



ARTS2095

Digital Technologies and the Self

Term One // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Tara McLennan	t.mclennan@unsw.edu.au	Mondays 2pm to 4pm, Fridays 11am to 1pm	Robert Webster Building	9385 7586.

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Course Details

Credit Points 6

Summary of the Course

This course explores the ways that digital media and technologies shape our collective and individual understandings of 'the self'. It draws both theoretical and popular accounts of the relationship between technologies, individuals and cultures. You will examine the continuities and discontinuities between 'old' and 'new' self-making practices such as journaling/ blogging; and self-portraiture/ selfies, to consider the ways that media and technology both shape, and are shaped by socio-cultural understandings of identity formation. You will explore the ways that technologies and media platforms constrain some 'selves' and enable others. We will also consider the ways that self-making practices intersect with data-gathering practices, design processes, business models, and public policy. Topics include: life-hacking and the quantified self movement, microcelebrity and branding, mediated intimacies in dating and hook-up app cultures, and biometrics and surveillance.

Course Learning Outcomes

1. Evaluate a range of digital technologies, including social media platforms and practices.
2. Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.
3. Communicate clearly and persuasively in both verbal and written contexts.
4. Design and conduct basic research, both independently and in teams, drawing on academic and non-academic resources.

Teaching Strategies

This course provides students with the opportunity to develop critical and conceptual frameworks for understanding digital technology and its relationship to the self. Face-to-face lectures at the start of the course extend the set readings to introduce key theoretical concepts from the readings, case studies, and research methods and methodologies drawn from the fields of science and technology studies, media studies and cultural studies. After the initial lectures, students prepare for tutorials through flexible online activities, short digital lectures and set readings. Tutorials encourage critical reflection on key readings and case studies, building on student's own observations of 'everyday' engagements with digital technologies. Tutorials also provide support and formative feedback on assessments. Students are encouraged to produce multimodal and interactive work for assessment alongside written submissions.

Assessment

Students Please Note:

- All marks are provisional until they have been formally confirmed by the Faculty Academic Quality Committee at the conclusion of each term. Marks may be subject to change for various reasons including the application of late penalties, moderation and the application of academic misconduct penalties.
- **Assessments must be successfully submitted by the specified due date and time, or it will be deemed late, and a penalty applied. It is the responsibility of each individual student to ensure that any work is successfully submitted by the deadline, and in its correct format/version.**
- Please be aware that **ALL assessment tasks are required course components** (hurdle components). You **MUST attempt each task in order to pass** the course. **Failure to complete any of these tasks will result in a failure of the entire course**, even if your results in the other two tasks might add up to a numerical passing grade. It is also an expectation of the course that you attend a minimum of 7 out of 9 tutorials.

This Course Overview provides you with the basic information about the course and explains important UNSW policy. Details for each assessment are available on Moodle.

The preferred referencing system for this course is Harvard, which is an in-text referencing system. There are links in the "Helpful Resources" on Moodle about how to use Harvard. You may use another system for an assessment if you wish, but you must apply it consistently and accurately.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Short Weekly Online Activities	20%	Every Friday, weeks 1 to 4	2,3
Project (Group Work - Blended Content)	30%	03/04/2020 11:50 PM	1,2,3,4
Independent Creative Research	10%	Workshopping every tute from Week 7 onwards.	2,3,4
Creative Independent Research (Project)	40%	24/04/2020 11:50 PM	1,2,3,4

Assessment Details

Assessment 1: Short Weekly Online Activities

Start date: Check each weekly prompt online (released each Wednesday from O-Week onwards).

Length: Four weekly responses, 150-200 words each (roughly 800 words total).

Details: Individual 150-200 words Students respond to online content via Moodle Weeks 1 to 4 inclusive. Feedback via LMS

Additional details:

Every week in this subject will include blended learning material that asks for you to interact with a question, idea or DIY research task pertaining to lecture material / readings. Responses to online learning materials from weeks 1 to 4 will form Assessment One. Each response is **due online by Friday at 11:50pm of the week it is set**, so it will be important to keep on top of the Moodle content regularly. **Five marks will be deducted from your assessment mark for each full day of late submission** (i.e. anything submitted after the expected weekly Friday upload).

Attendance at the first two interactive lectures of the term will be helpful in developing your ideas for written responses (as the activities will involve self-reflexive consideration of digital experiences conducted in lecture time).

