UNSW Course Outline

EDST6756 Extension Mathematics Method 2 - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST6756
Year : 2024
Term : Term 2
Teaching Period : T2C
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : In Person
Delivery Format : Non Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate, Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.

Continuation of the topics in EDST6726.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Discuss classroom strategies that recognise students' different approaches to learning
CLO2 : Develop appropriate and engaging resources for the Mathematics classroom that take into account students' skills, interests, and prior achievements; and that respect the social, ethnic and religious backgrounds of students
CLO3 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment, and approaches to managing student behaviour
CLO4 : Differentiation to support students with Special Education Needs, Non-English-Speaking Background students, Students with Challenging Behaviours
CLO5 : Analyse specific teaching strategies and develop engaging materials to meet the needs of Aboriginal and Torres Strait Islander students

Course Learning Outcomes	Assessment Item
CLO1 : Discuss classroom strategies that recognise students' different approaches to learning	• Case study of a numeracy initiative and recommendations for improvement • Portfolio of material collected to support numeracy across the curriculum and rationale for selection of material
CLO2 : Develop appropriate and engaging resources for the Mathematics classroom that take into account students' skills, interests, and prior achievements; and that respect the social, ethnic and religious backgrounds of students	• Case study of a numeracy initiative and recommendations for improvement • Portfolio of material collected to support numeracy across the curriculum and rationale for selection of material
CLO3 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment, and approaches to managing student behaviour	• Case study of a numeracy initiative and recommendations for improvement • Portfolio of material collected to support numeracy across the curriculum and rationale for selection of material
CLO4 : Differentiation to support students with Special Education Needs, Non-English-Speaking Background students, Students with Challenging Behaviours	• Case study of a numeracy initiative and recommendations for improvement • Portfolio of material collected to support numeracy across the curriculum and rationale for selection of material
CLO5 : Analyse specific teaching strategies and develop engaging materials to meet the needs of Aboriginal and Torres Strait Islander students	• Case study of a numeracy initiative and recommendations for improvement • Portfolio of material collected to support numeracy across the curriculum and rationale for selection of material

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

The design of this course will enable teachers to engage with higher level syllabuses e.g., Mathematics Advanced, Extension 1 and 2. Students will be encouraged to evaluate their teaching to programs and strategies to improve student learning.

Teaching strategies

Teaching strategies used during the course will include:

- Small group cooperative learning, such as Jigsaw, Think, Pair, Share, to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website.
- Specific numeracy and problem-solving strategies.

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

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1, 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1, 2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.2.1	Organise content into an effective learning and teaching sequence.	1
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2
2.4.1	Demonstrate broad knowledge of, understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures, and languages.	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	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, 2
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	1, 2
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	1
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 and provide clear directions.	1
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	1, 2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students	1, 2

	about their learning.	
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	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

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	5, 8	1, 2
B	Classroom Management.	1-2, 4-7, 10	2
C	Information and Communication Technologies.	3-6, 8, 13-14	1, 2
D	Literacy and Numeracy.	6-19	1, 2
E	Students with Special Educational Needs.	1, 4-6, 8	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	5-7	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Case study of a numeracy initiative and recommendations for improvement Assessment Format: Individual	40%	Due Date: 09/08/2024 05:00 PM
Portfolio of material collected to support numeracy across the curriculum and rationale for selection of material Assessment Format: Individual	60%	Due Date: 30/08/2024 05:00 PM

Assessment Details

Case study of a numeracy initiative and recommendations for improvement

Assessment Overview

Case study of a numeracy initiative based on one mathematics lesson that you taught during

your Practicum.

Course Learning Outcomes

- CLO1 : Discuss classroom strategies that recognise students' different approaches to learning
- CLO2 : Develop appropriate and engaging resources for the Mathematics classroom that take into account students' skills, interests, and prior achievements; and that respect the social, ethnic and religious backgrounds of students
- CLO3 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment, and approaches to managing student behaviour
- CLO4 : Differentiation to support students with Special Education Needs, Non-English-Speaking Background students, Students with Challenging Behaviours
- CLO5 : Analyse specific teaching strategies and develop engaging materials to meet the needs of Aboriginal and Torres Strait Islander students

Detailed Assessment Description

- Choose one mathematics lesson that you taught during your Practicum. This must be an actual lesson and not a revised or modified version. Describe the lesson and identify the specific strategies that you used to support numeracy. Indicate any significant experiences with students specifically involving numeracy and reflect upon what you did as a teacher and how you could have made the learning better. Explain how this reflection informs your teaching practice.
- Detail an alternative approach to the one above for improving student numeracy for a mathematics class. Describe the characteristics of the students, their learning needs, and abilities. Outline how this approach supports student’s numeracy development and is relevant for all students within this class. Include an explanation of any formative and/or summative assessment/s that you would use. Support your assessment with references to literature and the recommended readings.

