., Tennent, C., Vass, G., Guenther, J., Lowe, K., & Moodie, N. (2019). A systematic review of pedagogies that support, engage, and improve the educational outcomes of Aboriginal students. *The Australian Educational Researcher*, 1-21.
- Harrison, N., & Greenfield, M. (2011). Relationship to place: positioning Aboriginal knowledge and perspectives in classroom pedagogies. *Critical Studies in Education*, 52(1), pp. 65–76.
- Lowe, K., & Galstaun, V. (2020). Ethical challenges: the possibility of authentic teaching encounters with indigenous cross-curriculum content? *Curriculum Perspectives*, 40(1), 93-98.
- Lowe, K., Moodie, N., & Weuffen, S. (2021). Refusing Reconciliation in Indigenous Curriculum. In *Curriculum Challenges and Opportunities in a Changing World* (pp. 71-86). Palgrave Macmillan, Cham.
- Lowe, K., & Yunkaporta, T. (2013). The inclusion of Aboriginal and Torres Strait Islander content in the Australian National Curriculum: A cultural, cognitive, and socio-political evaluation. *Curriculum Perspectives*, 33(1), 1-14.

Please see Moodle for the Assessment brief

## Assessment Length

3500 words

## Submission notes

via Moodle

## Assessment information

| • RUBRIC/FEEDBACK SHEET EDST5115 UNSW SCHOOL OF EDUCATION<br>• Assessment Task 2: Resource Bank and Justification<br>• Specific Criteria and Grading (FL/PS/CR/DN/HD) | |
| --- | --- |
| • Understanding of the question or issue and the key concepts involved<br>• Understanding of the task and its relationship to relevant areas of schooling<br>• Understanding of learning needs and strengths of Aboriginal and Torres Strait Islander students<br>• Selection and description of relevant resources to support Aboriginal and Torres Strait Islander students<br>• Justification for resources chosen with support from academic literature | |
| • Depth of analysis and critique in response to the task<br>• Understanding of relevant curriculum/pedagogical, theoretical, and political concerns<br>• Critically interrogate the learning needs of students<br>• Identification of appropriate resources<br>• Depth of analysis of student needs and school's current response<br>• Depth and clarity of description of resources | |
| • Familiarity with and relevance of professional and/or research literature used to support response<br>• Ability to locate relevant, recently published (<10 years old) literature from high-quality, peer-reviewed journals or edited books – a minimum of ten (10) academic sources<br>• Includes sources authored by academics and educators<br>• Ability to effectively use literature in support of ideas/practices<br>• Ability to synthesise research in support of a coherent and cohesive response | |
| • Structure and organisation of response<br>• A clear and logical structure in your written work<br>• Clarity and coherence of organisation of ideas within your written responses | |
| • Presentation of response according to appropriate academic and linguistic conventions<br>• Accurate and thorough attention to oral/ written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar<br>• Clarity, appropriateness, and effectiveness in terms of persuasive/ analytical/ reflective writing<br>• Clarity, consistency, and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list<br>• Adheres to word length: Excluding the reference list; within 10% over/under<br>• Correct and thorough referencing according to APA 7th edition style guide | |
| • General comments/recommendations for next time: | |
| • Lecturer: | • Date: |

| • Recommended: /20 (FL PS CR DN HD) | • 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

## Requirements to pass course

The three-day Immersion Program is a requisite for this course. You cannot successfully complete this course unless you have satisfactorily completed the Immersion program.

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Immersion Program Preparation | Intensive | • This session is about getting ready for the work that will take place during the Immersion Program.<br>• Please ensure that you have engaged with the readings, learning activities before attending the Immersion Program at Matraville Sports High School. Details are available on Moodle. |
| | Reading | • Harrison, N., Page, S., & Tobin, L. (2016). Art has a place: Country as teacher in the city. Educational philosophy and theory, 48(13), 1321-1335.<br>• McLeod, K., Thakchoe, S., Hunter, M. A., Vincent, K., Baltra-Ulloa, A. J., & MacDonald, A. (2020). Principles for a pedagogy of unlearning. Reflective Practice, 21(2), 183-197.<br>• Proud, A. D., & Morgan, A. (2021). Critical self-reflection: A foundational skill. In Indigenous Education in Australia (pp. 38-50). Routledge. |
| Immersion Program | Fieldwork | • Part I: Learning from Country<br>• Date/s: 16, 17 & 18 July<br>• Time: 10am to 5:00pm<br>• Where: Matraville Sports High School<br>• Program Overview: This intensive "on country" three-day immersion program will introduce and engage Master of Teaching students with the local Aboriginal communities, their culture, and perspectives to raise students' awareness about the need for a focus on Aboriginal and Torres Strait Islander perspectives in schools and in teacher education. It will ensure that MTeach students are immersed in practical experiences that will lay the foundations for more formal input and strategies for teaching Aboriginal and Torres Strait Islander students (1.4), as well as understanding and respecting Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians (2.4).<br>• Community Partnership: The program will be held at Matraville Sports High School. The school, its staff, its Aboriginal students, and the local Aboriginal Education Consultative Group (AECG) are in partnership in the creation and delivery of the content of this program, and local community members are involved in leading a Walk on Country in Kamay Botany Bay National Park.<br>• Expectations: Students will be expected to take notes on program content and their development of understandings, and to use those understandings to develop a reflection statement which they will draw on for their formal assessments. Prior to the Immersion Program, students are expected to engage with key readings and consider areas they would like to discuss further.<br>• Please note: The three-day Immersion Program is a requisite for this course. You cannot successfully complete this course unless you have satisfactorily completed the Immersion program. More detail is available on Moodle.<br>• Content warning: By its very nature, discussing issues of colonisation and racism in Australia may elicit strong reactions. If, at any point, you want to debrief about the content, please get in touch with me. Here are some useful contact details in case you need to access support outside of class.<br>• Internal University support Equitable Learning Services (ELS): https://www.student.unsw.edu.au/els. Student support team - for students who are experiencing personal and health issues: https://www.student.unsw.edu.au/educational-support-advice-personal-and-health-issues The University also offers 24/7 mental health support - direct line: 02 9385 5418 and link https://www.student.unsw.edu.au/counselling |
| Landscape of Indigenous Education | Intensive | • Part II: Relationality and reciprocity<br>• Each session consists of three hours face-to-face instructional time combining lectures and tutorials, plus readings, online activities and discussion.<br>• This course is based around weekly reading(s) - this cannot be emphasized enough: if you do not have time, at the very least do the essential set reading/s for the tutorials, you will find it difficult to contribute to discussions or do well in your assessments. |
| | Reading | • Spillman, Wilson, Nixon & McKinnon (2023)<br>• Thorpe (2017) - (Read any one of the teacher narratives Chapter 7, 8 or 9). |
| | Intensive | • Course welcome and overview. This session will start by reflecting on our own perspective, position and power as an iterative process. We are never "done reflecting," just as we are never "done learning". Reflecting on our choices as teachers, and the policies of the systems we are part of, is essential to ensure that we do not perpetuate damage and inequities experienced by some students within educational institutions.<br>• The session will then identify and describe the range of ways in which the social, cultural, and political contexts of education impact on school |

