



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

**EDST 5121**  
**Introduction to University Learning and**  
**Teaching**

**Term 1, 2019**

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### IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
Level 1, John Goodsell Building (F20)  
T: +61 2 9385 1977  
E: [education@unsw.edu.au](mailto:education@unsw.edu.au)  
W: [education.artsunsw.edu.au](http://education.artsunsw.edu.au)

Term 1, 2019

## 2. STAFF CONTACT DETAILS

Course Convenor: Professor Stephen Marshall  
Office Location: Room 111, Level 1, John Goodsell Building  
Email: [stephen.marshall@unsw.edu.au](mailto:stephen.marshall@unsw.edu.au)  
Phone: 02 9385 8422  
Availability: By appointment. Please contact 9385-8422 or email to the above address.

## 3. ATTENDANCE REQUIREMENTS

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode, whether on campus or online, except in certain circumstances where absence is due to illness, misadventure, unforeseen circumstances beyond the student's control, or where otherwise indicated.

A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met.

Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

## 4. COURSE DETAILS

<b>Course Name</b>	Introduction to University Learning and Teaching
<b>Credit Points</b>	6 units of credit (6 UOC)
<b>Workload</b>	150 hours incorporating (a) class contact and individual and group learning activities completed during the Foundations in University Learning and Teaching (FULT) Program, and (b) online work, readings, and the preparation of assignments.
<b>Schedule</b>	The course is offered as scaffolded independent study with voluntary weekly online seminars between 5 and 7pm on Tuesday in weeks 1, 2, 3, 5, 6, 8 and 10. <a href="http://classutil.unsw.edu.au/EDST_T1.html#EDST">http://classutil.unsw.edu.au/EDST_T1.html#EDST</a>

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### **Summary of Course**

This course is the core course in the Graduate Certificate in University Learning and Teaching Program.

It builds on UNSW's Foundations of University Learning and Teaching (FULT) Program and provides a pathway from non-accredited to accredited study in university learning and teaching. As such, the course comprises the content, learning activities and experiences of UNSW's Foundations of University Learning and Teaching (FULT) Program and additional scaffolded but independent online work, readings, and assignments.

The course will introduce you to a range of topics and issues in learning and teaching in higher education. You will engage with current thinking on learning and teaching in higher education, consider various approaches to pedagogy, and investigate a learning and teaching challenge in your own discipline, in a scholarly and reflective way to improve your teaching practices.

### **Pre-requisite**

Satisfactory completion of UNSW Foundations of University Learning and Teaching (FULT) Program or an equivalent program from another institution is a pre-requisite for this program.

### **Response to previous student feedback**

The main ways in which the course has changed as a result of student feedback since the last time it was offered are:

1. You will be provided with more opportunities for engagement with the teaching staff and your fellow students via weekly on-line learning activities and seminars
2. You will be given the opportunity to give and receive feedback on draft assignments through the inclusion of a peer review exercise prior to the submission date for each assignment.
3. You will be provided with a recording of the online seminar each week via Moodle.

### **Course Learning Outcomes (CLOs)**

Upon completion of the **course** you should be able to:

Outcome	Assessment/s
1 Apply critical reflective practice to review and improve your own teaching, teaching within your discipline, student learning and related activities	1 & 2
2 Apply scholarly readings on curriculum, assessment and pedagogy to inform teaching and related educational practices.	1 & 2

3	Identify professional and ethical implications of adopting new educational practices for teachers and students	2
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### **Program Learning Outcomes (PLOs)**

Upon completion of the **program** you should be able to:

Outcome		Assessment/s
1	Articulate specialised knowledge of key theories of learning and teaching in higher education	1 & 2
2	Analyse factors affecting learning and teaching in higher education, nationally and internationally	1 & 2
3	Apply principles of good practice for learning and teaching to higher education	1 & 2
4	Apply scholarly and reflective practices for continuous improvement in learning and teaching.	1 & 2
5	Communicate and collaborate in scholarly, ethical, respectful and responsible ways.	1 & 2

## **5. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Teachers and educational developers learn best when they are actively engaged in analysing their own teaching and related practices and implementing new solutions to identified problems or challenges in teaching.

