UNSW Course Outline

EDST6758 Extension Music Method 2 - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST6758
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.

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

Course Aims

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

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Develop and articulate a philosophy of education
CLO2 : Understand the syllabus requirements for music education in senior levels of high school
CLO3 : Establish links with other members of the music education community through professional associations
CLO4 : Advocate for music education
CLO5 : Understand the scope and limitations of the quality of music education in Australia with a focus on the 2005 National Review of School Music Education
CLO6 : Critically evaluate and implement a variety of forms of assessment of student learning in musicology, composition, performance, and aural tasks appropriate for the HSC
CLO7 : Understand the role of parents in a quality music 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	• Resource kit • Advocacy statement, personal philosophy and job application
CLO2 : Understand the syllabus requirements for music education in senior levels of high school	• Resource kit • Advocacy statement, personal philosophy and job application
CLO3 : Establish links with other members of the music education community through professional associations	• Advocacy statement, personal philosophy and job application
CLO4 : Advocate for music education	• Advocacy statement, personal philosophy and job application
CLO5 : Understand the scope and limitations of the quality of music education in Australia with a focus on the 2005 National Review of School Music Education	• Resource kit • Advocacy statement, personal philosophy and job application
CLO6 : Critically evaluate and implement a variety of forms of assessment of student learning in musicology, composition, performance, and aural tasks appropriate for the HSC	• Resource kit
CLO7 : Understand the role of parents in a quality music education and communicate effective learning goals and strategies with parents	• Advocacy statement, personal philosophy and job application
CLO8 : Reflect on pre-service teacher education in preparation for the final Professional Experience	• Resource kit • Advocacy statement, personal philosophy and job application

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

Music educators in Australia face professional environments with extremely limited resources. This course will provide students with the capacity to not only extend their knowledge of curriculum and pedagogy, but also to operate effectively at the highest levels of schooling, and develop and refine their philosophical approach to education such that they can participate actively in professional organizations and advocate for an effective music education.

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.
- 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 Moodle website.
- Peer teaching in a simulated classroom setting.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

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.	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.	1, 2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.2.1	Organise content into an effective learning and teaching sequence.	1
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1
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.	2
	* Covered during the course	

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1*-3*, 4-5, 6*, 7*, 8, 9*-12*	1, 2
B	Classroom Management.	1*, 2, 3*, 4*, 5, 6*-9*, 10	2
C	Information and Communication Technologies.	1, 2*, 3-4, 5*, 6*, 7, 8*-14	1, 2
D	Literacy and Numeracy.	1*, 2*, 3, 4*-6*, 7, 8*-19*	1, 2
E	Students with Special Educational Needs.	1-3, 4*, 5*, 6, 7*, 8, 9*	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1*-3*, 4, 5*-11*	2
	* Covered during the course		

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Resource kit Assessment Format: Individual	40%	Due Date: 06/08/2024 05:00 PM
Advocacy statement, personal philosophy and job application Assessment Format: Individual	60%	Due Date: 27/08/2024 05:00 PM

Assessment Details

Resource kit

Assessment Overview

Task 1. Assignment. 2000 words. Students will receive written feedback within three weeks of submission.

Course Learning Outcomes

- CLO1 : Develop and articulate a philosophy of education
- CLO2 : Understand the syllabus requirements for music education in senior levels of high school
- CLO5 : Understand the scope and limitations of the quality of music education in Australia with a focus on the 2005 National Review of School Music Education
- CLO6 : Critically evaluate and implement a variety of forms of assessment of student learning in musicology, composition, performance, and aural tasks appropriate for the HSC

- CLO8 : Reflect on pre-service teacher education in preparation for the final Professional Experience

Detailed Assessment Description

- Design a set of resources for a Stage 6 classroom to develop learning within a context (designated randomly by the lecturer from a list of Syllabus contexts). The resource kit should include at least three lesson plans (one of which focuses on the delivery of Australian Music), and accompanying resources for listening, performing, and composing. These should be linked to the syllabus and be useable by other music teachers.
- Use models provided in class, as well as Sydney Symphony education resource kits, textbooks, and other resources and examples provided as examples in class. Your resources should reflect your own approach to teaching that you have developed in your study and relate to your own philosophy of music education.

