UNSW Course Outline

EDST5308 Teacher Learning - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST5308
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

<u>Useful Links</u>

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

Course Details & Outcomes

Course Description

Teaching is a dynamic, complex profession and teachers work in a challenging, ever-changing environment. Teachers thereby need to constantly up-skill to prepare for all the challenges they will face throughout their careers. Teachers need to have access to, and engage in, high quality professional development across the whole of their teaching career.

This course focuses on how teachers learn and develop. It explores three major areas:

- How teachers learn.
- The contemporary contexts of teacher professional learning and development.
- Supporting teacher professional learning in the workplace.

This course will enable participants to improve their own and their establishment's practice in supporting teacher professional learning and development. In addition to exploring contemporary research and theory on teacher learning and development, participants will use this knowledge to develop practical skills. Participants will critically analyse a professional learning program at the school or system level within their context as well as develop a detailed proposal to set up or significantly revise a professional learning program. They will be provided the opportunity to share their proposals with their peers in the class, extending their capacity to both give and receive effective feedback.

Course Aims

This course aims to:

·	provide participants with an understanding of workplaces as learning environments, learning organisations, and communities of practice.

·	explore contemporary research and theory on teacher learning and development.

·	survey current national and state polices around teacher learning and development.

·	provide opportunities for participants to apply the theory learnt to develop practical skills.

·	develop participant's ability to critically analyse a professional learning program.

·	develop participant's ability to plan a professional learning program.

·	enable participants to share their proposals with one another.

·	enable participants to improve their own and their establishment's practice in supporting teacher professional learning and development

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Gain an understanding of contemporary research and theory on teacher learning and development.
CLO2 : Understand how teachers learn, the contemporary contexts of teacher professional learning and development, and how teacher professional learning is best supported in the workplace.
CLO3 : Reflect on the application of their learning to their school context.
CLO4 : Critically analyse a professional learning program at the school or system level.
CLO5 : Conduct a practical application of the theory to their workplace through setting up or significantly revising a professional learning program.
CLO6 : Enhance their skills and competence in planning and implementing a professional learning program.
CLO7 : Present concepts to their peers.
CLO8 : Increase capacity to give and receive effective feedback.
CLO9 : Plan to continually improve professional knowledge and practice.
CLO10 : Engage and support members of their profession.

Course Learning Outcomes	Assessment Item
CLO1 : Gain an understanding of contemporary research and theory on teacher learning and development.	• Minor written assignment • Oral presentation • Major written assignment
CLO2 : Understand how teachers learn, the contemporary contexts of teacher professional learning and development, and how teacher professional learning is best supported in the workplace.	• Minor written assignment • Oral presentation • Major written assignment
CLO3 : Reflect on the application of their learning to their school context.	• Minor written assignment • Oral presentation • Major written assignment
CLO4 : Critically analyse a professional learning program at the school or system level.	• Minor written assignment • Oral presentation • Major written assignment
CLO5 : Conduct a practical application of the theory to their workplace through setting up or significantly revising a professional learning program.	• Oral presentation • Major written assignment
CLO6 : Enhance their skills and competence in planning and implementing a professional learning program.	• Oral presentation • Major written assignment
CLO7 : Present concepts to their peers.	• Oral presentation • Major written assignment
CLO8 : Increase capacity to give and receive effective feedback.	• Oral presentation • Major written assignment
CLO9 : Plan to continually improve professional knowledge and practice.	• Minor written assignment • Oral presentation • Major written assignment
CLO10 : Engage and support members of their profession.	• Minor written assignment • Oral presentation • Major written assignment

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale for the inclusion of content and teaching approach

This course will enable students to develop an understanding of the important role teacher professional learning and development plays in contemporary contexts. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete a practical project that is applicable to the context in which the

participant works. Student learning outcomes are supported by teaching and learning strategies that includes lecture-delivery, group work, individual presentations and discussion.

