



UNSW Course Outline

EDST5807 Social and Emotional Development of Intellectually Gifted Children - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST5807

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course, you will learn about the social, emotional and moral development of children of

high intellectual potential. You will engage with current educational and psychological literature regarding the incidence of underachievement, lack of motivation, depression and 'dropping out' among gifted children. You will explore the influence of personal variables, including motivation, self-esteem, friendship choices and attitudes towards school and study, on the translation of high potential into high performance. Additionally, teaching strategies and class and school structures, which facilitate or impede the development of positive social attitudes and supportive peer relationships in gifted children will be critically analysed.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify key issues about the socio-affective development of intellectually gifted students and link these with the educational needs of gifted students
CLO2 : Discuss the findings of studies on affective outcomes to explore the implications of asynchronous development for peer relationships and socialisation
CLO3 : Apply research-based decision making to select appropriate various educational interventions and strategies to support the socio-affective needs of gifted students
CLO4 : Examine the influence of teacher attitudes and family values and behaviours in fostering or impeding talent development

Course Learning Outcomes	Assessment Item
CLO1 : Identify key issues about the socio-affective development of intellectually gifted students and link these with the educational needs of gifted students	<ul style="list-style-type: none"> • Reading Responses • Planning, implementation and evaluating programs, models, and/or strategies
CLO2 : Discuss the findings of studies on affective outcomes to explore the implications of asynchronous development for peer relationships and socialisation	<ul style="list-style-type: none"> • Planning, implementation and evaluating programs, models, and/or strategies
CLO3 : Apply research-based decision making to select appropriate various educational interventions and strategies to support the socio-affective needs of gifted students	<ul style="list-style-type: none"> • Planning, implementation and evaluating programs, models, and/or strategies
CLO4 : Examine the influence of teacher attitudes and family values and behaviours in fostering or impeding talent development	<ul style="list-style-type: none"> • Reading Responses

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

Rationale:

Understanding the socio-affective characteristics and needs of gifted students requires strong theoretical knowledge and the capacity to apply this understanding appropriately and effectively in the practical design of appropriate interventions for these gifted students. The teaching, learning, and assessment activities in this course are designed to be relevant to participants' experience and to provide opportunities to develop the requisite theoretical knowledge and associated practical skills. This foundation should enable participants to critically evaluate research and practice and to design effective intervention strategies, whilst convincingly articulating the rationale behind their views, choices and actions.

Teaching Strategies:

- participants are encouraged to develop study groups where feasible, to use flexible grouping, with individual, paired, and small group cooperative learning to reinforce the importance of teamwork in an educational context and to address varying teaching and learning goals;
- online teaching including lecture notes, audios, videos, or online lectorials where possible to reinforce a range of teaching strategies to foster interest, engagement, and support learning;
- structured occasions for reviewing prior knowledge and understandings;
- opportunities for dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, analyse and evaluate content and strategies;
- engagement in analytical, dialogic and evaluative discourse in forums to develop understanding of the socio-affective issues experienced by gifted students in today's educational contexts;
- reflection on learning to allow students to critically analyse and evaluate practices and issues discussed.

These activities will occur in a climate that is supportive and inclusive of all learners.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.2	Use teaching strategies based on knowledge of students' physical, social, and intellectual development and characteristics to improve student learning.	1, 2
1.2.4	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.	1, 2
1.5.4	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.	1, 2
2.2.2	Organise content into coherent, well-sequenced learning and teaching programs.	2
2.3.3	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment, and reporting requirements.	2
3.1.3	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	1, 2
3.2.3	Work with colleagues to plan, evaluate, and modify learning and teaching programs to create productive learning environments that engage all students.	2
3.3.4	Work with colleagues to review, modify, and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving, and critical and creative thinking.	1, 2
3.4.3	Assist colleagues to create, select, and use a wide range of resources, including ICT, to engage students in their learning.	1, 2
3.6.3	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	1, 2
5.1.2	Develop, select, and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	1, 2
6.4.4	Advocate, participate in, and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1-4	1, 2
B	Classroom Management.	1-2, 4-5	1, 2
C	Information and Communication Technologies.	1, 3-4	1, 2
D	Literacy and Numeracy.	1, 4, 8-9, 15	2
E	Students with Special Educational Needs.	2-7	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	3, 9-10	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Reading Responses Assessment Format: Individual	40%	Due Date: 28/06/2024 05:00 PM
Planning, implementation and evaluating programs, models, and/or strategies Assessment Format: Individual	60%	Due Date: 07/08/2024 05:00 PM

Assessment Details

Reading Responses

Assessment Overview

Task: Select two course readings and write a response to each reading. Length: 2000 words.