Assessment Length

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST6758 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Resource Kit • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Resources linked to Stage 6 syllabus outlines • Resources designed at a suitable level • Resources linked to suitable learning experiences	
• Depth of analysis and critique in response to the task • Resources show creative consideration for learning • Resources are well outlined and presented • Resources integrate varied learning opportunities • Resources allow for differentiation and variety of application	
• Familiarity with and relevance of professional and/or research literature used to support response • Links well with current syllabus documentation • Addresses current developments in teaching and pedagogy • Integrates ICT and other mediums where necessary	
• Structure and organisation of response • Resources are clearly designed with overview and guidelines • Provides links to assessment and student understanding • Level of language and terminology is suitable	
• Presentation of response according to appropriate academic and linguistic conventions • Appropriate academic conventions applied throughout • Use of language is appropriate and consistent • Context of each resource and application is easily understood	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 40%
• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

Hurdle rules

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

Advocacy statement, personal philosophy and job application

Assessment Overview

Task 2. Portfolio. 3000 words. Students will receive written feedback within three weeks of submission. This is the final assessment.

Course Learning Outcomes

- CLO1 : Develop and articulate a philosophy of education
- CLO2 : Understand the syllabus requirements for music education in senior levels of high school
- CLO3 : Establish links with other members of the music education community through professional associations
- CLO4 : Advocate for music education
- CLO5 : Understand the scope and limitations of the quality of music education in Australia with a focus on the 2005 National Review of School Music Education
- CLO7 : Understand the role of parents in a quality music 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

- Part A. Based on the issues discussed in lectures and seminars, develop an advocacy statement (1500 words) for music education, supporting it with appropriate resources and references as needed. The statement should be readable by parents, principals, and others in the community in order to explain why all children have the right to access a quality music education. It should be linked to your Philosophy statement outlined in Part B below.
- Part B. The second section of this assignment requires you to outline your own philosophy about teaching music and developing music education. This must be submitted in written form (as part of a hypothetical job application,1000 words). You should relate this to your experience as a music educator and a musician.
- Part C. As part of your hypothetical job application please complete an accompanying CV. A successful CV is clearly laid out, demonstrating your strengths and achievements. It should appropriately address the requirements of the job being applied for (approx. 500 words).
- Indicative length: Part A: 1,500 words, Part B: 1,000 words, Part C: 500 words.

Assessment Length

3000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST6758 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Advocacy Statement, Personal Philosophy, Job Application • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Advocacy statement includes appropriate reference to issues and music education • Philosophy of music education is presented with suitable reference to literature and personal experience • Job application is suitable and addresses key criteria	
• Depth of analysis and critique in response to the task • Evidence of wider reading and literature in writing • Findings linked to personal views and practice • Depth of consideration in philosophy and advocacy • Connection between these within assignment • Job application reflects the requirements of the role and links with professional, personal experience	
• Familiarity with and relevance of professional and/or research literature used to support response • Extensive use of research and support material • Integration of resources, media (i.e., YouTube, links etc.), as well as literature • Literature suitably supports position presented in discussion	
• Structure and organisation of response • Advocacy statement, philosophy, and job application is clearly written and succinct • Statements reflect a continuity of thought and understanding, relative to student philosophy and advocacy position • Level of language and terminology is suitable • References are used to support discussion where suitable	
• Presentation of response according to appropriate academic and linguistic conventions • Each section is appropriately structured • Clarity of communication in academic English	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 60%
• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

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General Assessment Information