## **6. TEACHING STRATEGIES**

The teaching strategy in this course requires you to collate, reflect, analyse and evaluate your own discipline-based teaching related practices, and through scholarly reading, identify pathways that may lead to evidence of improvement in student learning as well as your own teaching related practices.

The bulk of the work will be carried out by you independently. However, you will be scaffolded and supported in your work by weekly work modules comprising individual and/or group learning activities and a two-hour online seminar.

The course will make use of Moodle as the learning management system and Zoom as the online seminar tool.

There will be opportunities for you to work independently, to collaborate with peers, and to give and receive feedback on your own and others' developing understanding of learning and teaching in higher education.

The weekly work modules will help focus your learning through engagement with key readings and resources on topics related to the work you need to do to complete your two required assessment tasks.

## 7. COURSE CONTENT STRUCTURE AND SCHEDULE

Week	Week Beginning	Course Content and Work Schedule
0	11 Feb	<b>Overview of Course and course requirements</b> <ul style="list-style-type: none"> <li>Introduction to the course, course requirements</li> </ul>
1*	18 Feb	<b>Module 1: Learning &amp; Teaching in Universities</b> <ul style="list-style-type: none"> <li>Theories of Learning and Teaching</li> <li>Discipline based Teaching; Teaching according to how students learn</li> </ul> <u>Learning Activity 1:</u> <ul style="list-style-type: none"> <li>Identify a learning and teaching challenge in your discipline/practice</li> <li>Prepare a draft response to Assessment Task 1</li> <li>Review the pedagogies at work in your discipline</li> </ul>
2*	25 Feb	<b>Module 2: Educational Design for Effective Learning</b> <ul style="list-style-type: none"> <li>Principles and Guidelines; For intended learning outcomes; For blended and online learning</li> <li>Assessment to promote learning; Aligning assessment with learning outcomes</li> </ul> <u>Learning Activity 2:</u> <ul style="list-style-type: none"> <li>Review educational design and assessment practices in your discipline</li> </ul>
3*	4 Mar	<b>Module 3: Identifying Ed Practices in your Discipline in Need of Improvement</b> <u>Learning Activity 3:</u> <ul style="list-style-type: none"> <li>Adopting a critical reflective practice approach to QA&amp;I of learning and teaching</li> <li>What aspect of current teaching and learning practice in your discipline is in need of improvement?</li> <li>What is the evidence &amp; argument for change to this aspect of current practice?</li> <li>Begin drafting your response to Assessment Task 1</li> </ul>
4	11 Mar	<b>Module 4: Independent Writing</b> <ul style="list-style-type: none"> <li>Complete drafting your response to Assessment Task 1</li> <li><b>Submit your draft response to <a href="#">Assessment Task 1</a> for peer review by 05.00pm Friday 15 March 2019</b></li> </ul>
5*	18 Mar	<b>Module 5: Peer Review and Revision of Assessment Task 1</b> <u>Learning Activity 4:</u> <ul style="list-style-type: none"> <li>How to review your own and others' responses to Assessment Task 1</li> <li><b>Review and discuss your own and a colleague's response to <a href="#">Assessment Task 1</a></b></li> <li>Re-draft (if necessary) your response to Assessment Task 1 in light of your peer's feedback</li> <li><b>Submit your completed response to <a href="#">Assessment Task 1</a> by 23:59 pm Sunday 24 March 2019</b></li> </ul>
6*	25 Mar	<b>Module 6: Improving Educational Practices within your Discipline</b> <u>Learning Activity 5:</u> <ul style="list-style-type: none"> <li>What is the argument and evidence for the particular changes you propose to improve current learning and/or teaching practices in your discipline?</li> <li>Begin drafting your response to Assessment Task 2</li> </ul>
7	1 Apr	<b>Module 7: Independent Writing</b> <ul style="list-style-type: none"> <li>Complete drafting your response to Assessment Task 2</li> <li><b>Submit your draft response to <a href="#">Assessment Task 2</a> for peer review by 05.00pm Friday 5 April 2019</b></li> </ul>
8*	8 Apr	<b>Module 8: Peer Review and Revision of Assessment Task 2</b> <u>Learning Activity 6:</u> <ul style="list-style-type: none"> <li>How to review your own and others' response to Assessment Task 2</li> <li><b>Review and discuss a colleague's response to <a href="#">Assessment Task 2</a></b></li> <li>Re-draft (if necessary) your response to Assessment Task 2 in light of peer feedback</li> </ul>
9	15 Apr	<b>Module 9: Independent writing</b> <ul style="list-style-type: none"> <li>Complete your response to Assessment Task 2</li> <li><b>Submit your completed response to <a href="#">Assessment Task 2</a> by 23.59 pm Sunday 21 April 2019</b></li> </ul>
10*	22 Apr	<b>Module 10: Reflecting on your learning from EDST 5121</b> <ul style="list-style-type: none"> <li>Update your Teaching Portfolio by: <ul style="list-style-type: none"> <li>drafting or revising a statement of your philosophy of university learning and teaching;</li> <li>establishing criteria for evaluating your teaching that are consistent with this philosophy</li> <li>developing and documenting work practices and resources consistent with this philosophy to enable you to routinely QA and improve your teaching</li> </ul> </li> </ul>

