UNSW Course Outline

EDST6780 Mathematics 2 (3-6) - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST6780
Year : 2024
Term : Term 3
Teaching Period : T3
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 : Undergraduate, Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

In this course you will build on the knowledge, skills and understanding developed in EDST6779 Mathematics 1. The focus is on Stages 2 and 3 in the NESA K-10 Mathematics syllabus. You will engage in findings from contemporary research to explore pedagogical strategies suitable for

growth in student understanding of numeracy and how this understanding supports mathematical understanding across Stages 2 and 3. Formative and summative assessment strategies suitable for this age group are included, along with skills needed to identify and analyse a range of data about students' progress. You will also consider how to support learners as they transition to Stage 4 in mathematics. The course is complemented by a minimum of 5 days of supervised professional experience.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply knowledge of how home and community experiences affect numeracy experiences and development, including the impact of parental/carer attitudes and different cultural systems, including Australian Indigenous communities
CLO2 : Apply the mathematical concepts underpinning development of mathematical knowledge, skills and understanding using appropriate terminology to real-world situations
CLO3 : Identify and explain how student development can differ for mathematics and numeracy and demonstrate how both aspects are applied in student's lives to meet a range of diverse social and cultural needs
CLO4 : Apply a deep understanding of the NSW Board of Studies (2012) Mathematics K-10 syllabus and to select concepts, write programs and map student progress across stages
CLO5 : Design and evaluate a range of pedagogical and formative and summative assessment strategies suitable for the full range of developmental stages and levels of understanding in the middle and primary years, and analyse quantitative and qualitative data to enhance the development of mathematics
CLO6 : Design and evaluate differentiated programs of work to engage and accommodate the diversity of student abilities (including gifted students)
CLO7 : Design, evaluate and apply relevant ICT tools to support mathematical understanding and learning and develop numeracy skills
CLO8 : Evaluate and construct original and creative teaching resources to support differentiation

Course Learning Outcomes	Assessment Item
CLO1 : Apply knowledge of how home and community experiences affect numeracy experiences and development, including the impact of parental/carer attitudes and different cultural systems, including Australian Indigenous communities	• Assessing students proportional understanding in decimals, fractions and percentages
CLO2 : Apply the mathematical concepts underpinning development of mathematical knowledge, skills and understanding using appropriate terminology to real-world situations	• Assessing students proportional understanding in decimals, fractions and percentages
CLO3 : Identify and explain how student development can differ for mathematics and numeracy and demonstrate how both aspects are applied in student's lives to meet a range of diverse social and cultural needs	• Assessing students proportional understanding in decimals, fractions and percentages
CLO4 : Apply a deep understanding of the NSW Board of Studies (2012) Mathematics K-10 syllabus and to select concepts, write programs and map student progress across stages	• Annotation and analysis of student work samples • Assessing students proportional understanding in decimals, fractions and percentages
CLO5 : Design and evaluate a range of pedagogical and formative and summative assessment strategies suitable for the full range of developmental stages and levels of understanding in the middle and primary years, and analyse quantitative and qualitative data to enhance the development of mathematics	• Annotation and analysis of student work samples • Assessing students proportional understanding in decimals, fractions and percentages
CLO6 : Design and evaluate differentiated programs of work to engage and accommodate the diversity of student abilities (including gifted students)	• Annotation and analysis of student work samples • Assessing students proportional understanding in decimals, fractions and percentages
CLO7 : Design, evaluate and apply relevant ICT tools to support mathematical understanding and learning and develop numeracy skills	• Annotation and analysis of student work samples • Assessing students proportional understanding in decimals, fractions and percentages
CLO8 : Evaluate and construct original and creative teaching resources to support differentiation	• Assessing students proportional understanding in decimals, fractions and percentages

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

Rationale

Students need to understand the scope and sequence of the NESA Mathematics K-10 syllabus and use it appropriately to select concepts, sequence and connect lessons and map progress. The course investigates pedagogy appropriate for the developmental stages of diverse students learning mathematics and numeracy. Students are required to develop their use of mathematical language to explain concepts at different levels and in appropriate ways. Developing appropriate use of ICT and concrete materials is also important to develop engaging lesson activities. A hands-on teaching environment will allow students to model, collaborate and critique explicit strategies and resources within a supportive, reflective environment. Students should be able to discuss, question and critically respond to their own teaching experiences.