Feedback: Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CL01 : Identify key issues about the socio-affective development of intellectually gifted students and link these with the educational needs of gifted students
- CL04 : Examine the influence of teacher attitudes and family values and behaviours in fostering or impeding talent development

Detailed Assessment Description

Provide a “reading response” to two of the readings from the following list (all of these readings are prescribed compulsory or supplementary readings for the course):

- Tirri, K., Tallent-Runnels, M., & Nokelainen, P. (2005). A cross-cultural study of preadolescents’ moral, religious, and spiritual questions. *British Journal of Religious Education*, 27(3), 207-214.

- Estell, D. B., Farmer, T. W., Irvin, M. J., Crowther, A., Akos, P., Boudah, D. J., et al. (2009). Students with exceptionalities and the peer group context of bullying and victimization in late elementary school. *Journal of Child and Family Studies*, 18(2), 136-150.
- Grant, A. (2013). Young gifted children transitioning into preschool and school: What matters? *Australasian Journal of Early Childhood*, 38(2), 23-31.
- Derryberry, W. P., Wilson, T., Snyder, H., Norman, T., & Barger, B. (2005). Moral judgment developmental differences between gifted youth and college students. *The Journal of Secondary Gifted Education*, 17(1), 6-19.
- Bailey, C.L. (2010). Overexcitabilities and sensitivities: Implications of Dabrowski's theory of positive disintegration for counseling the gifted. Article 10. Retrieved [online] from: https://www.counseling.org/Resources/Library/VISTAS/2010-V-Online/Article_10.pdf
- Speirs Neumeister, K. L., Williams, K. K., & Cross, T. L. (2009). Gifted high-school students' perspectives on the development of perfectionism. *Roeper Review*, 31(4), 198-206.
- Mofield, E. L., & Parker Peters, M. (2015). Multidimensional perfectionism within gifted suburban adolescents: An exploration of typology and comparison of samples. *Roeper Review*, 37(2), 97-109.
- Lee, S.-Y., Olszweski-Kubilius, P., & Thomson, D. (2012). Academically gifted students' perceived interpersonal competence and peer relationships. *Gifted Child Quarterly*, 56(2), 90-104.
- Jung, J. Y., Barnett, K., Gross, M. U. M., & McCormick, J. (2011). Levels of intellectual giftedness, culture, and the forced-choice dilemma. *Roeper Review*, 33(3), 182-197.
- Peterson, J. S., & Ray, K. E. (2006). Bullying and the gifted: Victims, perpetrators, prevalence, and effects. *Gifted Child Quarterly*, 50(2), 148-168.
- Laffan, D. A., Slonje, R., Ledwith, C., O'Reilly, C., & Foody, M. (2022). Scoping bullying and cyberbullying victimisation among a sample of gifted adolescents in Ireland. *International Journal of Bullying Prevention*, 1-15.
- Donnison, S., & Marshman, M. (2018). Empowering gifted and talented youth: The "N" youth activity precinct. *Australasian Journal of Gifted Education*, 27(1), 47-58.
- Hebert, T. P., & Kent, R. (2000). Nurturing social and emotional development in gifted teenagers through young adult literature. *Roeper Review*, 22(3), 167-72.
- Peterson, J. S., & Lorimer, M. R. (2011). Student response to a small group affective curriculum in a school for gifted children. *Gifted Child Quarterly*, 55(3), 167-180.

Structure

The reading response should be organised around the 6Rs framework, and therefore will involve (1) Reading, (2) Reviewing, (3) Reflecting, (4) Responding, (5) Requestioning, and (6) Referencing each of the two chosen readings.

6Rs Framework

(1) Read the selected reading

(2) Review and outline key content or issues in the reading that are relevant to your educational

context and teaching experience (if you are not currently working at a school, you may refer to an educational context/experience that you are familiar with, such as the educational context/experience of a school that you attended). Explain how specifically each key content or issue in the reading is relevant to your educational context/teaching experience.

(3) Reflect on and explain how the identified content of the reading could support changes in your own teaching and/or your school's practice to support the social/emotional development of gifted students.

(4) Respond by describing the expected implications of the proposed changes to your teaching/school's practice for teachers, students, parents, and other stakeholders in the social/emotional development of gifted students.

(5) What three questions arose for you from each reading and what are your answers to these three questions?

(6) Referencing. You will need to reference each of the two selected readings at the beginning of each reading response. You may also make reference to other readings to complete each reading response (if you choose to do so, you will need a reference list for each reading response).

Other notes:

- The total word limit is 2,000 words (excluding the reference list).
- APA Style guidelines should be followed.
- All text should be double-spaced (12-point Times New Roman).
- Please also refer to the feedback sheet, which contains marking criteria.

Assessment Length

2000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5807 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Reading Responses• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Appropriateness of the reading responses• Adequacy of the reading responses• Demonstration of accurate, broad, and deep understanding of the key concepts related to the social/emotional development of gifted students	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Evaluation of the research literature with respect to the task• Presentation of accurate interpretations of the research• Establishment of the implications of the research literature for practice• Demonstration of independent thought	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Demonstration of careful reading of each selected reading	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of the structure of the response• Logical sequencing of ideas	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity of writing• Use of a serious, formal, and academic style of writing• Use of appropriate conventions in academic writing• Clarity of tables/figures• Readability• Respect for word limits	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 40%
<ul style="list-style-type: none">• 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.

