**UNSW Course Outline**

# EDST6701 Drama Method 1 - 2024

Published on the  28 Jan 2024

## General Course Information

**Course Code :**  EDST6701
**Year :**  2024
**Term :**  Term 1
**Teaching Period :**  T1
**Is a multi-term course? :**  No
**Faculty :**  Faculty of Arts, Design and Architecture
**Academic Unit :**  School of Education
**Delivery Mode :**  In Person
**Delivery Format :**  Standard
**Delivery Location :**  Kensington
**Campus :**  Sydney
**Study Level :**  Postgraduate, Undergraduate
**Units of Credit :**  6

<u>Useful Links</u>

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

# 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.*

In this course, you will begin to learn how to teach Drama in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and

practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

# Course Learning Outcomes

| Course Learning Outcomes |
| --- |
| CLO1 : Identify foundational aspects and structure of the NESA Drama Syllabus and the depth of subject knowledge required to implement the syllabus |
| CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds |
| CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment |
| CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities |
| CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning |
| CLO6 : Practise the ethical and professional values expected of teachers |

| Course Learning Outcomes | Assessment Item |
| --- | --- |
| CLO1 : Identify foundational aspects and structure of the NESA Drama Syllabus and the depth of subject knowledge required to implement the syllabus | • Lesson plan<br>• Unit of work outline |
| CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds | • Lesson plan<br>• Unit of work outline |
| CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment | • Lesson plan<br>• Unit of work outline |
| CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities | • Lesson plan<br>• Unit of work outline |
| CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning | • Lesson plan<br>• Unit of work outline |
| CLO6 : Practise the ethical and professional values expected of teachers | • Lesson plan<br>• Unit of work outline |

# Learning and Teaching Technologies

Moodle - Learning Management System

# Learning and Teaching in this course

Rationale

This subject aims to develop in each student the ability to effectively teach Drama to secondary school students with an emphasis on the NSW Drama curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will explore current practices in drama teaching and develop in students, the skills and knowledge required to teach drama effectively to a variety of students. Teaching in this course will be both theoretical and experiential. Emphasis will be given to viewing Drama as an art-form with a discrete body of knowledge including conventions, history, skills and methods of working and the role and value of Drama in the curriculum and the community.

Student centered activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

Teaching Strategies

- Pair, small-group and large-group cooperative learning experiences to understand the importance of collaboration in an educational drama context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Explicit teaching, including lectures, to demonstrate different approaches to learning, the mandatory components of the drama curriculum and the use of a range of teaching strategies to foster interest and support learning
- A range of drama specific workshops which model experiential learning through enactment when teaching theoretical components of the course
- Collaborative projects which mirror those in the Drama Syllabus, Year 7-10 and in the Stage 6 Drama Syllabus, for example playbuilding in Years 7-10 and the Group Presentation in the HSC Course
- Viewing student samples of work and simulated marking experience especially of Year 9 Playbuilding, Year 10 dramatic form and Year 12 HSC Projects
- Simulations and teacher-in-role experiences
- Keeping a logbook of class experiences mirroring a drama logbook in stage 4, 5 and 6
- Structured occasions for reflections on learning, encouraging critical reflection and improved teaching practice. Also, these allow students opportunities 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
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students to demonstrate their capacity to communicate and liaise with the diverse members

of an education community, and show knowledge and understanding of method content

- Online learning from readings on the Vista Mylearning website
- Peer teaching in a simulated classroom setting.

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 |
|---|---|---|
| 1.1.1 | Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning. | 1,2 |
| 1.2.1 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | 1,2 |
| 1.3.1 | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds. | 1,2 |
| 1.4.1 | Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. | 1,2 |
| 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 |
| 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. | 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. | 2 |
| 3.1.1 | Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | 1,2 |
| 3.2.1 | Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies. | 2 |
| 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 |
| 3.5.1 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | * |

| 4.1.1 | Identify strategies to support inclusive student participation and engagement in classroom activities. | 2 |
| 4.2.1 | Demonstrate the capacity to organise classroom activities and provide clear directions. | 1 |
| 6.3.1 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | 2 |
| 7.1.1 | Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. | 2 |
| | * Covered during the course | |