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

<u>Grading Basis</u>

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
1	Lecture	• Introduction and overview of the course Examination and Requirements of Music 1, Music 2, and Music Extension the HSC music syllabuses Developments with ACARA Approaches to assessment and feedback - monitoring student programmes
	Tutorial	• Resources for teaching Music 1 and Music 2 Emerging resources, technologies and pedagogy and curriculum models Approaches to teaching Stage 6 courses and content Formative assessment activities (link to IT task in Term 1)
2	Lecture	• Selecting topics for Year 11 and 12 Composition in Years 11 and 12 - core and elective requirements Planning the scope and sequence of learning in Year 11 and 12 - NESA requirements and mandatory content
	Tutorial	• Creating, archiving, annotating and recording compositions Exploring the composition portfolio and assessment Approaches with different technologies
3	Lecture	• Aural skills and Musicology in Stage 6 Preparation, repertoire, contexts and strategies for teaching aural - question types - assessment and assessment Musicology in Music 1 and 2
	Tutorial	• Identifying the concepts of music The Music 1 and Music 2 aural exam - design and development of questions and exemplars Approaches for developing the musicology viva voce (Music 1) and the essay (Music 2 and Extension)
4	Lecture	• Performance in Years 11-12 Developing motivation and refining repertoire The ensemble and solo performance - role, style, expression, facility Designing the HSC package (core performance and topics - Australian Music)
	Tutorial	• Selecting and developing repertoire Examination requirements Integrating technology into performance and reflective practice Providing feedback and focus in rehearsals and preparation
5	Lecture	• Philosophies of music education and current research Music education advocacy Australian Curriculum and the National Review of School Music Education The professional life of music teachers Communication and relationships between teachers and students The role of the music educator - facilitator or teacher?
	Tutorial	• Why teach music? Latest neuroscience research and emerging views Developing your own philosophy of music education Job applications Mini-interviews and discussions in class
6	Lecture	• Professional Associations Developing networks and advocacy amongst educators: National and international views Parental and community involvement in music education Effective communication, expectations and school culture
	Tutorial	• Approaches to learning Formal versus informal instruction Designing tasks that facilitate the relationship between these in the classroom or co-curricular setting Job readiness - reflecting on professional preparation as music teachers Online 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

Required readings

- http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z

Recommended Resources

Further readings

- Auh, M. S. (2004). Changes in perceptions of confidence in teaching music by preservice students. *Bulletin of the Council for Research in Music Education*, 161-62, 11-18.
- Barry, N. H., & Hallam, S. (2002). Practice. In R. Parncutt & G. E. McPherson (Eds.), *The science and psychology of music: Creative strategies for teaching and learning* (pp. 151-165). Oxford, England: Oxford University Press.
- Baumrind, D. (1991). Parenting styles and adolescent development. In J. Brooks-Gunn, R. Lerner & A. C. Peterson (Eds.), *The encyclopedia of adolescence* (pp. 746-758). New York: Garland.
- Bennett, R. (1986). *Score Reading*. CUP, Cambridge.
- Coffman, D. D. (1990). Effects of mental practice, physical practice, and knowledge of results in piano performance. *Journal of Research in Music Education*, 38, 187-196.
- Cox, G. (2003). Recollections and realities: Conversations with student music teachers. *Bulletin of the Council for Research in Music Education*, 153, 89-93.
- Creech, A., & Hallam, S. (2003). Parent-teacher-pupil interactions in instrumental music tuition: A literature review. *British Journal of Music Education*, 20, 29-44.
- Cuddy, L. L., Balkwill, L.-L., Peretz, I., & Holden, R. R. (2005). Musical difficulties are rare: A study of "tone deafness" among university students. *Annals of the New York Academy of Sciences*, 1060, 311-324.
- Eccles, J. S. (2005). Subjective task value and the Eccles et al. model of achievement-related choices. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 105-121). New York: The Guilford Press.
- Ginsborg, (2004). Strategies of memorizing music. In A. Williamon (Ed.), *Musical Excellence: Strategies and techniques to enhance performance*. New York: Oxford.
- Groundwater-Smith, S., Brennan, M., McFadden, M., Mitchell, J., & Munns, G. (2009). *Secondary schooling in a changing world* (2nd ed.). South Melbourne, Victoria, Australia: Cengage Learning.
- Jorgensen, H. (2004). Strategies for individual practice. In A. Williamon (Ed.), *Musical

excellence: Strategies and techniques to enhance performance. New York: Oxford.