Assessment information

• RUBRIC/FEEDBACK SHEET EDST6756 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Case Study • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Understands the task and its relationship to relevant areas of theory, research, and practice • Rationale linked to outcomes in the syllabus and to the national numeracy learning progression	
• Depth of analysis and critique in response to the task • Clearly describes teaching experiences to justify choices of teaching strategies • Ability to critically reflect upon teaching practices to initiate improvement • Demonstrates knowledge, respect, and understanding of the social, ethnic, cultural, and religious backgrounds of students and how these factors may affect learning • Demonstrates knowledge of resources that will engage and extend all students • Demonstrates an understanding of different strategies for assessing and evaluating numeracy • Ability to plan and assess for effective learning using knowledge of the NSW syllabus documents, the national numeracy learning progression or other curriculum requirements of the Education Act	
• Familiarity with and relevance of professional and/or research literature used to support response • Refers specifically to material, research and ideas presented in Method lectures, readings from the prescribed text and other sources, relevant lectures from the combined Method lecture series and from the Professional Experience lectures on diversity • References all sources of work, including self, if author	
• Structure and organisation of response • Presentation is logically structured, organised and professionally carried out	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity and accuracy in use of key terms and concepts in mathematics teaching • Appropriate academic conventions are used	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 40%
• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

Hurdle rules

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

Portfolio of material collected to support numeracy across the curriculum and rationale for selection of material

Assessment Overview

Create a portfolio of material to support numeracy across the school curriculum. The portfolio needs to include annotations to justify your selection of material.

Course Learning Outcomes

- CLO1 : Discuss classroom strategies that recognise students' different approaches to learning
- CLO2 : Develop appropriate and engaging resources for the Mathematics classroom that take into account students' skills, interests, and prior achievements; and that respect the social, ethnic and religious backgrounds of students
- CLO3 : Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment, and approaches to managing student behaviour
- CLO4 : Differentiation to support students with Special Education Needs, Non-English-Speaking Background students, Students with Challenging Behaviours
- CLO5 : Analyse specific teaching strategies and develop engaging materials to meet the needs of Aboriginal and Torres Strait Islander students

Detailed Assessment Description

- Create a portfolio of material to support numeracy across the school curriculum. The portfolio needs to include annotations to justify your selection of material.
- Write a rationale for your chosen material and explain how as a mathematics teacher and as an educator you could contribute to a whole school numeracy approach. Support your rationale with references to literature and the recommended readings.

Assessment information

• RUBRIC/FEEDBACK SHEET EDST6756 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Portfolio • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Understands the task and its relationship to relevant areas of theory, research, and practice • Rationale linked to outcomes in the syllabus and to the national numeracy learning progression	
• Depth of analysis and critique in response to the task • Justifies the choice of material for the portfolio and its relevance to numeracy • Demonstrates ICT skills in the presentation of the portfolio and its annotations • Rationale for the selection of material to support numeracy development across the curriculum • Demonstrates understanding of the link between working mathematically and numeracy; and how numeracy is represented within other KLAs • Demonstrates understanding of a whole school numeracy approach and the ability to communicate their own involvement • Demonstrates knowledge, respect, and understanding of the social, ethnic, cultural, and religious backgrounds of students and how these factors may affect learning	
• Familiarity with and relevance of professional and/or research literature used to support response • Refers specifically to material, research and ideas presented in Method lectures, readings from the prescribed text and other sources, relevant lectures from the combined Method lecture series and from the Professional Experience lectures on diversity • References all sources of work, including self, if author	
• Structure and organisation of response • Presentation is logically structured, organised and professionally carried out	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity and accuracy in use of key terms and concepts in mathematics teaching • Appropriate academic conventions are used	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 60%
• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