Planning, implementation and evaluating programs, models, and/or strategies

Assessment Overview

Task: Evaluate a program, model or strategy associated with course content that you would like to use in the future, and develop a plan of action to promote talent development by scaffolding social and emotional learning needs of gifted students in your educational context. Length: 3000 words. Feedback: Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CLO1 : Identify key issues about the socio-affective development of intellectually gifted students and link these with the educational needs of gifted students
- CLO2 : Discuss the findings of studies on affective outcomes to explore the implications of asynchronous development for peer relationships and socialisation
- CLO3 : Apply research-based decision making to select appropriate various educational interventions and strategies to support the socio-affective needs of gifted students

Detailed Assessment Description

Provide an evaluation, and a detailed plan for the implementation or refinement, of a program/model/strategy designed to support the social-emotional needs of gifted students. Please ensure that your assessment task includes the following elements:

- Background: Provide a one-page outline of the background context of the school that you are working in (if you are not currently working at a school, you may refer to an educational context that you are familiar with, such as the educational context of a school that you attended). Please include details of the type of school, grade/s taught, students' backgrounds and domain(s)/levels of giftedness, students' learning needs, students' social-emotional needs, topic/subject area, teacher's expertise, strategies currently used, and social-emotional programs currently run in the school.
- Evaluation of a program, model, or strategy: Select and describe a program, model, or a strategy covered in this course that you have used at your school or would like to use in the future. Evaluate the strengths and weaknesses of the program/model/strategy with respect to its usefulness in supporting the social-emotional needs of gifted students at your school.
- Detailed plan for implementation or refinement: Prepare a detailed plan that outlines the actions that need to be taken to implement or refine the selected program/model/strategy to support the social-emotional needs of gifted students at your school. Please give consideration to the personnel to be involved (e.g., qualifications, experience, and role) and any logistical issues, as appropriate. Furthermore, please explain how specifically the

implementation or refinement of the program/model/strategy will benefit gifted students at your school.

Other notes:

- Please ensure that the assessment task is informed by wide and appropriate reading that goes substantially beyond the prescribed (compulsory and supplementary) readings for the course.
- You may choose any format for the assessment task (e.g., report, PowerPoint presentation that makes use of the Notes function to provide details, website).
- The total word limit is 3,000 words (excluding the reference list).
- APA Style guidelines should be followed.
- All text should be double-spaced (12-point Times New Roman).
- Please also refer to the feedback sheet, which contains marking criteria.

Assessment Length

3000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5807 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Planning, Implementation, and Evaluating Programs, Models, and/or Strategies Evaluation and Plan• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Appropriateness of the response to the task• Adequacy of the response to the task	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Presentation of insightful and accurate interpretations of the research• Appropriateness of the application of the research to the task• Demonstration of originality and independent thought	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Appropriateness of the reading of the literature• Breadth of the reading of the literature	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of structure/ organisation• Logical sequencing• Flow of ideas• Overall cohesiveness	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity of writing• Use of a serious, formal, and academic style of writing• Use of appropriate conventions in academic writing• Clarity of tables/figures• Readability• Respect for word limits	
• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 60%
<ul style="list-style-type: none">• 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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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 \(unsw.edu.au\)](https://www.unsw.edu.au/sed/policies-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Module	• Module 1: Introduction Socio-emotional characteristics Socio-emotional issues
Week 2 : 3 June - 9 June	Module	• Module 2: Moral development Moral reasoning Empathy
Week 3 : 10 June - 16 June	Module	• Module 3: Overexcitabilities Emotional Psychomotor Intellectual Imaginational Sensual
Week 4 : 17 June - 23 June	Module	• Module 4: Perfectionism Healthy perfectionism Unhealthy perfectionism
Week 5 : 24 June - 30 June	Assessment	• Reading responses
Week 6 : 1 July - 7 July	Module	• Module 5: Social Relationships Friendship Bullying
Week 7 : 8 July - 14 July	Module	• Module 6: Affective/Socio-Emotional Curriculum Krathwohl's Taxonomy Williams Taxonomy Socio-emotional learning
Week 8 : 15 July - 21 July	Module	• Module 7: Other Socio-Emotional Interventions Small group discussion Service projects Bibliotherapy Guided viewing of film
Week 9 : 22 July - 28 July	Module	• Module 7 (continued): Other Socio-Emotional Interventions Small group discussion Service projects Bibliotherapy Guided viewing of film
Week 10 : 29 July - 4 August	Assessment	• Preparation of Assessment Task 2

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., NESAs), 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

Resources for the course will be available to students in Moodle.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jae Jung		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 Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- **Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

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>