Your short written texts will be marked based on the following:

- **Engagement:** evidence of active use of readings and responsiveness to online prompts for independent learning
- **Understanding:** comprehension of theory
- **Writing:** clarity and cohesion to the short written texts
- **Referencing:** correct use of Harvard referencing (with any referenced material included at the end of each entry)

Submission notes: Please see Moodle instructions on how to submit your weekly responses.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Project (Group Work - Blended Content)

Start date: Recording commences in Week Four tutes.

Length: Please note an additional 5 mins is permitted for introducing / concluding your podcast

Details: Group Ten (10) minutes' audio total Two (2) five (5) minute group podcasts, recorded in tutorials based on collaborative preparation. Feedback via LMS

Additional details:

In week one you will be assigned to small groups of 3 to 4 people, and over the first half of the term you'll develop an informal panel-conversation podcast. Recordings will take place regularly in tutorials from weeks 4 to 6, so that you have ample material from which to edit/refine your final sound file before Friday of week 7. Your audio content will be informed by online weekly content, course reading material, and conversational prompts given to you via blended learning activities. It will be important to stay up to date with the online content in order to come prepared to each recording session / tute with the background info and a springboard for what you will discuss with your group.

An outline of the general format of the podcast (in relation to timing, editing and layout) will be provided via Moodle, and you'll be supported during class-time in developing your use of the medium.

Your recorded discussions will be unscripted, but will emerge from dot-point notes that you

create together in-class/online (consider this a form of improvisational play or banter that has planned foundations).

The quality of the audio is not being assessed, although the sound will need to be sufficient for the listener to comprehend and you'll need to speak clearly.

Editing can take place with your choice of editing software (and some suggestions will be posted on Moodle for you to explore together). Instructions for how to submit your sound file will also be available on Moodle.

Please note: The ten minute **time limit** applies to your choice of recorded excerpts from tutorials, but you are allowed to add an **extra five minutes of narrated recording** to the podcast in order to **introduce, conclude and transition** between these **ten minutes of unscripted excerpts (i.e. the final edited copy could come to a total of fifteen minutes)**.

What is being graded is the conversational dynamic you create, where each member of the group both contributes to the discussion and demonstrates listening skills by creating space for each group member to participate. This involves awareness and practical skills in asking critically informed questions, offering speaking points for stimulating discussion, and actively responding to the ideas of your group with thoughtful use of ideas from the course.

The group as a whole will be marked on:

- **Active participation/responsiveness:** group dynamics via the contribution of ideas/questions; responsiveness to one another as a team.
- **Background research:** collaborative use of online course material and discussion prompts to explore theories in relation to digital experience.
- **Presentation/Delivery:** engagement of your listening audience through relational and informal recorded discussion.
- **Insight:** group exchanges that form a critical/creative perspective on the relations between theory/ideas/lived experience.

You are encouraged to regularly engage with online podcasts pertaining to digital technology (and recommendations for audio subscriptions will be provided on Moodle from O-Week).

Submission notes: Please see Moodle instructions for where to submit your sound file.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Independent Creative Research

Start date: Workshopping commences Week 7.

Details: Workshopping weekly milestones Weeks 7 to 9 inclusive, in-class engagement Workshopping of final project Feedback via LMS

Additional details:

Tutorials from weeks 7 to 9 will involve significant **workshopping** towards your final creative research project, **Assessment Four**.

Please note that due to the public holiday in week 9, **Monday tutorials will be allocated week 10 as a make-up workshopping session** towards their final assessment (i.e. **each class will receive a total of 3 in-class workshops** that will be assessed for initiative and critical/creative planning).

Assessment Three is designed to support you in incrementally developing your final assessment, with formative feedback from your tutor and peers. To facilitate this, you will be asked to complete very short written activities that work towards your final submission, with one due in each of weeks seven, eight and nine (week ten for Monday tutes). These activities are simply work-in-progress on key aspects of your research, not finished products. You'll be asked to consider what medium, and genre you are interested in for your last project, and we'll explore how meaning can be conveyed through not only digital content but different digital forms.

In workshopping tutorials you will submit short pieces of work via Moodle (please see our subject site for further details). You will not receive written feedback on your notes, but will discuss your project and progress each week with your tutor (who will be keeping their own regular notes on your progress and contribution to workshopping time for their marking process).