Teaching strategies

- Student-centred practical activities provide opportunities for critique and reflection on the importance, methodology and pedagogy for teaching mathematics and numeracy.
- Lectures demonstrate and explicitly model teaching strategies.
- Hands-on use of concrete materials and ICT resources allow students to become confident in selecting, evaluating and using and demonstrating a range of resources.
- Online learning from readings on the Moodle website and selected websites.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1, 2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	1, 2
1.4.1	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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1
2.2.1	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
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1
3.3.1	Include a range of teaching strategies.	1
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	1
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities	1

	and provide clear directions.	
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	1
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1, 2
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	2
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	2
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	2
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	1, 2
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4, 8	1
B	Classroom Management.	1-2, 4	1
C	Information and Communication Technologies.	3-7, 10, 11, 13	1, 2
D	Literacy and Numeracy.	1-2, 6-19	1, 2
E	Students with Special Educational Needs.	1-8	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1-9	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Annotation and analysis of student work samples Assessment Format: Individual Short Extension: Yes (3 days)	50%	Start Date: 13/09/2024 12:00 AM Due Date: 11/10/2024 05:00 PM Post Date: 25/10/2024 05:00 PM
Assessing students proportional understanding in decimals, fractions and percentages Assessment Format: Individual Short Extension: Yes (3 days)	50%	Start Date: 18/10/2024 12:00 AM Due Date: 15/11/2024 05:00 PM Post Date: 29/11/2024 05:00 PM

Assessment Details

Annotation and analysis of student work samples

Assessment Overview

Task 1. 2500 words equivalent. Select 3 samples of student work - one from each strand (i.e., Number and Algebra; Measurement and Space; Data and Chance) for Stage 2 or Stage 3. Annotate the samples to demonstrate evidence of student thinking. This assignment is submitted through Turnitin and students can see similarity reports.

Course Learning Outcomes

- CLO4 : Apply a deep understanding of the NSW Board of Studies (2012) Mathematics K-10 syllabus and to select concepts, write programs and map student progress across stages
- CLO5 : Design and evaluate a range of pedagogical and formative and summative assessment strategies suitable for the full range of developmental stages and levels of understanding in the middle and primary years, and analyse quantitative and qualitative data to enhance the development of mathematics
- CLO6 : Design and evaluate differentiated programs of work to engage and accommodate the diversity of student abilities (including gifted students)
- CLO7 : Design, evaluate and apply relevant ICT tools to support mathematical understanding and learning and develop numeracy skills

Detailed Assessment Description

- Analyse what the evidence is pointing to in terms of extending, consolidating or reteaching.
- Consider the language and symbols the student has used, the way the response is set out and any indicators or self-reflection statements showing the student’s own level of confidence.
- Include written feedback you would use to guide your discussion with the student in order to help move the student’s learning forward.
- Please see Moodle for additional instructions.

Assessment Length

2,500 words

Assessment information

<table>
<tr><td colspan="2">• RUBRIC/FEEDBACK SHEET EDST6780 UNSW SCHOOL OF EDUCATION
• Assessment Task 1: Annotation and analysis of student work samples
• Specific Criteria and Grading (FL/PS/CR/DN/HD)</td></tr>
<tr><td>• Understanding of the question or issue and the key concepts involved
• Clear and appropriately annotated work samples</td><td></td></tr>
<tr><td>• Depth of analysis and critique in response to the task
• Clear evidence of student thinking and ongoing learning needs demonstrated in teacher analysis of work samples
• Consideration given to different aspects of student's response, including language, symbols, strategies used, and solution
• Feedback is clear and appropriate to student's needs</td><td></td></tr>
<tr><td>• Familiarity with and relevance of professional and/or research literature used to support response
• Appropriate research references to support responses
• Sound range of research references</td><td></td></tr>
<tr><td>• Structure and organisation of response
• Appropriate nature of structural organisation
• Logical and coherent structure
• Clear presentation of ideas to enhance readability</td><td></td></tr>
<tr><td>• Presentation of response according to appropriate academic and linguistic conventions
• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information, and listing references (APA style)
• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length (2500 words equivalent)</td><td></td></tr>
<tr><td colspan="2">• General comments/recommendations for next time:</td></tr>
<tr><td>• Lecturer:
• Recommended: /20 (FL PS CR DN HD)</td><td>• Date:
• Weighting: 50%</td></tr>
<tr><td colspan="2">• 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.</td></tr>
</table>

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.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.
If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Assessing students proportional understanding in decimals, fractions and percentages

Assessment Overview

Task 2. 3000 words. This assignment is submitted through Turnitin and students can see similarity reports.

Course Learning Outcomes

- CLO1 : Apply knowledge of how home and community experiences affect numeracy experiences and development, including the impact of parental/carer attitudes and different cultural systems, including Australian Indigenous communities
- CLO2 : Apply the mathematical concepts underpinning development of mathematical knowledge, skills and understanding using appropriate terminology to real-world situations
- CLO3 : Identify and explain how student development can differ for mathematics and numeracy and demonstrate how both aspects are applied in student's lives to meet a range of diverse social and cultural needs
- CLO4 : Apply a deep understanding of the NSW Board of Studies (2012) Mathematics K-10 syllabus and to select concepts, write programs and map student progress across stages
- CLO5 : Design and evaluate a range of pedagogical and formative and summative assessment strategies suitable for the full range of developmental stages and levels of understanding in the middle and primary years, and analyse quantitative and qualitative data

to enhance the development of mathematics
- CLO6 : Design and evaluate differentiated programs of work to engage and accommodate the diversity of student abilities (including gifted students)
- CLO7 : Design, evaluate and apply relevant ICT tools to support mathematical understanding and learning and develop numeracy skills
- CLO8 : Evaluate and construct original and creative teaching resources to support differentiation

Detailed Assessment Description

- Step 1. Select and modify two quality and appropriate collaborative problem-solving activities addressing decimals, fractions and percentages that would support a group of Stage 2 or 3 students proportional understanding. Include aspects of working mathematically in your activities.
- Step 2. Trial one of your activities with a student group (2-4 students) in Stage 2 or 3.
- Step 3. Write a report outlining how your activity supported the students proportional understanding.
- Step 4. Briefly indicate suggestions on how you would follow up the activity, and what written feedback you would give to the student group.

