



UNSW Course Outline

EDST1311 Foundations of Mathematics - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST1311

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

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course provides preservice teachers with fundamental knowledge about engagement with, and discussions about, mathematical concepts which have been shown to be relatively challenging for students to understand. Concepts, aligning with the NSW syllabus include:

proportional reasoning that underpins understanding of fractions, decimals, percentage, scale, similarity, and probability; variation and uncertainty; and generalisation. These concepts are relevant across the number and algebra, measurement and space, and statistics and probability curriculum strands. Preservice teachers will deepen their procedural knowledge and conceptual understanding of these mathematical concepts with an emphasis on building their confidence, and appreciation of the interconnected nature of mathematical content and the role of mathematics as a critical tool to address problems of global significance as well as personal relevance.

Course Aims

This course aims to provide preservice teachers with fundamental knowledge about engagement with, and discussions about, mathematical concepts which have been shown to be relatively challenging for students to understand.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate knowledge, skills and attitudes appropriate to mathematics and the teaching of mathematics
CLO2 : Evaluate and analyse mathematical resources
CLO3 : Solve a variety of problems requiring a varying degree of mathematical thinking
CLO4 : Meet the equivalent of HSC Band 4 level competence in mathematics

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate knowledge, skills and attitudes appropriate to mathematics and the teaching of mathematics	<ul style="list-style-type: none">• Mathematics around us• Identifying mathematical content applied in tasks
CLO2 : Evaluate and analyse mathematical resources	<ul style="list-style-type: none">• Identifying mathematical content applied in tasks
CLO3 : Solve a variety of problems requiring a varying degree of mathematical thinking	<ul style="list-style-type: none">• Mathematics around us
CLO4 : Meet the equivalent of HSC Band 4 level competence in mathematics	<ul style="list-style-type: none">• Mathematics around us• Identifying mathematical content applied in tasks

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching strategies and rationale

Course content will be covered in lectures, online synchronous and asynchronous activities and independent reading. The course combines a range of teaching and learning activities including synchronous lectures, synchronous weekly tutorials and online asynchronous activities.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	2
2.2.1	Organise content into an effective learning and teaching sequence.	2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2
2.4.1	Demonstrate broad knowledge of, understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	1
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	1

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	21, 26	1, 2
C	Information and Communication Technologies.	9-10	1, 2
D	Literacy and Numeracy.	2, 6	1, 2
E	Students with Special Educational Needs.	9	1
F	Teaching Students from Non-English-Speaking Backgrounds.	1-3	1

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Mathematics around us Assessment Format: Individual Short Extension: Yes (3 days)	40%	Start Date: 13/09/2024 12:00 AM Due Date: 11/10/2024 05:00 PM Post Date: 25/10/2024 05:00 PM
Identifying mathematical content applied in tasks Assessment Format: Individual Short Extension: Yes (3 days)	60%	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

Mathematics around us

Assessment Overview

Preservice teachers identify 3 real-life scenarios that involve 1. proportional reasoning; 2. variation and uncertainty; and 3. generalisation. The mathematics is to be elaborated, the real-life context to be discussed, and a range of solution strategies applicable to the scenario is to be provided. The application of mathematical concepts should be made clear in the solutions provided.

Course Learning Outcomes

- CLO1 : Demonstrate knowledge, skills and attitudes appropriate to mathematics and the teaching of mathematics
- CLO3 : Solve a variety of problems requiring a varying degree of mathematical thinking
- CLO4 : Meet the equivalent of HSC Band 4 level competence in mathematics

Detailed Assessment Description

- Preservice teachers identify and briefly introduce 3 real life scenarios that involve 1. proportional reasoning; 2. variation and uncertainty; and 3. generalisation.
- For each scenario, the mathematics is to be elaborated, the real life context to be discussed. At least one of the scenarios must address Aboriginal and Torres Strait Islander histories, cultures and languages.
- A solution strategy applicable to each scenario is to be provided (a different strategy for each scenario). The application of mathematical concepts should be made clear in the solutions provided, and literacy about problem solving strategies should be utilised.