We understand and appreciate that you have other assessments, paid work and a social life, so we don't expect huge amounts of working on a weekly basis, but we do want to see regular progress. Effort and energy over time will be rewarded.

You will be graded on:

- **Engagement/initiative:** evidence of actively seeking research sources and cultivating use of genre
- **Responsiveness to feedback:** interaction with ideas from peers and tutors in developing the project
- **Peer support:** constructive in-class and online contributions to others' ideas

Submission notes: Please see Moodle instructions for how to submit your brief workshopping notes.

Turnitin setting: This is not a Turnitin assignment

Assessment 4: Creative Independent Research (Project)

Start date: Progress towards this task begins as part of Assessment Three, in week 7.

Length: 4 minutes digital content plus 750 words OR 2500 word essay.

Details: Individual Research Project — per options presented on Course Moodle site
Four (4) minutes digital content plus 750 words written content OR 2500-word essay
Feedback via LMSThis is the final assessment

Additional details:

You will draw ideas and from Assessment Three (Workshopping) in order to develop and refine this Individual Research Project. You must choose your own topic and focus of research, based on themes/theories that have emerged over the term (although be cautious not to repeat work canvassed in your group podcast, this assessment should stretch your thinking and knowledge in new directions).

You may write a traditional essay or submit an alternative format such as video, animation, an image essay or some form of interactive media.

If you choose a non-traditional format, your submission must include a minimum of 750 words of academic writing that directly addresses the course topic(s) with which you are engaging. This piece of academic writing should discuss theories and concepts from the course topic(s) that informed your work. You should **not** discuss how you created the other part of your submission or your creative process. You can, however, refer to it directly if you think this is helpful.

You are welcome to use your own digital selfhood as the basis for your project, or reflect upon a digital community of which you are a part. If you'd prefer not to discuss yourself, you may use other examples of your choosing.

You must reference at least five academic sources. You are strongly encouraged to do your own additional research, however there is no minimum number of 'other' sources. What you do with the sources matters much more than how many there. You should reference using [Harvard in-text referencing](#), but may use another system provided you are consistent and accurate in doing so.

Choosing Your Project Format

No option is "easier" or "better" than any other. A traditional essay can do just as well as a video. You should make a choice based on what interests **you** and the skills **you** want to develop or put to use. During our workshopping weeks (Assessment Three) we'll be exploring different modalities, genres and modes of representation for experimentation and use in your final work. The aim is to make the most of whatever medium or genre you choose, so that the concept of your work is not only conveyed through content, but also through **form**. The following options are examples only (and there will be Moodle information on each of these genres for you to explore). Remember you are welcome to discuss modifications or alternatives with your tutor during the workshopping process of Assessment Three.

If you would like to do something not listed below, please speak to your tutor in tutorial and discuss your idea. You may be asked to send them what you agree to via email so that there is a record for future reference.

- 4 minutes of video
- 20-image photo essay
- App concept design (images, schematics etc)
- Interactive website (understanding of UX etc)
- Design a game concept (main premise, affordances, personalisation etc)
- Digital interactive art exhibition (main premise, layout, sample images etc.)

You are welcome to vary the balance by writing a longer academic text and producing a shorter non-traditional submission. Please discuss this with your tutor prior to submission to ensure that you are submitting a project of an appropriate scale.

You will be assessed on:

- **Communication and presentation:** clarity and coherence in the expression and communication of ideas; including but not limited to appropriate grammar, punctuation, etc. and, if applicable, visual layout, image or video editing, interaction design, etc.
- **Conceptual understanding:** ability to show an understanding of relevant issues, concepts, and perspectives addressed by the course topics, including in any non-traditional format used in the

assessment.

- **Structure and coherence:** development of an articulate and coherent perspective on digital technologies and self-representation, whether conveyed as a traditional essay argument or in an alternative format.
- **Effective reading and research:** productive engagement with sufficient scholarly and non-scholarly resources, from the course and your own research.
- **Referencing:** adherence to proper referencing conventions, using Harvard in-text or similar.

Attendance Requirements

You are expected to attend a minimum of 7 out of 9 tutorials in the term. If you are unable to attend for extenuating circumstances or illness, please get in touch with your tutor. Attendance at the four face-to-face (f2f) lectures is strongly advised in order to sufficiently address the criteria for your assessment tasks (i.e. assessments will draw upon the experience of engaging with technology in a "live audience" context).