Teaching strategies

This course will be taught within the classroom with a strong emphasis on student participation. Students will be provided with references to research journals, books, policy documents and websites which they will be expected to read/research prior to each session. Various strategies including lecture-delivery, group work, individual presentations and class discussions will engage students and enable a deeper understanding of the related issues. Individual presentations will allow students to share their proposals in some depth with the group and receive feedback from their peers. Two written papers will require students to research, compare, and evaluate various professional learning models and strategies as well as synthesize material to develop a critical analysis of, and a proposal for, a professional learning plan.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Minor written assignment Assessment Format: Individual Short Extension: Yes (7 days)	35%	Due Date: 24/06/2024 05:00 PM
Oral presentation Assessment Format: Individual	10%	Due Date: 30/07/2024 05:00 PM
Major written assignment Assessment Format: Individual Short Extension: Yes (5 days)	55%	Due Date: 05/08/2024 05:00 PM

Assessment Details

Minor written assignment

Assessment Overview

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

Course Learning Outcomes

- CLO1 : Gain an understanding of contemporary research and theory on teacher learning and development.
- CLO2 : Understand how teachers learn, the contemporary contexts of teacher professional learning and development, and how teacher professional learning is best supported in the

workplace.

- CLO3 : Reflect on the application of their learning to their school context.
- CLO4 : Critically analyse a professional learning program at the school or system level.
- CLO9 : Plan to continually improve professional knowledge and practice.
- CLO10 : Engage and support members of their profession.

Detailed Assessment Description

Students are to critique the practice of teacher professional learning at the school or system level within their context. Reference should be made to the contemporary literature on teacher professional learning and development. The length of this written assignment is 2000 words.

Assessment Length

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5308 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Minor Written Assignment • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Interpretation of question and evidence • Analysis and evaluation of salient arguments • Drawing of warranted conclusions	
• Depth of analysis and critique in response to the task • Evidence of high order analytic skills • Reasoning of argument/s	
• Familiarity with and relevance of professional and/or research literature used to support response • Understanding of theory and research including references to contemporary literature on professional learning models and strategies • Evidence of critical reading	
• Structure and organisation of response • Planning and structure of argument • Persuasiveness and cohesiveness of argument	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity of written expression • Claims supported by sources/evidence • Referencing of sources using APA 7th edition style & completeness of reference list	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 35%
• 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.

Oral presentation

Assessment Overview

Task 2. Presentation. Equivalent of 1000 words. Students will receive written feedback within three weeks of submission.

Course Learning Outcomes

- CLO1 : Gain an understanding of contemporary research and theory on teacher learning and development.
- CLO2 : Understand how teachers learn, the contemporary contexts of teacher professional learning and development, and how teacher professional learning is best supported in the workplace.
- CLO3 : Reflect on the application of their learning to their school context.
- CLO4 : Critically analyse a professional learning program at the school or system level.
- CLO5 : Conduct a practical application of the theory to their workplace through setting up or significantly revising a professional learning program.
- CLO6 : Enhance their skills and competence in planning and implementing a professional learning program.
- CLO7 : Present concepts to their peers.
- CLO8 : Increase capacity to give and receive effective feedback.
- CLO9 : Plan to continually improve professional knowledge and practice.
- CLO10 : Engage and support members of their profession.

Detailed Assessment Description

- Students are to develop a detailed proposal to set up or significantly revise a professional learning program centred within the student's own workplace. The plan must be based on new knowledge acquired in this course. Students should critique the various professional learning models and strategies they considered in arriving at the framework they plan to deploy.
- Assessment Task 2 requires students to do a 5-minute elevator pitch that they would use to convince their manager of the worth of their PL plan. A copy of a 2-page plan needs to be disseminated to the class on the day.

Assessment Length

1000 words (equivalent)

• RUBRIC/FEEDBACK SHEET EDST5308 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Oral Presentation • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Demonstration of a creative & high level of understanding of the topic	
• Depth of analysis and critique in response to the task • Plausibility of proposal	
• Familiarity with and relevance of professional and/or research literature used to support response • Demonstration of a synthesis of new knowledge acquired in this course	
• Structure and organisation of response • Organisation of elevator pitch	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity of speech and communication with the audience • Engagement with audience	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 10%
• 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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Major written assignment

Assessment Overview

Task 3. Written assignment. 3000 words. Students will receive written feedback within three weeks of submission. This is the final assessment.

Course Learning Outcomes

- CLO1 : Gain an understanding of contemporary research and theory on teacher learning and development.
- CLO2 : Understand how teachers learn, the contemporary contexts of teacher professional learning and development, and how teacher professional learning is best supported in the workplace.
- CLO3 : Reflect on the application of their learning to their school context.
- CLO4 : Critically analyse a professional learning program at the school or system level.
- CLO5 : Conduct a practical application of the theory to their workplace through setting up or significantly revising a professional learning program.
- CLO6 : Enhance their skills and competence in planning and implementing a professional learning program.
- CLO7 : Present concepts to their peers.
- CLO8 : Increase capacity to give and receive effective feedback.
- CLO9 : Plan to continually improve professional knowledge and practice.
- CLO10 : Engage and support members of their profession.

