



Faculty of Engineering

School of Chemical Engineering

# GSOE9011 Engineering PGCW Research Skills

## Course Outline

## Term 3, 2020

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### Version control

Changes will not ordinarily be made to Course Outlines once published, especially so for assessment structure. Sometimes, however, it may be necessary to make minor adjustments, such as to the course schedule or agreed deadlines. Such changes will be documented in summary form here.

Version	Date	Changes
V1	27/08/2020	

## 1 Course staff

Position	Name	Contact details
Course Coordinator	A/Prof Julian COX	julian.cox@unsw.edu.au
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As this is a fully-online course, there is no formal consultation time or office consultation time as might be the case with a traditional, face-to-face course. There is an online course forum in Moodle, for discussion of general course-related matters. There will also be a live chat session for general matters (aside from formal topic chat sessions), to be held in the evenings (please see Blackboard Collaborate scheduling in Moodle). Specific/individual course or personal issues will be dealt with via email in the first instance. **Once the course is underway, important course information will be conveyed via Announcements in Moodle; you should look for posts on at least a once-daily basis.**

In addition to the above course staff, students will have the opportunity to interact with subject matter experts on the topics covered in this course. They will be introduced as topics are delivered, as they may be subject to change.

## 2 Course overview

### 2.1 Course details

This course is 6 units of credit (UoC) and is taught in a single stream. If you are unaware of the workload value of courses (subjects) at UNSW, this means that you should expect to commit 150 hours to the course across the Term, including your engagement with the content, teaching and learning activities, and assessment tasks. There are no pre-requisites although students are assumed to have completed an undergraduate degree in some branch of engineering. The course has now been made compulsory for all postgraduate coursework students who anticipate taking or are enrolled in a research project as part of their program of study. If any student feels they have met the requirements of this course, through formal education and/or professional experience, they can apply for an exemption. However, we have found that even experienced students find value in engaging with the academic norms and literacies inherent in this course. The course is taught fully online with all staff-student and student-student interactions occurring through technology-enabled learning and teaching processes (primarily through Moodle, and associated applications).

### 2.2 Course summary

This course explores various skills and processes associated with development and execution of an engineering research project. These skills and processes include searching and understanding the relevant scientific literature and other information sources, formulating a research problem, exploring prior work, designing experiments to test hypotheses, approaches to evaluating results, and presenting the work both orally/visually, and in a written report.

This course is similar to GSOE9010 *Engineering Postgraduate Coursework Research Skills* and the courses are designed to be aligned around their learning outcomes, though delivery, learning activities, and assessment tasks vary, aligned with the very different modes of delivery, and individual teaching styles.

### 2.3 Course Aims and Rationale the Course

The course aims to prepare students to carry out a research project primarily in the later stages of their Masters program, or for undertaking research projects in a research or an industrial setting. This course covers skills common to all contexts.

GSOE9011 is intended as a replacement for GSOE9010 for students who are not able to attend courses on campus, or who may have other difficulties with an enrolment in GSOE9010 (such as a timetable clash). As a course offered fully online, engagement in compulsory learning activities is now conducted in asynchronous mode, with the hope this provides maximum flexibility for students in completing at least the learning and teaching activities, and meeting the learning outcomes within the course.

### 2.4 Course learning outcomes (CLO)

Upon successful completion of the course students should be able to:

1. formulate a research problem/question in engineering;
2. conduct effective literature searches;
3. design a solution to a research problem;
4. design experiments to test the effectiveness of a solution;
5. consider collection and analysis of experimental results and the formulation of valid conclusions;
6. communicate research proposals effectively, in oral and written modes;
7. work effectively in a research team;
8. develop a preliminary research profile, and;
9. practice research ethically.

### 2.5 Relationship between course outcomes, Engineers Australia Stage 1 Competencies Elements and assessments

Each of the CLOs is aligned with at least one of the Engineers Australia Stage 1 Competencies Elements (SOCE) for the Professional Engineer<sup>1</sup> (the specific competency element is indicated by number following each learning outcome). These competencies are also aligned with the UNSW Graduate Attributes.

Course Learning Outcome	LO Statement	EA Stage 1 Competency Element (SOCE)
CLO 1	Formulate a research problem in engineering	1.4

<sup>1</sup> <https://www.engineersaustralia.org.au/About-Us/Accreditation/Accreditation-Overview#Stage1CompetencyStandards>

CLO 2	Conduct effective literature searches	3.4, 1.3
CLO 3	Design a solution to the research problem	2.3
CLO 4	Design experiments to test the effectiveness of the solution	2.1
CLO 5	Consider collection and analysis of experimental results and the formulation of valid conclusions	2.2
CLO 6	Communicate research findings effectively, in oral and written modes	3.2
CLO 7	Work effectively in a research team	3.6
CLO 8	Develop a research profile	3.5
CLO 9	Practice research ethically	3.1

### 3 Strategies and approaches to learning

This course aims to promote thorough engagement in the learning process. To achieve this aim it is *essential* that you take responsibility for your own learning and that the teachers facilitate this by establishing a supportive and challenging learning environment. This philosophy is reflected in the Guidelines on Learning that Inform Teaching at UNSW, which may be found at <http://teaching.unsw.edu.au/guidelines>.