\* On-line seminar scheduled on Tuesday of this week from 5.00 – 7.00pm

## 8. READINGS

This course has two prescribed texts. Weekly learning activities will be based upon readings from these texts. However, you are encouraged to read more widely in the scholarly literature on learning and teaching in higher education generally, and in your discipline in particular.

### **Prescribed Texts**

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press.

### **Core Readings**

#### **Module 1. Learning and teaching in universities**

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press. Chapter 1: The changing scene in university teaching, pp. 3-15.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 1: Understanding Learning: theories and critique, pp.3-20.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 2: Effective classroom teaching, pp.21-37.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 3: Discipline-based teaching, pp.38-55.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press. Chapter 2: Teaching according to how students learn, pp. 16-33.

#### **Module 2. Designing courses and developing action plans**

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 6: Designing subjects for learning: practical research-based principles and guidelines, pp.93-111.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press. Chapter 7: Designing for intended learning outcomes, pp. 113-132.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 7: Designing online and blended learning, pp. 112-127.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 5: Using effective assessment to promote learning, pp.74-91.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press. Chapter 10: Aligning assessment tasks with intended learning outcomes, pp. 191-223.

#### **Module 3. Assuring Quality Learning and Teaching in Universities**

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press. Chapter 14: A quality approach to university teaching, pp. 235-252.

Peters, J. & Weisberg, M. (2011). A teacher's reflection book: exercises, stories, innovations. Durham, NC: Carolina, Academic Press. Chapter 2: Reflection: What it is and how to practice it, pp. 25-61.

## 9. ASSESSMENT

Assessment tasks in this course build on those you have already completed in your Foundations of University Learning and Teaching (FULT) studies by providing you with further opportunities based on your deepening understanding of the theories and principles that underlie effective teaching and learning in higher education generally and in your discipline in particular, to identify an aspect of current teaching and/or learning practice in your discipline that you believe is in need of renovation or improvement, and to propose a plan to bring this improvement about.

### ***Details of Assessment Tasks***

#### **Assessment Task 1 (50% weighting) (Maximum of 2000 words) (CLOs 1 and 2)**

##### Submission Dates:

- *Draft for Peer Review:* 05.00pm on Friday 15 March 2019
- **FINAL Submission Date:** 23.59pm on Sunday 24 March 2019

a. Identify a current aspect of teaching and/or learning practice in your discipline that is related to **one** of the following broad areas, that you believe is in need of renovation or improvement.

- Student learning
- Curriculum alignment
- Educational design
- Blended learning
- Flipped classrooms
- Online learning
- Enquiry/research-based learning
- Work Integrated Learning
- Assessment and feedback
- Evaluation strategies

b. Taking into account the local, national and international context in which you work, and relevant (inter)national educational literature, prepare a review and scholarly critique of current practice in this area in your discipline. Your review should make reference to the UNSW context and especially the university's goal to ensure all students benefit from its goal to create a [Scientia Education Experience](#).

#### **Assessment Task 2 (50% weighting) (Maximum of 2000 words) (CLOs 1, 2 and 3)**

##### Submission Dates:

- *Draft for Peer Review:* 05.00pm on Friday 5 April 2019
- **FINAL Submission Date:** 23.59pm on Sunday 21 April 2019

Building on your response to Assessment Task 1:

a. Outline, with reference to the appropriate scholarly literature on learning and teaching in higher education, the changes that you believe need to be made to current teaching and/or learning practice in your discipline to address the areas you identified as being in need of improvement. In doing so, take into consideration the ethical as well as pedagogical implications of adopting new or changed educational practices in your discipline.