NATIONAL PRIORITY AREA ELABORATIONS

| | Priority area | | Assessment/s |
|---|---|---|---|
| A | Aboriginal and Torres Strait Islander Education. | 4,7 | 2 |
| B | Classroom Management. | 1 | * |
| C | Information and Communication Technologies. | 1,3-6,10,12 | 1,2 |
| D | Literacy and Numeracy. | 1,3-5,8-12,18-19 | 1,2 |
| E | Students with Special Educational Needs. | 7 | 2 |
| F | Teaching Students from Non-English-Speaking Backgrounds. | 4-5 | 2 |
| | * Covered during the course | | |

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Lesson plan | 40% | Due Date: 22/03/2024 05:00 PM |
| Unit of work outline | 60% | Due Date: 19/04/2024 05:00 PM |

## Assessment Details

### Lesson plan

Assessment Overview

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must

follow a standard format and be presented using the template provided. Indicative length: 2000

words.

A feedback sheet will be provided.

<u>Course Learning Outcomes</u>

- CLO1 : Identify foundational aspects and structure of the NESA Drama Syllabus and the depth of subject knowledge required to implement the syllabus
- CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
- CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
- CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CLO6 : Practise the ethical and professional values expected of teachers

<u>Detailed Assessment Description</u>

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress? Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment Criteria for the written component

- design effective lesson sequences suitable for a variety of Stage 5 students
- plan a logical, sequential, cohesive unit of work

- write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- use a variety of drama pedagogies appropriate to the material to be delivered
- show knowledge of the NSW HSC Drama Stage 5 syllabus and curriculum documents.

Assessment Length

2000 words

## Assessment information

RUBRIC/FEEDBACK SHEET

EDST6701 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson Plan

| Specific Criteria | Fail -------- > High Distinction |
|---|---|
| Understanding of the question or issue and the key concepts involved<br>• Demonstrates knowledge of the relevant NSW syllabus<br>• Selects appropriate topic, vocabulary, and grammar structure for the target audience<br>• Links teaching strategies to targeted syllabus outcomes | |
| Depth of analysis and critique in response to the task<br>• Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar<br>• Incorporates Intercultural Language Teaching and Learning<br>• Produces engaging resources that support student learning<br>• Creates a student-focussed lesson<br>• Uses effective questioning techniques | |
| Familiarity with and relevance of professional and/or research literature used to support response<br>• Justifies choice of teaching and learning strategies<br>• References material, research and ideas presented in lectures, tutorials, and readings | |
| Structure and organisation of response<br>• Clearly articulates aim that can be achieved by lesson plan<br>• Produces a coherent, logical, detailed lesson plan | |
| Presentation of response according to appropriate academic and linguistic conventions<br>• Communicates with clarity and confidence in giving instructions and explanations | |
| General comments/recommendations for next time: | |
| Lecturer:<br>Recommended: /20 (FL PS CR DN HD) | Date:<br>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.

## Unit of work outline

### Assessment Overview

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

### Course Learning Outcomes

- CLO1 : Identify foundational aspects and structure of the NESA Drama Syllabus and the depth of subject knowledge required to implement the syllabus
- CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
- CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
- CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CLO6 : Practise the ethical and professional values expected of teachers

### Detailed Assessment Description

In the rationale for the unit:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students must begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- the learning intentions for each lesson

- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

<u>Assessment Length</u>

3000 words

RUBRIC/FEEDBACK SHEET

EDST6701 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of Work Outline

| Specific Criteria | Fail ------- > High Distinction |
|---|---|
| Understanding of the question or issue and the key concepts involved<br>• Design effective, creative lesson sequences for a variety of Stage 5 students, (in sufficient detail to show knowledge and understanding of concepts and strategies, using key drama terms and concepts)<br>• Use a variety of drama pedagogies appropriate to the material to be delivered | |
| Depth of analysis and critique in response to the task<br>• Recognise and respect students' diverse social, ethnic, cultural, and religious backgrounds and their effect on learning (explicit or implicit)<br>• Devise specific strategies (activity or worksheet) for teaching: Aboriginal and Torres Strait Islander students and 1 other of the following: Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours | |
| Familiarity with and relevance of professional and/or research literature used to support response<br>• Reference specific material, research and ideas presented in Drama Method, Combined Method, and the Professional Experience lectures<br>• Research and show evidence of reading the allocated text and topic | |
| Structure and organisation of response<br>• Plan a logical, sequential, cohesive sequence of lessons | |
| Presentation of response according to appropriate academic and linguistic conventions<br>• Rationale: Justify your approach throughout and describe prior knowledge students have to begin this unit & how it could be pre-tested<br>• Syllabus links: State syllabus outcomes and specific learning goals for each lesson showing knowledge of the appropriate rubric<br>• Teaching strategies: Devise a variety of dynamic teaching strategies for the topic to maximise student engagement; incorporate relevant ICT, both as a teaching strategy and as a student skill to be acquired; devise an appropriate worksheet, literacy strategies and questioning; differentiate at least 1 lesson to cater for diverse learning approaches and needs<br>• Assessment: Devise an appropriate assessment task (using relevant documents); show understanding of formative assessment | |
| General comments/recommendations for next time: | |
| Lecturer:<br>Recommended: /20 (FL PS CR DN HD) | Date:<br>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 |
|---|---|---|
| Week 1 : 12 February - 18 February | Lecture | • Introduction to drama in secondary school Studying drama; a rationale for drama in NSW schools Knowing the structure of the NSW Curriculum - aim, objectives and outcomes Understanding the place of drama in the curriculum; school structures e.g. KLA's, Stages, Electives etc. and outcomes based education Using the key components of the Years 7-10 Drama Syllabus such as Drama practices; making, performing and appreciating Elements of drama - what are they and why are they important? Drama contexts - play-building as the mandated form; dramatic forms and performance styles |
| | Tutorial | • Exploring the collaborative process; group and ensemble work - how drama is taught in the classroom through experiential pedagogies<br>• Using improvisation, warm ups and games in the classroom to gain work state over social state. (e.g., icebreakers, communication games, team building, theatre sports etc.) |
| | Reading | • Readings for next week Years 7-10 Drama Syllabus, pp.1-16 Play-building: Centre Stage pp. 44-45<br>• Task for next week: Write up directions for a warm-up game (Resources; Centre Stage, Theatre Sports, Games for Actors & Non-actors) |
| Week 2 : 19 February - 25 February | Lecture | • Drama students and how they learn Physical, social and intellectual development of students and how this affects their engagement in learning Teaching strategies to respond to individual needs and backgrounds Importance of matching teaching strategies to individual needs in Drama How culture, cultural identity and linguist background impact Aboriginal and Torres Strait Islander students |
| | Tutorial | • Researching how students learn<br>• Developing culturally responsive teaching strategies and resources concentrating on playbuilding |
| | Reading | • Advice on Programming and Assessment - Scope and Sequence, pp.10-17<br>• Young at Art, Chapter 1 - 'Play-building at the centre of classroom drama' plus any one unit of work from Chapter 4 - Level 1: Beginner Play-builders |
| Week 3 : 26 February - 3 March | Lecture | • Scope and sequence in Years 7-10 Advice on Programming and Assessment Document (NESA) - Organisation of classroom activities Sequencing subject content across lessons within a unit of work Converting syllabus material into units of work and looking at sample lesson sequences in stages 4 and 5 Teaching essential and additional content in lesson sequences Devise and evaluate Scope and Sequence sample documents Teaching essential content; dramatic contexts – playbuilding; the core of the curriculum in Stage 5 |
| | Tutorial | • Content selection and scope of content for effective lesson sequences for Stage 5<br>• Elements of drama - script work and traditional scene structures - students use traditional techniques to structure drama works<br>• Practices: making - a range of making activities, improvisation and play-building, the basis for the junior curriculum |
| | Reading | • Readings for next week: Young at Art, Chapter 2 - Teaching and learning issues plus any one unit of work from Chapter 5 - Level 2: intermediate play-builders Transitions in Playbuilding: p.52 Centre Stage<br>• Task for next week: Please come prepared to teach one type of transition for playbuilding (see above readings) |
| Week 4 : 4 March - 10 March | Lecture | • Play-building in Stage 5 Setting challenging learning goals in lesson planning Assessment of play-building - film examples and simulated marking Year 9 work samples, including providing effective feedback |
| | Tutorial | • Students will teach each other a form of playbuilding transition.<br>• Setting high expectations for learning<br>• Strategies for making learning goals explicit for students ICT in play-building |
| | Reading | • Reading: Centre Stage pp.202-209 |
| Week 5 : 11 March - 17 March | Lecture | • Stage 4 and 5 – Dramatic Contexts What is a Dramatic Context in Drama? How do you teach them? How would you sequence a unit of work on a dramatic context? Providing clear directions |
| | Tutorial | • Exploring different types of Dramatic contexts such as physical theatre and the work of Jaques Leqoc<br>• Lesson Demonstration<br>• How to structure instructions, questioning and transitions between activities<br>• Microteaching |
| | Reading | • Reading - Mathew Clausen: Centre Stage, Melodrama Chapter (pp.114ff) |
| Week 6 : 18 March - 24 March | Lecture | • Asynchronous |