- McPherson, G. E. (2005). From child to musician: Skill development during the beginning stages of learning an instrument. *Psychology of Music*, 33, 5-35.
- McPherson, G. E. (2009). The role of parents in children's musical development. *Psychology of Music*.
- McPherson, G. E., & Davidson, J. W. (2006). Playing an instrument. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 331-351). Oxford, England: Oxford University Press.
- McPherson, G., & Dunbar-Hall, P. (2001). Australia. In D. J. Hargreaves and A. C. North (Eds.), *Musical development and learning: The international perspective* (pp. 14-26). London: Continuum.
- Merrick, B. (2004) Music Technology-Ideas for cross-curricular integration and the development of reflective practice. *Music in Action.* Retrieved June 15, 2011 (http://www.musicinaction.org.au/index.php?name=News&file=article&sid=283).
- Merrick, B. (2005). 21st Century Musicians. *Music in Action*. Retrieved June 15, 2011 (http://www.musicinaction.org.au/modules.php?op=modload&name=News&file=article&sid=242&mode=thread&order=0&thold=0).
- Mills, J. (1991). Assessing musical performance musically. *Educational Studies*, 17(2), 173-181.
- Nielsen, S. G. (2008). Achievement goals, learning strategies and instrumental performance. *Music Education Research*, 10, 235-247.
- Pascoe, R., Leong, S., MacCallum, J., Mackinlay, E., Marsh, K., Smith, B., et al. (Eds.). (2005). *National review of school music education*. Canberra, Australian Capital Territory, Australia: Australian Government.
- Pitts, S. E., Davidson, J. W., & McPherson, G. E. (2000). Developing effective practice strategies: Case studies of three young instrumentalists. *Music Education Research*, 2, 45–56.
- Pomerantz, E. M., Grolnick, W. S., & Price, C. E. (2005). The role of parents in how children approach achievement: A dynamic process perspective. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 259-278). London: The Guilford Press.
- Rixon, B., & Merrick, B. (2001). *Music Let's Do It!* Science Press. Sydney.
- Rixon, B., & Merrick, B. (2009). *Music Let's Hear It!* Science Press. Sydney.
- Reimer, B. (2003). *A philosophy of music education: Advancing the vision* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Roulston, K., Legette, R., & Trotman Womack, S. (2005). Beginning music teachers' perceptions of the transition from university to teaching in schools. *Music Education Research*, 7, 59-82.
- Russell, J. A. (2006). Building curriculum-based concerts. *Music Educators Journal*, 92, 34-39.
- Sloboda, J. A., Davidson, J. W., & Howe, M. J. A. (1994). Is everyone musical? *The Psychologist*, 7, 349-354.
- Sloboda, J. A., Davidson, J. W., Howe, M. J. A., & Moore, D. G. (1996). The role of practice in the development of performing musicians. *British Journal of Psychology*, 87, 287-309.
- Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review*, 17, 125-146.
- Stanley, M., Brooker, R., & Gilbert, R. (2002). Examiner perceptions of using criteria in music performance assessment. *Research Studies in Music Education*, 18, 46-56.

- Stollery, P. & McPhee, A. D. (2002). Some perspectives on musical gift and intelligence. *British Journal of Music Education,* 19(1), 89-102.
- Thompson, W. F., Dalla Bella, S., & Keller, E. P. (2006). Music performance. *Advances in Cognitive Psychology*, 2(2-3), 99-102.
- UNESCO (2006). *Road map for arts education.* Retrieved October 10, 2007, from www.unesco.org/culture/lea/roadmap
- Zhukov, K. (2007). Student learning styles in advanced instrumental music lessons. *Music Education Research*, 9, 111-127.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Rebecca Lewis				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

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