Other notes:

- The task is 3000 words in length (including references).
- Please see Moodle for additional details about the task.

Assessment Length

3,000 words (including references)

Assessment information

• RUBRIC/FEEDBACK SHEET EDST6780 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Assessing student understanding of decimals, fractions and percentages • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Student's understanding of an aspect of the chosen concept has been assessed • Appropriate problem-solving activities selected that allow students to demonstrate ability to work mathematically	
• Depth of analysis and critique in response to the task • Report discusses students' strengths and understanding in assessed area • Indication of what a follow up could cover and feedback provided	
• Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references	
• Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information, and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length (e.g., includes lesson plan)	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 50%
• 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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If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

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

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	• Using the syllabus and research literature to design an effective scope and sequence, including assessment and learning intentions. • Revisiting EDST6779 content to include relevant pedagogical approach for culturally sensitive, differentiated interaction. • Guidance and support to get started with Assignment 1.
Week 2 : 16 September - 22 September	Topic	• Stages 2 and 3 Number & Algebra, part 1. • Whole numbers, place value and the decimal system. • Promoting students' fluency and understanding of the basic algebraic concepts, connections, operations, algorithms, symbols and expressions. • Identifying achievable challenges for all students.
Week 3 : 23 September - 29 September	Topic	• Stages 2 and 3 Measurement & Space, part 1. • Spatial and non-spatial measure, geometric reasoning. • Promoting students' fluency and understanding of geometric shapes, connections, dimensions, operations, algorithms, symbols and terminology.
Week 4 : 30 September - 6 October	Topic	• Stages 2 and 3 Data & Chance, part 1. • Expected and observed likelihood and collecting, interpreting and displaying data. • Promoting students' fluency and understanding of probability and data, their connections, interpretations and usage. • Professional knowledge to evaluate student learning.
Week 5 : 7 October - 13 October	Topic	• Deepening professional knowledge about assessment and feedback. • Guidance and support to finalise Assignment 1.
Week 6 : 14 October - 20 October	Topic	• Supporting diverse learners in mathematics, including students with special educational needs, gifted and talented students, double exceptional students, students from different cultural backgrounds, Aboriginal and Torres Strait Islander learners. • Providing clear directions. • Guidance and support to get started with Assessment 2.
Week 7 : 21 October - 27 October	Topic	• Stages 2 and 3 Number & Algebra, part 2. • Deepening professional knowledge about whole numbers, place value and the decimal system. • Personal fluency and understanding of the basic algebraic concepts, connections, operations, algorithms, symbols and expressions. • Applying a range of teaching strategies, including ICT.
Week 8 : 28 October - 3 November	Topic	• Stages 2 and 3 Measurement and Space, part 2. • Deepening professional knowledge about spatial and non-spatial measure and geometric reasoning. • Personal fluency and understanding of the geometric shapes, connections, dimensions, operations, algorithms, symbols and terminology. • Supporting problem-solving and working mathematically.
Week 9 : 4 November - 10 November	Topic	• Stages 2 and 3 Data and Chance, part 2. • Deepening professional knowledge about expected and observed likelihood and collecting, interpreting and displaying data. • Personal fluency and understanding of probability and data, their connections, interpretations and usage. • Timely and appropriate feedback.
Week 10 : 11 November - 17 November	Topic	• Real life connections: everyday life, general problem solving and mathematical investigation. • Deepening professional knowledge about the three aspects of engagement, how to promote engagement and what can be gained. • Looking forward to Stage 4: Identify as a mathematician, develop confidence and fluency, investigate, generalise, and extend, interpret, compare, and apply what has already been learned. • Guidance and support to finalise Assessment 2. • Post 500 word Reflection.

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

- NSW Mathematics K-10 syllabus (2012) http://syllabus.bostes.nsw.edu.au/mathematics/mathematics-k10/
- NSW DET. (2003). Quality Teaching in NSW Public Schools, Sydney, NSW

Additional required readings will be available via Moodle

Further readings

- If you want fresh insights to mathematics teaching: Boaler, J. (2010). *The elephant in the classroom: Helping children learn and love maths*. London: Souvenir Press Limited.
- If you want to know what it takes to engage students: Tuohilampi, L. (2022). *Seriously Fun Maths. The complete guide to motivational mathematics*. Melbourne: Amba Press.
- If you wish to learn about mathematical concepts: Watson, A., Jones, K., & Pratt, D. (2013). *Key ideas in teaching mathematics: Research-based guidance for ages 9-19*. Oxford: Oxford University Press.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Laura Tuohilampi		Morven Brown, G40		Email to arrange an appointment	No	Yes
Tutor	Mitchell Squires					No	No

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