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).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
1	Lecture	• An overview of the national literacy and numeracy learning progression and how these are structured. • A more in-depth understanding of the national numeracy learning progression (adapted version for NSW) and how this can be used to support teaching programs and for targeted teaching of numeracy.
	Tutorial	• Plan a Stage 4 or Stage 5 lesson which references both the NSW mathematics syllabus and the national numeracy learning progression. • Develop strategies to formatively assess numeracy within a classroom setting.
2	Lecture	• Further explore the link between working mathematically and numeracy and understand how mathematics and numeracy are interconnected. • Investigate how numeracy is represented within other KLAs. Learn what a contemporary mathematics lesson with a focus on numeracy looks like. • Examine some approaches used by schools to support numeracy development.
	Tutorial	• Develop a contemporary mathematics lesson which looks beyond the classroom for resources and ideas. It needs to be meaningful for students and encourages self-exploration. • Investigate ways to evaluate/assess numeracy during this lesson.
3	Lecture	• Senior Syllabus Learn about the HSC Advanced Mathematics Topic Statistical Analysis: MA-S2 and MA-S3.
	Tutorial	• Discuss different technologies useful to present the numeracy portfolio required for Assessment 2. • Examine how sites such as DFAT, ABS, BOM, AIHW, UN and WHO can be used to create rich student exploratory tasks.
4	Lecture	• Senior Syllabus Learn about the HSC Extension 1 and Extension 2 Topics on Vectors.
	Tutorial	• Examine a selection of HSC questions to develop an understanding of how students approach questions from different perspectives. • Develop strategies for creating effective marking criteria for HSC assessment tasks.
5	Lecture	• Senior Syllabus Learn about the HSC Extension 1 and Extension 2 Topics on Proofs.
	Tutorial	• Develop an understanding of the HSC band descriptors for mathematics and learn how to characterise your students who are at the cut offs levels between bands.
6	Lecture	• Senior Syllabus Learn about the HSC Extension 2 Topic on Complex Numbers.
	Tutorial	• An activity relevant to student's interest.

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

Course texts

- Cavanagh, M. & Prescott, A. (2014). *Your Professional Experience Handbook: A guide for preservice teachers*. Sydney: Pearson.
- Goos, M., Stillman, G., & Vale, C. (2016). *Teaching secondary school mathematics: Research and practice for the 21st century*. Sydney: Allen & Unwin
- All students must have copies of the following NESA Mathematics syllabuses:
  - *Mathematics K-10 Syllabus* (2012).
  - *Mathematics K-10 Syllabus* (2022).
  - *Stage 6 Syllabus, Mathematics Standard, Advanced, Extension 1 and 2* courses.
  - It is possible to download these syllabuses from the NESA website http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics and Mathematics K–10 | NSW Curriculum | NSW Education Standards Authority

Further readings

- See readings on the Moodle course page. These may include, but are not limited to the readings provided below.
- Ernest, P. (1998). *Social constructivism as a philosophy of mathematics*. State University of New York Press.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia.
- Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Hargreaves, E. (2005). Assessment for learning? Thinking outside the (black) box. *Cambridge Journal of Education*, 35(2), 213-224. 10.1080/03057640500146880
- Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*. Oxford University Press, Australia.
- Hiebert, J., & Lefevre, P. (1986). Conceptual and procedural knowledge in mathematics: An introductory analysis. In J. Hiebert (Ed.), *Conceptual and procedural knowledge: The case of mathematics*. (pp. 1-27): Hillsdale, NJ, England: Lawrence Erlbaum Associates, Inc.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia.
- Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Thomson/ Social Science Press.

- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Schoenfeld, A. H. (2004). The math wars. *Educational Policy*, 18(1), 253-286.
- Skemp, R. R. (2006). Relational understanding and instrumental understanding. *Mathematics Teaching in the Middle School*, 12(2), 88-95.
- Sullivan, P. (2011). *Teaching Mathematics: using research informed strategies*. Melbourne: ACER Press.

Recommended Resources

Professional websites for Mathematics teachers

- www.mansw.nsw.edu.au
- www.aamt.com.au
- https://www.nctm.org/
- NESA National Numeracy Learning Progression (adapted for NSW syllabuses - May 2018) (educationstandards.nsw.edu.au)
- NESA decides what is to be taught and examined. It also provides information about syllabus development, assessment requirements and examination timetables. The main function of this site is to provide teachers and students useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to Mathematics teaching. http://educationstandards.nsw.edu.au/wps/portal/nesa/home
- The Department of Education and Training http://www.det.nsw.edu.au. The DET has the responsibility for administering and staffing government schools and producing support material which can be found at: http://www.curriculumsupport.education.nsw.gov.au/secondary/mathematics/index
- The Association of Independent Schools www.studentnet.edu.au/aispd/index.html
- The Catholic Education Commission www.cecnsw.catholic.edu.au
- Curriculum Corporation of Victoria website www.curriculum.edu.au. This is a tutorial which is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore English sites etc.
- The teaching standards detailed on the NSW Institute of Teachers website http://www.nswteachers.nsw.edu.au
- The National Assessment Program Literacy and Numeracy website http://www.naplan.edu.au/
- The Australian Curriculum, Assessment and Reporting Authority http://www.acara.edu.au/
- Literacy and numeracy (nsw.gov.au)

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Administrator	Mark Goreta				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