Detailed Assessment Description

- Task 3 follows on from Task 2, in developing a detailed proposal to set up or significantly revise a professional learning program centred within the student's own workplace. The plan must be based on new knowledge acquired in this course. Students should critique the various professional learning models and strategies they considered in arriving at the framework they plan to deploy.
- The proposal needs to include a cost benefit analysis as well as an explanation of its alignment with current institutional goals, values and operational constraints.
- Task 3 requires students to develop and submit a detailed written proposal with a length of 3000 words.

Assessment Length

3000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5308 UNSW SCHOOL OF EDUCATION • Assessment Task 3: Major Written Assignment • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Interpretation of question and evidence • Analysis and evaluation of salient arguments	
• Depth of analysis and critique in response to the task • Evidence of high order analytic skills • Reasoning of argument/s	
• Familiarity with and relevance of professional and/or research literature used to support response • Understanding of theory and research including references to contemporary literature on professional learning models and strategies • Demonstration of a synthesis of new knowledge acquired in this course • Evidence of critical reading	
• Structure and organisation of response • Planning and structure of argument • Persuasiveness and cohesiveness of argument	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity of written expression • Referencing of sources using APA 7th edition style & completeness of reference list	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 55%
• 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.

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
Week 1 : 27 May - 2 June	Online Activity	• Online workshop 1 Principles of effective PL Theory of action
Week 2 : 3 June - 9 June	Online Activity	• Online workshop 2 Principles of effective PL The Big Five Critical reading and writing
Week 3 : 10 June - 16 June	Online Activity	• Online workshop 3 Practices of effective PL Accelerating how we learn
Week 4 : 17 June - 23 June	Online Activity	• Online workshop 4 Practices of effective PL Teacher self and collective efficacy
Week 5 : 24 June - 30 June	Online Activity	• Online workshop 5 Designing an effective PL program Identification of an issue Engaging with teacher voice
Week 6 : 1 July - 7 July	Online Activity	• Online workshop 6 Designing an effective PL program Students as the consequential stakeholders Engaging with student voice
Week 7 : 8 July - 14 July	Online Activity	• Online workshop 7 Building an effective PL program Feasibility Cost/benefit analysis
Week 8 : 15 July - 21 July	Online Activity	• Online workshop 8 Testing and Learning Selecting evaluative measures Using evaluative data to improve
Week 9 : 22 July - 28 July	Online Activity	• Online workshop 9 Socialising and embedding change Processes to effect change Processes to embed change
Week 10 : 29 July - 4 August	Online Activity	• Online workshop 10 The five-minute elevator pitch to the class will provide the material for a class discussion Peer feedback on TPL plans Feedback on and evaluation of the course

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

- Compulsory reading for online workshop 1
  - Kennedy, M. M. (2016). How Does Professional Development Improve Teaching? *Review of Educational Research*, 86(4), 945-980. doi:10.3102/0034654315626800

- Additional reading for online workshop 1
  - Brock, M. E., Cannella-Malone, H. I., Seaman, R. L., Andzik, N. R., Schaefer, J. M., Page, E. J., Barczak, M. A., & Dueker, S. A. (2017). Findings Across Practitioner Training Studies in Special Education: A Comprehensive Review and Meta-Analysis. *Exceptional Children*, 84(1), 7-26. https://doi.org/10.1177/0014402917698008

- Compulsory reading for online workshop 2
  - Lindvall, J., & Ryve, A. (2019). Coherence and the positioning of teachers in professional development programs. A systematic review. *Educational Research Review*, 27, 140-154. doi:https://doi.org/10.1016/j.edurev.2019.03.005

- Compulsory readings for online workshop 3
  - Bryk, A. S. (2015). 2014 AERA Distinguished Lecture Accelerating How We Learn to Improve. *Educational Researcher*, 44(9), 467-477.
  - Durksen, T. L., Klassen, R. M., & Daniels, L. M. (2017). Motivation and collaboration: The keys to a developmental framework for teachers' professional learning. *Teaching and Teacher Education*, 67, 53-66.