- b. Outline a broad *action plan* to address the challenge you have identified. The action plan should be in a table format of no more than one or two pages, stating its purpose, the goals set, steps needed to achieve the goals set, resources required, a timeframe, outcomes or indication of success of the goals set.

### Assessment Schedule

Assessment	Description	Length	Weight	CLOs Assessed	PLOs Assessed	Due Date
Task 1	Review of a learning and teaching challenge in your discipline	2000 words or equivalent	50 %	1, 2	1, 2, 3, 4, 5	<b>By 23.59pm Sunday 24 March 2019</b>
Task 2	Plan to address a learning and teaching challenge in your discipline	2000 words or equivalent	50 %	1, 2, 3	1, 2, 3, 4, 5	<b>By 23.59pm Sunday 21 April 2019</b>

### Assessment Criteria, Grading and Feedback

In **assessing** your work two questions will be considered:

1. Have you fulfilled ALL of the requirements of the assessment task?
2. How well have you demonstrated your achievement of the learning outcomes (including the graduate capabilities) associated with the task?

**Feedback** on each assessment task (Assessment Task 1 and Assessment 2) will be provided:

- Formatively, by a peer, via a private discussion forum in Moodle
- Summatively, by the Course Convenor, on a designated **Feedback Sheet** (copies of which are provided below).

**Feedback** on each assessment task will be provided in accord with the schedule below.

Assessment Task	Feedback Mechanism	Feedback Date
Assessment Task 1	Written –on Assessment Feedback Sheet 1	Within 10 working days
Assessment Task 2	Written –on Assessment Feedback Sheet 2	Within 10 working days

UNSW SCHOOL OF EDUCATION  
**FEEDBACK SHEET**  
 EDST 5121 INTRODUCTION TO UNIVERSITY LEARNING AND TEACHING

Student Name:

Student No.:

**Assessment Task 1: Review of Current Practice**

<b>SPECIFIC CRITERIA</b>  Your response demonstrates:	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
<b>Understanding of the key issues and concepts involved</b> <ul style="list-style-type: none"> <li>Your response provides a clear explanation and analysis of the key issues and concepts involved in the identified learning and teaching challenge in your discipline, taking into account the UNSW context and especially the Scientia Education Experience.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Your response provides a deep critical analysis and review of the key issues involved in the identified learning and teaching challenge in your discipline.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature</b> <ul style="list-style-type: none"> <li>Your response makes appropriate and effective use of the relevant (inter)national literature to support your review, comparing and evaluating differences in perspective found in the literature.</li> </ul>					
<b>Structure and organisation appropriate to the task</b> <ul style="list-style-type: none"> <li>Your response is appropriately structured given the nature of the task and makes appropriate use of section headings, introductions, transition signals, and summaries to enhance readability.</li> </ul>					
<b>Appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Your response:               <ul style="list-style-type: none"> <li>clearly, consistently and appropriately applies conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (e.g., APA style)</li> <li>uses vocabulary, spelling, punctuation and sentence structure (grammar) consistent with modern English language conventions.</li> </ul> </li> </ul>					
<b>GENERAL COMMENTS / RECOMMENDATIONS</b>					

**Lecturer: Professor Stephen Marshall**

**Date**

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 50%**

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 contextualize 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.**

UNSW SCHOOL OF EDUCATION  
**FEEDBACK SHEET**  
 EDST 5121 INTRODUCTION TO UNIVERSITY LEARNING AND TEACHING

Student Name:

Student No.:

**Assessment Task 2: Plan for Improvement**

<b>SPECIFIC CRITERIA</b> <b>Your response demonstrates:</b>	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
<b>Understanding of the key issues and concepts involved</b> <ul style="list-style-type: none"> <li>• Your response:                             <ul style="list-style-type: none"> <li>• provides a clear, in-depth explanation with explicit reference to the UNSW context and the Scientia Education Experience, of the changes to current practice necessary to address the identified learning and teaching challenge in your discipline</li> <li>• includes a clearly articulated action plan to effect these changes.</li> </ul> </li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Your response provides a deep and broad critical analysis of the changes required to address the identified learning and teaching challenge in your discipline – one that takes into consideration the ethical and pedagogical implications of these changes</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature</b> <ul style="list-style-type: none"> <li>• Your response makes appropriate and effective use of relevant (inter)national literature to support your arguments for change and to identify and resolve the ethical and pedagogical implications of adopting the proposed changes</li> </ul>					
<b>Structure and organisation appropriate to the task</b> <ul style="list-style-type: none"> <li>• Your response is appropriately structured given the nature of the task and makes appropriate use of section headings, introductions, transition signals, and summaries to enhance readability.</li> </ul>					
<b>Appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Your response:                             <ul style="list-style-type: none"> <li>• clearly, consistently and appropriately applies conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (e.g., APA style)</li> <li>• uses vocabulary, spelling, punctuation and sentence structure (grammar) consistent with modern English language conventions.</li> </ul> </li> </ul>					
<b>GENERAL COMMENTS / RECOMMENDATIONS</b>					

**Lecturer: Professor Stephen Marshall**

**Date**

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 50%**

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 contextualize 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.**

## ***Submission of Assessment Tasks***

**Assessment Task 1** - Should be submitted online via Turnitin in the Course's Moodle Site **AND** in the form of a ".doc" or ".docx" file via email to: [stephen.marshall@unsw.edu.au](mailto:stephen.marshall@unsw.edu.au) by **23.59 PM on Sunday 24 March 2019**.

**Assessment Tasks 2** - Should be submitted online via Turnitin in the Course's Moodle Site **AND** in the form of a ".doc" or ".docx" file via email to: [stephen.marshall@unsw.edu.au](mailto:stephen.marshall@unsw.edu.au) by **23.59 PM on Sunday 21 April 2019**.

You do not need to use a cover sheet on your assessment tasks. However you are expected to **put your name and student number on every page of your assignment submissions** (where appropriate).

You are also required to **keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination**. If an assessment is mislaid the student is responsible for providing a further copy.

## ***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](mailto: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.

## ***Late Assessment Penalties***

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## ***Special Consideration Applications***

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- Prevent you from completing a course requirement,
- Keep you from attending an assessable activity,
- Stop you submitting assessable work for a course,
- Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:

<https://student.unsw.edu.au/special-consideration>

## ***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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**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>

## 10. RESOURCES

### *Moodle Course*

EDST 5121 Introduction to University Learning and Teaching has an on-line presence within Moodle where you can find:

1. information concerning the structure and processes of the course (including further information about assessment tasks)
2. Learning Modules for each of the topics included in the Course Schedule
3. tools that you can use for independent research, collaboration, and sharing of information.

**You should ensure that you are a regular visitor to and user of this site as it will be the principal means by which the Course Convenor will communicate information and provide feedback to you and your colleagues.**

### *Online Seminars*

The online seminars associated with the course are voluntary, however, they represent a good opportunity for you to:

- engage with your peers in negotiating the meaning of the key constructs and theories of university learning and teaching examined in the course,
- compare and contrast the significance of these constructs and theories for you and for others
- identify individuals with whom you may share similar interests or who are facing similar learning and teaching challenges to yourself, who could become a learning partner.

The seminars will be conducted via **ZOOM**.

**Login details** for each seminar can be found in the **resources section in the RELEVANT WEEK** in Moodle.

Simply **open your web browser** and **enter the information required** from that provided.

Seminars will begin at **5.00 pm “sharp” each Tuesday** evening in weeks **1, 2, 3, 5, 6, 8 and 10**.

If you intend to participate you should **LOGIN FROM 4.55 - 5.00 pm**.

**Login after 5.10 pm will be blocked** to prevent disruption to the class.

Seminars will run **as long as needed** between **5.00 and 7.00pm**.

### **UNSW Library and Online Search Engines**

Information concerning higher education learning and teaching can be identified and accessed from a wide variety of sources including the UNSW Library and its website:

<http://info.library.unsw.edu.au/web/services/services.html>

In addition, a number of on-line search engines such as Google Scholar, and websites such as those associated with the NTEU, Universities Australia, the Go8, or Universitas 21 can assist you to locate and access relevant information.