The report could be in either a written report or a video presentation (10-15mins) with slides included.

Assessment Length

2000 words (10-15mins if task is a video)

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST1311 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Mathematics around us• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Introduce three real-life scenarios that involve 1. proportional reasoning; 2. variation and uncertainty; and 3. generalisation• A rationale explaining the real-life connections for each of the three scenarios• Include solutions for each scenario• Discuss the mathematical content applied in the solutions	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Depth of analysis when introducing the scenarios• Depth of analysis when analysing the mathematics applied	
<ul style="list-style-type: none">• 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	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriate nature of structural organisation• Logical and coherent structure	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• 7th APA referencing style• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 40%
<p>• 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.</p>	

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](#).

Identifying mathematical content applied in tasks

Assessment Overview

In part 1, preservice teachers collect a variety of mathematical tasks involving proportional reasoning, variation and uncertainty, and generalisation; and analyse the mathematical content needed to solve the tasks. In part 2, preservice teachers locate the mathematical content applied in the tasks in the NSW syllabus.

Course Learning Outcomes

- CLO1 : Demonstrate knowledge, skills and attitudes appropriate to mathematics and the teaching of mathematics
- CLO2 : Evaluate and analyse mathematical resources
- CLO4 : Meet the equivalent of HSC Band 4 level competence in mathematics

Detailed Assessment Description

- In part 1, preservice teachers collect mathematical tasks involving 1. proportional reasoning, 2. variation and uncertainty, and 3. generalisation (2 of each category). For all tasks, the mathematical content needed to solve the task is to be analysed using literature.
- In part 2, preservice teachers locate the mathematical content identified in part 1 in the NSW syllabus.

Assessment Length

3000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST1311 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Identifying mathematical content applied in tasks• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Introduce six mathematics tasks addressing 1. proportional reasoning; 2. variation and uncertainty; and 3. generalisation (2 for each)• A rationale explaining the mathematics applied to solve each task• Locate the mathematical content applied in the NSW syllabus	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Depth of analysis when introducing the tasks• Depth of analysis when analysing the mathematics applied	
<ul style="list-style-type: none">• 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	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriate nature of structural organisation• Logical and coherent structure	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• 7th APA referencing style• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 60%
<p>• 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.</p>	