Please note lectures will be **recorded**. **If you are unable to attend all four scheduled f2f lectures** due to essential work commitments or extenuating circumstances, then **please contact the course convenor in advance** with information on the reason behind your absence. With sufficient notice (i.e. at least 24 hours prior to the relevant f2f lecture), you will be provided with advice on how to approach Assessment One without participation in the "live audience" context.

Please note these four f2f lectures all occur from 9am-11am on the following dates: 21/02, 28/02, 14/03, and 27/03. If you are unable to attend any of these due to essential work commitments or extenuating circumstances, please contact the course convenor in advance.

It will be important to keep on top of the regular updates on Moodle (as this is a blended learning subject). **Online content will be released weekly, every Wednesday before the related tutorials.** The staggered release of online content is designed to progressively scaffold the learning experience (to streamline the communal development and understanding of key theories).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 17 February - 21 February	Tutorial	Tutorial: Tracing the Self Please note that you are expected to come to this first class having engaged with online materials published on Moodle in O-Week (February 10th). Class discussion and activities will draw upon interactive online content. We will establish groups for assessments in these first tutes based on your online engagement in O-week.
	Lecture	Face-to-Face (f2f) Lecture: The Digital Subject Friday 24th, 9am - 11am

		<p>This will be an interactive lecture using digital technology for audience participation. For your first assessment (online responses), you will be asked to reflect on the experience of engaging with technology in a 'live audience' context. The content and delivery of the lecture will also go towards tutorials in week two. Please remember to also check Moodle for short online activities and videos as prep for your tutes in week two, and to keep on top of assessment processes.</p>
<p>Week 2: 24 February - 28 February</p>	<p>Tutorial</p>	<p>Tutorial: The Digital Subject</p> <p>Our second week of tutes will be based on the combined resources of the week one f2f lecture, <i>and</i> online content.</p>
	<p>Lecture</p>	<p>F2F Lecture: Circuits of Culture and Performing the Self</p> <p>This will be an interactive lecture using digital technology for audience participation. You will be asked to reflect on the experience of engaging with technology in a 'live audience' context. The content and delivery of the lecture will go towards tutorials in week three. Please remember to also check Moodle for short online activities and videos as prep for your tutes in week three, and to keep on top of assessment processes.</p>

Week 3: 2 March - 6 March	Tutorial	<p>Tutorial: Circuits of Culture and Performing the Self</p> <p>Tutorials based on the combined resources of the week two f2f lecture <i>and</i> online content.</p>
	Blended	<p>Online Lecture: Materiality, Bodies, Things</p> <p>No f2f lectures this week, but you are expected to have actively engaged with the online lecture content, which will be made available to you on Wednesday. Online lectures are made up of short 20 min videos in three parts, and are designed to be flexible for your schedule.</p>

<p>Week 4: 9 March - 13 March</p>	<p>Tutorial</p>	<p>Tutorial: Materiality, Bodies, Things</p> <p>Tutorials based on the blended learning content available on Moodle from Wednesday of Week 3. Please note that we begin podcast recordings for your second assessment in class this week.</p>
	<p>Lecture</p>	<p>F2F Lecture: Timelines - Birth, Death and Life Online</p> <p>This will be an interactive lecture using digital technology for audience participation. You will be asked to reflect on the experience of engaging with technology in a 'live audience' context. The content and delivery of the lecture will go towards tutorials in week three. Please remember to also check Moodle for short online activities and videos as prep for your tutes in week five, and to keep on top of assessment processes.</p>
	<p>Assessment</p>	<p>Assessment One: completed by Friday 13th at 11:50pm</p> <p>Weekly online responses will be finalised with one last reflective task overviewing the past four weeks of study. Please see Moodle for details.</p>