| | | • The Drama Essay How is the Drama Essay different to the English Essay? How to scaffold a Drama paragraph How to write about experiential material |
|---|---|---|
| | Tutorial | • Asynchronous<br>• Exploring Melodrama as a Dramatic Context<br>• Lesson plan preparation |
| Week 7 : 25 March - 31 March | Lecture | • Dramatic Context Teaching strategies for Dramatic Context within the paramaters of a production Promoting inclusive student participation and engagement in the classroom |
| | Tutorial | • Explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes<br>• Strategies for inclusion, participation and engagement<br>• Microteaching |
| Week 8 : 1 April - 7 April | Lecture | • Teaching Drama to Indigenous Students Background to the indigenous experience Different frameworks for indigenous teaching |
| | Tutorial | • Performing indigenous texts<br>• Becoming a reflective teacher through the feedback cycle |
| Week 9 : 8 April - 14 April | Lecture | • Dramatic Context – Theatre Design Teaching theatre design in Stage 4 and 5 Script analysis for design Appropriate selection of ICT resources to support learning |
| | Tutorial | • How to use ICT to engage students with subject content |
| | Reading | • Reading: Stephen Curtis – Staging Ideas (see reading list) |
| Week 10 : 15 April - 21 April | Lecture | • Differentiating in the Drama Classroom On what basis do we differentiate? At what stage in the learning process do we differentiate? |
| | Tutorial | • How to survive and thrive on your professional placement<br>• myExperience Online Evaluation |

# 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

Recommended Text Books (these must be purchased as they are used for assessment)

- Causen Mathew, *Centre Stage*, 3rd Edition, Cengage, 2016.
- Hatton, Christine & Lovesy, Sarah, *Young at Art*, Routledge, 2008.

Compulsory Weekly Reading - As outlined weekly in the Schedule

Compulsory Syllabus Documents

- [Drama Syllabus documents](#) or purchase hardcopies from the UNSW Bookshop on lower campus.

Professional websites for Drama teachers

- https://educationstandards.nsw.edu.au/wps/portal/nesa/home New South Wales Education Standards Authority. NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to Drama teaching.

Professional Associations

- Drama NSW, P.O. Box 872 Leichardt, 2040. Ph 9560 4966; www.dramansw.org.au

Further Reading

- Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.
- Buckingham, D. (2003). *Media Education: Literacy, Learning and Contemporary Culture*. London: Polity Press.
- Carroll, J. (2008). "Mediated performance: Video production in the English Classroom" in Anderson, M, Manuel, J and Hughes, J (Eds.) *Drama in the English Classroom*. Melbourne: Oxford University Press.
- Carroll, J, Anderson, M and Cameron, D. (2006). *Real Players? Drama, education and technology*. Stoke on Trent: Trentham Books.
- Cope, B and Kalantzis, M. (Eds) (2000). *Multiliteracies: Literacy learning and the design of social futures*. Melbourne: Macmillan.
- Friere, P. (1972). *The Pedagogy of the Oppressed*. Harmondsworth: Penguin.
- Greenwood, D.J and Levin, M (2005) "Reform of the Social sciences, and of Universities through Action Research" in Denzin, N.K and Lincoln, Y.S. (Eds.). *The Sage Handbook of Qualitative*...
- Heathcote, D., Johnson, L. & O'Neill, C. (1984). *Collected Writings on Education and Drama*. London.
- Kolb, D.A. (1984). *Experiential Learning: experience as the source of learning and development*. New York.
- Luke, A., Freebody, P. and Muspratt, S. (1997). *Constructing Critical Literacies: Teaching and Learning Textual Practice*. Aust: Allen & Unwin.
- New London Group. (1996). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard*

*Educational Review*. 66(1), 60-92.
- NESA NSW. (2003, 1999). Drama Stages 4,5,6 Syllabuses  https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus
- O'Neill, C. (1995). *Drama Worlds: A Framework for Process Drama*. Portsmouth NH: Heinemann.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

## Recommended Resources

- Burton, Bruce; *Living Drama*, 4th Edition, Pearson, ISBN 978-1-4425-3388-2

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|------|-------|----------|-------|--------------|-------------------------------------|-----------------|
| Convenor | Tiffany Crittle | | | | 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