Assignment submission Turnitin type

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Hurdle rules

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to a late penalty and if the overall mark for the course is still greater than 50.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. 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	Lecture	<ul style="list-style-type: none"> • Module 1: Mathematics around us • Applications of mathematics Identifying the mathematics used in society
	Tutorial	<ul style="list-style-type: none"> • Identifying mathematics used personally
	Reading	<ul style="list-style-type: none"> • StarT Program https://start.luma.fi/en/materials/mathematics-around-us/ • Studious Guy Blog https://studiousguy.com/examples-of-mathematics/
Week 2 : 16 September - 22 September	Lecture	<ul style="list-style-type: none"> • Module 1: Mathematics around us • Proportional reasoning in fractions, decimals, percentage, scale, similarity, and probability Applying proportional reasoning in problem-solving
	Tutorial	<ul style="list-style-type: none"> • Real-life connected exercises of proportional reasoning using local contexts and cross-curriculum priorities • Deepening understanding of proportional reasoning and related concepts
	Reading	<ul style="list-style-type: none"> • Boyer, T. W., Levine, S. C., & Huttenlocher, J. (2008). Development of proportional reasoning: where young children go wrong. <i>Developmental Psychology, 44</i>(5), 1478. • Dropkick Math Academy: Proportional reasoning https://dropkickmath.com/proportional-reasoning/#:~:text=Proportional%20reasoning%20is%20the%20ability%2C%20they%20relate%20to%20each%20other. • 8 Aboriginal Ways of Learning https://www.8ways.online/#:~:text=This%20Aboriginal%20pedagogy%20framework%20is%2C%20genre%20mastery%20%2C%20and%20connectedness%20to
Week 3 : 23 September - 29 September	Lecture	<ul style="list-style-type: none"> • Module 1: Mathematics around us • Uncertainty and variation Applying uncertainty and variation in problem-solving
	Tutorial	<ul style="list-style-type: none"> • Real-life connected exercises of uncertainty and variation using local contexts and cross-curriculum priorities • Deepening understanding of uncertainty and variation and related concepts
	Reading	<ul style="list-style-type: none"> • Begg, S. H., Welsh, M. B., & Bratvold, R. B. (2014, May). Uncertainty vs. Variability: What's the Difference and Why is it Important?. In SPE Hydrocarbon Economics and Evaluation Symposium. OnePetro. • 8 Aboriginal Ways of Learning https://www.8ways.online/#:~:text=This%20Aboriginal%20pedagogy%20framework%20is%2C%20genre%20mastery%20%2C%20and%20connectedness%20to
Week 4 : 30 September - 6 October	Lecture	<ul style="list-style-type: none"> • Module 1: Mathematics around us • Generalisation Applying generalisation in problem-solving
	Tutorial	<ul style="list-style-type: none"> • Real-life connected exercises of generalisation using local contexts and cross-curriculum priorities • Deepening understanding of generalisation across concepts
	Reading	<ul style="list-style-type: none"> • Dumitrescu, G. (2017). Understanding the process of generalization in mathematics through activity theory. <i>International Journal of Learning, Teaching and Educational Research, 16</i>(12), 46-69. • 8 Aboriginal Ways of Learning https://www.8ways.online/#:~:text=This%20Aboriginal%20pedagogy%20framework%20is%2C%20genre%20mastery%20%2C%20and%20connectedness%20to
Week 5 : 7 October - 13 October	Lecture	<ul style="list-style-type: none"> • Module 1: Mathematics around us • Solution strategies Supporting open investigations and inquisitive learning
	Tutorial	<ul style="list-style-type: none"> • Discussing solution strategies for mathematical scenarios (utilising what the students have identified for the first assignment) • Understanding the role of communication when applying strategies and working towards solutions
	Reading	<ul style="list-style-type: none"> • Bingolbali, E. (2011). Multiple solutions to problems in mathematics teaching: Do teachers really value them? <i>Australian Journal of Teacher Education, 36</i>(1), 18-31. • Chan, E. C. M. (2008). Using model-eliciting activities for primary mathematics classrooms. • Chacko, I. (2004). Solution of real-world and standard problems by primary and secondary school students: A Zimbabwean example. <i>African Journal of Research in Mathematics, Science and Technology Education, 8</i>(2), 91-103. • Liljedahl, P. (2023). Flow and variation theory: powerful allies in creating and maintaining thinking in the classroom. <i>Mathematical Challenges for All</i> (pp. 539-563). Cham: Springer International Publishing.
Week 6 : 14 October - 20 October	Lecture	<ul style="list-style-type: none"> • Module 2: Mathematics tasks and the NSW syllabus • Proportional reasoning in tasks and the NSW syllabus
	Tutorial	<ul style="list-style-type: none"> • Identifying proportional reasoning in the NSW syllabus
	Reading	<ul style="list-style-type: none"> • NSW Curriculum: Mathematics K-10 Comparing Outcomes Early Stage - S3 https://curriculum.nsw.edu.au/syllabuses/mathematics-k-10-2022