| | | systems, schools, and teachers, and discuss the policy, curriculum and pedagogical challenges within our schools and communities.<br>• The session will then interrogate the different ways of constructing knowledge, or 'knowing' the world. |
|---|---|---|
| Indigenous Perspectives | Intensive | • Why learn about Indigenous perspectives, what to learn, and different ways of learning<br>• This session will critically consider the place of 'Indigenous perspectives' within policy and curriculum documents, with a view to questioning the difficulties and possibilities for non-Indigenous educators to embed Indigenous knowledges, histories, and ways of knowing in T&L.<br>• Why are Indigenous perspectives and ways of knowing often simplified and co-opted to provide a 'one size fits all approach' for the education system? How can teachers work with Indigenous oral traditions, pedagogies, knowledges, histories, and heritage in constructive, thoughtful, engaging and culturally responsive ways in teaching and learning? |
| | Reading | • Maxwell, Lowe, & Slater (2018)<br>• Lowe & Yunkaporta (2013). |
| Racism, Tokenism, & Aboriginalism | Intensive | • This session examines schooling practices that contribute to preserving and protecting concerns to do with race and some of the misconceptions and misunderstandings about Indigenous knowledges, histories and heritage that can influence teaching and learning practices in problematic ways.<br>• Despite the good intentions of many, why does racism and stereotyping continue as an everyday practice? |
| | Reading | • Daniels-Mayes (2021)<br>• Moodie, Maxwell & Rudolph (2019) |
| Culturally Responsive Schooling | Intensive | • Culturally responsive schooling, the politics, the practices of knowledge<br>• This session will look further into the contested and challenging requirements for all teachers to think and work critically in connection with the knowledges being constructed by learners in their classrooms, including locating yourself in the landscape of education, and articulating your philosophical, ethical, and political vision for dealing with diversity.<br>• What sort of knowledge/ curriculum are we constructing and why (not)?<br>• What sort of schools/ classrooms/ teachers/ students are we constructing and why (not)? |
| | Reading | • Alim, Paris & Wong (2020)<br>• Harrison & Skrebneva (2019). |
| Critical Approaches to Indigenous Ed | Intensive | • This session will examine the impact of more critical approaches to Indigenous education.<br>• It looks to outline current research that highlights what may prove to be productive ways forward in the development of school and classroom programs and practices that support the educational aspirations and needs of Aboriginal and Torres Strait Islander students. |
| | Reading | • Smith (2023)<br>• Lowe, Skrebneva, Burgess, Harrison & Vass (2020). |
| Action, Reflection, & Repeat | Intensive | • Action, reflection and repeat - the moral work of teachers<br>• In this session we consider issues of responsibility, complicity, and positionality. There is a strong social imperative for teachers to look carefully at what they do, what they know and how they position themselves.<br>• According to Freire (1970) awareness and good intention is not enough, one must engage continuously between action and reflection and then from reflection on action to reflections to new actions. These do not happen in isolation but flow from, interacting in ways that are sometimes inconsistent with even your own self-interest.<br>• The kickoff point for this level of introspection is thinking carefully about what is it that I know, what is at the base of what I know, and understanding the potential impact of changing, or at least developing an acute understanding of yourself. In doing that you begin your journey to critical consciousness. |
| | Reading | • McDowall (2021) |

# 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

Moodle Site

The course will use Moodle to support the learning and teaching activities of this course. It will be used for communication and discussion, as well as the submission of assignments. You can find prescribed resources on Moodle. You can access Moodle via the TELT Gateway or from your myUNSW account.

Online Resources

The UNSW Library runs the ELISE tutorial online, which familiarises students with academic writing, research and using information responsibly. Information on ELISE can be located at: http://subjectguides.library.unsw.edu.au/elise/aboutelise

## Recommended Resources

Please check the course Moodle site for a list of recommended readings and practical resources.

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|------|-------|----------|-------|--------------|-------------------------------------|-----------------|
| Convenor | Rose Amazan | | Ground Floor, Morven Brown Building | | 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 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](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