- Additional reading for online workshop 3
  - Timperley, H. (2008). Teacher Professional Learning and Development. In *Educational Practices Series* - 18. http://unesdoc.unesco.org/images/0017/001791/179161e.pdf: International Bureau of Education & International Academy of Education, UNESCO I

- Compulsory readings for online workshop 4
  - Loughland, T., & Nguyen, H. T. M. (2020). Using teacher collective efficacy as a conceptual framework for teacher professional learning – A case study. *Australian Journal of Education*, 0004944120908968. doi:10.1177/0004944120908968
  - Loughland, T., & Ryan, M. (2020). Beyond the measures: the antecedents of teacher collective efficacy in professional learning. *Professional Development in Education*, 1-10. doi:10.1080/19415257.2020.1711801

- Additional reading for online workshop 4
  - Loughland, T. & Ryan, M. (2023). Do Not Try This Alone: The Importance of a Professional Learning Collective. NSWTF JPL Semester 1 2023. https://cpl.nswtf.org.au/journal/semester-1-2023/do-not-try-this-alone/
- Compulsory resource for online workshop 5
  - Sims, S. (2021-10-08). What makes effective Professional Development, Educational Research Reading Room [Audio podcast]. https://www.podbean.com/ea/dir-rcua5-1069719d
- Additional reading for online workshop 5
  - Katrina McChesney & Jill M. Aldridge (2021) What gets in the way? A new conceptual model for the trajectory from teacher professional development to impact. *Professional Development in Education*, 47:5, 834-852, DOI: 10.1080/19415257.2019.1667412
- Compulsory readings for online workshop 6
  - Mcintyre, D., Pedder, P. & Rudduck, J., 2005. Pupil voice: comfortable and uncomfortable learnings for teachers. *Research Papers in Education*, 20, 149-168.
  - Mockler, N., & Groundwater-Smith, S. (2015). Seeking for the unwelcome truths: beyond celebration in inquiry-based teacher professional learning. *Teachers and Teaching*, 21(5), 603-614. doi:10.1080/13540602.2014.995480
- Additional reading for online workshop 6
  - Alison Cook-Sather (2020) Student voice across contexts: Fostering student agency in today's schools. *Theory Into Practice*, 59:2, 182-191, DOI: 10.1080/00405841.2019.1705091
- Additional reading for online workshop 7
  - Jensen, E., Dale, M., Donnelly, P. J., Stone, C., Kelly, S., Godley, A., & D'Mello, S. K. (2020, April). Toward automated feedback on teacher discourse to enhance teacher learning. In *Proceedings of the 2020 chi conference on human factors in computing systems* (pp. 1-13).
- Compulsory readings for online workshop 8
  - Michael P. Brady, Lawrence A. Heiser, Jazarae K. McCormick & James Forgan (2016) Value-Added Models for Teacher Preparation Programs: Validity and Reliability Threats, and a Manageable Alternative. *The Educational Forum*, 80:3, 339-352, DOI:10.1080/00131725.2016.1173150
  - Kane, T. J., & Staiger, D. O. (2012). Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains. Research Paper. MET Project. Bill & Melinda Gates Foundation.
  - Sølvi Lillejord, Eyvind Elstad & Håkon Kavli (2018): Teacher evaluation as a wicked policy problem. *Assessment in Education: Principles, Policy & Practice*, DOI: 10.1080/0969594X.2018.1429388
- Compulsory reading for online workshop 9
  - Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J., Anders, J. (2021). *What are the Characteristics of Teacher Professional Development that*

Increase Pupil Achievement? A systematic review and meta-analysis. London: Education Endowment Foundation. The report is available from: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics

- Additional readings for online workshop 9
  - Albers, B., & Pattuwage, L. (2017). *Implementation in Education: Findings from a Scoping Review*. Retrieved from Melbourne: http://www.ceiglobal.org/application/files/2514/9793/4848/Albers-and-Pattuwage-2017-Implementation-in-Education.pdf
  - Filges, T., Torgerson, C., Gascoine, L., Dietrichson, J., Nielsen, C., & Viinholt, B. A. (2019). Effectiveness of continuing professional development training of welfare professionals on outcomes for children and young people: A systematic review. *Campbell Systematic Reviews*, 15(4), e1060. doi:10.1002/cl2.1060

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Michelle Lucas				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