Week 7 : 21 October - 27 October	Lecture	<ul style="list-style-type: none"> • Module 2: Mathematics tasks and the NSW syllabus • Uncertainty and variation in tasks and the NSW syllabus
	Tutorial	<ul style="list-style-type: none"> • Identifying uncertainty and variation in the NSW syllabus
	Reading	<ul style="list-style-type: none"> • NSW Curriculum: Mathematics K-10: Comparing Outcomes Early Stage - S3 https://curriculum.nsw.edu.au/syllabuses/mathematics-k-10-2022
Week 8 : 28 October - 3 November	Lecture	<ul style="list-style-type: none"> • Module 2: Mathematics tasks and the NSW syllabus • Generalisation in tasks and the NSW syllabus
	Tutorial	<ul style="list-style-type: none"> • Identifying generalisation in the NSW syllabus
	Reading	<ul style="list-style-type: none"> • NSW Curriculum: Mathematics K-10: Comparing Outcomes Early Stage - S3 https://curriculum.nsw.edu.au/syllabuses/mathematics-k-10-2022
Week 9 : 4 November - 10 November	Lecture	<ul style="list-style-type: none"> • Module 2: Mathematics tasks and the NSW syllabus • Connections across proportional reasoning, uncertainty and variation and generalisation Identifying connections across curricula content
	Tutorial	<ul style="list-style-type: none"> • Understanding the role of working mathematically to build a strong, interconnected foundation for future mathematics learning • Investigating the affordances of virtual reality and augmented reality to build connections across mathematical content and cross-curricular priorities.
	Reading	<ul style="list-style-type: none"> • Vásquez, C., & Alsina, Á. (2021). Analysing Probability Teaching Practices in Primary Education: What Tasks Do Teachers Implement? <i>Mathematics</i>, 9(19), 2493. • Callejo, M. L., & Zapatera, A. (2017). Prospective primary teachers' noticing of students' understanding of pattern generalization. <i>Journal of Mathematics Teacher Education</i>, 20, 309-333.
Week 10 : 11 November - 17 November	Lecture	<ul style="list-style-type: none"> • Module 2: Mathematics tasks and the NSW syllabus • Applications of mathematics revisited
	Tutorial	<ul style="list-style-type: none"> • Analysing one's personal use of mathematics in the light of what is learned on the course • Projecting how to move forward as an early career teacher of mathematics • Identifying different teacher roles and professional stages
	Reading	<ul style="list-style-type: none"> • Hodgen, J., & Askew, M. (2007). Emotion, identity and teacher learning: Becoming a primary mathematics teacher. <i>Oxford Review of Education</i>, 33(4), 469-487. • Australian Professional Standards for Teachers https://www.aitsl.edu.au/standards?gad_source=1&gclid=Cj0KCQjwwMqvBhCtARIsAIXsZpa3Ibe1Pc5HVMAR14eB67FM7Yn5fnfkYXuzv7dh6s96OHDhLhEvfoaAkCBEALw_wcB

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

- Australian Curriculum: Mathematics F-10. <https://www.australiancurriculum.edu.au/>
- Curriculum and syllabus documents from NSW

Recommended Resources

- Students will be provided with weekly notebooks that summarise the key points of weekly resources.
- In the weekly notebooks students will be prompted to also collect their own complementary reading list, including articles, books, videos, mobile apps and resource links.
- De Klerk, J. & Marasco, A. (2013). *Pearson Illustrated Maths Dictionary* (5th ed). Pearson.
- Harrison, N. & Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander Education* (3rd ed). Melbourne: Oxford.
- Haylock, D. (2019). *Mathematics Explained for Primary Teachers* (6th ed.). London: Sage Publications.
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth: Heinemann.
- Murray, M. (2004). *Teaching Mathematics Vocabulary in Context: Windows, Doors, and Secret Passageways*. Portsmouth NH: Heinemann.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Laura Tuohi lampi		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes
Tutor	Lachlan Hart					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 Plagiarism

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

UNSW groups plagiarism into the following categories:

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

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified

causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

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

Use of AI for assessments

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

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

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

Submission of Assessment Tasks

Turnitin Submission

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

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may

apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

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

Late Submission Penalty

UNSW has a standard late submission penalty of:

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

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

School-specific Information

Policies and Procedures

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

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>