Week 5: 16 March - 20 March	Tutorial	<p>Tutorial: Timelines - Birth, Death and Life Online</p> <p>Tutorials based on the combined resources of the week four f2f lecture <i>and</i> online content. Podcast recordings continue in tutorials with your groups.</p>
	Blended	<p>Online Lecture: Surveillance and Platform Power</p> <p>No f2f lectures this week, but you are expected to have actively engaged with the online lecture content, which will be made available to you on Wednesday. Online lectures are made up of short 20 min videos in three parts, and are designed to be flexible for your schedule.</p>
Week 6: 23 March - 27 March	Tutorial	<p>Tutorial: Surveillance and Platform Power</p> <p>Tutorials based on the blended learning content available on Moodle from Wednesday of Week 5. Podcast recordings continue in tutorials with your groups.</p>
	Lecture	<p>F2F Lecture: Digital Intimacies and Affect</p> <p>An interactive lecture using digital technology for audience participation. You will be asked to reflect on the experience of engaging with technology in a 'live audience' context. Please remember to also check Moodle for short online activities and videos as prep for your tutes in week 7, and to keep on top of assessment processes.</p>

Week 7: 30 March - 3 April	Tutorial	<p>Tutorial: Digital Intimacies and Affect</p> <p>Tutorials based on the combined resources of the week six f2f lecture <i>and</i> online content. Please note: Assessment Three (workshopping of your final project) will commence this week in class.</p>
	Blended	<p>Online Lecture: A.I. and Becoming More than Human</p> <p>No f2f lectures this week, but you are expected to have actively engaged with the online lecture content, which will be made available to you on Wednesday. Online lectures are made up of short 20 min videos in three parts, and are designed to be flexible for your schedule.</p>
	Assessment	<p>Assessment Two: Audio File Uploaded to Moodle Friday 3rd, 11:50pm</p> <p>Final edit of group podcasts to be submitted (please see Moodle for instructions on how to upload your sound file).</p>

Week 8: 6 April - 10 April	Tutorial	<p>Tutorial: A.I. and Becoming More than Human</p> <p>Tutorials based on the blended learning content available on Moodle from Wednesday of Week 7. Assessment Three Workshopping continues.</p>
	Blended	<p>Online Lecture: Work and Play</p> <p>No f2f lectures this week, but you are expected to have actively engaged with the online lecture content.</p>
Week 9: 13 April - 17 April	Tutorial	<p>Tutorial: Work, Play and Digital Detox</p> <p>Tutorials based on the blended learning content available on Moodle from Wednesday of Week 8. Please note: Due to the public holiday, all Monday tutorials this week are <i>rescheduled</i> for week 10. All Tuesday tutorials continue as per usual. This is the final week of Assessment Three Workshopping for Tuesday Tutorials.</p>
	Blended	<p>Online Workshops for Finalising Assessment Four</p> <p>Please check Moodle for this week's schedule of live chat-room workshops/QandA sessions with the convenor. See Moodle for instructions for details and choose a date/time most convenient for you.</p>
	Assessment	<p>Tuesday Tutes Only:</p> <p>Last notes of Assessment Three Workshopping added to online workshopping documentation by Wednesday 15th, 11:50pm</p>

Week 10: 20 April - 24 April	Tutorial	<p>Make-Up Classes for Monday Tutorials: Work, Play and Digital Detox</p> <p>Please note, only Monday tutorials will run this week as make-up lessons for the week 9 public holiday. Tuesday tutes will not be running. This is the final week of Assessment Three Workshopping for Monday Tutorials.</p>
	Assessment	<p>Monday Tutes Only:</p> <p>Last notes of Assessment Three Workshopping added to online workshopping documentation by Wednesday 22nd, 11:50pm</p>
	Assessment	<p>Assessment Four: Independent Research Project submitted by April 24th, 11:50pm</p> <p>Please see Moodle for details on how to upload your project documents and files.</p>
Week 11: 27 April - 28 April		<p>No tutorials or lectures (online or f2f).</p>

Resources

Prescribed Resources

Please see Moodle for all required readings and resources. You are expected to engage with each of the set readings for each week (even if this involves skimming and scanning for weeks where you have heavy work commitments etc.)

Recommended Resources

Please see Moodle for all recommended readings and resources. Additional material will be provided for you to explore the different mediums, genres and digital forms you might choose for your final project.

Course Evaluation and Development

Student feedback is valued in this course and helps us improve your learning experience. In the past, analysis of MyExperience survey results, as well as direct feedback from students, has led to reduced numbers of readings, new course topics and the refinement of assessment instructions. For example, the expectations for Assessment 4: Individual Research Project have been more clearly set out following student feedback.

Submission of Assessment Tasks

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, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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