#### 3.1 Teaching strategies

GSOE9011 employs student-centred learning as the basis for its instructional design and emphasises the importance of active learning. The teaching in this course is based on a flipped-classroom philosophy conducted in an online or distance mode.

Student-centred activities form the basis of the course, which will draw on the diversity of the student cohort, including prior educational, professional or general knowledge of the students, and allow engagement in relevant and challenging experiences. The classes are designed to be supportive and friendly, and include meaningful realistic learning and assessment tasks, as well as promote independent and collaborative study and enquiry.

Teaching strategies used during the course will include:

- small group learning, and team-based assessment tasks, to further drive understanding of the importance of teamwork in an engineering context, to demonstrate the use of appropriate collaboration to address research goals, in an increasingly global professional environment;
- explicit teaching/instruction, through a range of teaching materials and approaches, including videos, live Q&A with subject matter experts and a range of teaching strategies to foster interest and support learning;
- structured occasions and environments, for reflection on learning, to allow students to reflect critically on topics discussed, and;
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate.

These activities will occur in a climate that is, as much as possible, supportive and inclusive of all learners. **It is critical that all students engage with the inherent diversity of the cohort**, recognising the need to give and take through the teaching and learning process, reflective of the diversity encountered in the modern workplace.

### 3.2 Expectations of students

UNSW expect everyone – staff and students – to treat each other with respect.

This course consists, nominally, of at least 2 hours of ‘contact’ per week consisting of a 1-hour live Q&A with a subject matter expert and, nominally, 1 hour of your time engaging in online forums. That stated, as a fully online and graduate course, it is known that some students will, for professional and/or other reasons, not be able to ‘attend’ the live Q&A. It is expected that, in such cases, students will make up this time, and learnings, by reviewing the recordings that are made and/or give more time to the asynchronous/flexible elements of the course. Attendance at, but particularly participation in either or both of these activities will be recorded, and participation in Moodle Forums is expected and assessed. **You are expected to take an additional 10–12 hours of non-class contact hours** to work through the learning materials, engage with team members and complete assessments, including the discursive elements such as the forums. However, note here, as well as through detailing of assessment tasks, that you do have significant flexibility around the amount and timing of your contact in the course, and completion of many task, aligned with the flexibility afforded by a fully online course and the virtual environment.

UNSW expects students to be regular and punctual in attendance at all classes including online tutorials and Q&A sessions. **Students who attend less than 80% of their possible classes may be refused final assessment.** These ‘rules’ pertain to the more traditional face-to-face mode of course engagement. It is expected that, very broadly, you engage well with the course, in the spirit of these requirements. However, as this is a postgraduate distance mode course and at least some students may be working full-time, or travelling to remote locations, students may post questions, thoughts, responses, items, new resources or other elements in the dedicated Q&A or follow-up Moodle Forums for each topic, if unable to attend the live/synchronous sessions. Given the asynchronous and highly flexible nature of most of the course elements (see the detailed assessment tasks for further details), for learning, teaching and assessment, you should have little if any trouble being able to contribute to the course, and work with the staff and your peers. **Thus, failure to engage regularly with elements of the course, such as forums, can be taken as the equivalent of non-attendance and can result in refusal of final assessment and completion of the course.**

Although exceptions may be made for special circumstances, we do expect that, having committed yourself to study, completion of course elements will be a priority for you. In the case of illness or of absence for some other unavoidable cause, students may be excused by the Registrar for non-attendance at classes for a period of not more than one month or, on the recommendation of the Dean, for a longer period. The following link gives further guidance for attendance at or absence from classes:

<https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html>

If you find you are unable to participate in the course effectively you should notify the coordinator as early as possible. If you feel you will not be able to contribute or may be required to be absent for a protracted period, you should consider withdrawal from the course, not only for your own sake, but that of others, especially your project group members. The latter is particularly important, as late withdrawal has caused significant inconvenience for some students, when left with few or no group members and thus significant work to complete on short notice. Again, please be as respectful as possible of the needs of others.

UNSW has rules for computer use, for example, for email and online discussion forums. You will have to agree to them when you first access the UNSW network. You can read the relevant policies and procedures here:

<https://www.it.unsw.edu.au/students/policies/>

As this course is fully online, it makes extensive use of the UNSW learning management system, Moodle, and ancillary applications, **it is crucial that you familiarise yourself** with Moodle and those other applications. Further, it is critical that you **check regularly, at least once each day, for any Announcements in Moodle**; even if discussions of course logistics or other matters have taken place in live chats, and/or forums, or even via email, **Announcements are used to convey final outcomes and thus critical information to the cohort.**

## 4 Course schedule and structure

The course content is arranged around eight core topics or modules with Topics 1-8 running in a non-linear mode, over about half the weeks of the Term. The sequencing is designed to provide students with timely delivery of the most relevant prerequisite knowledge to support learning and, most critically, the completion of the assessment tasks. There is, nominally, one hour of formal contact time per week, through the live Q&A session associated with each formal Topic. Where possible (recognising this is not possible for some students), students are encouraged strongly to participate in the live sessions, as both an important means of engagement with staff and with each other, as well as a courtesy to those guests giving their valuable time to contribute to the course. That stated, the live sessions are recorded, primarily to serve those who cannot possibly 'attend', rather than an alternative to attendance for all. There will also be an additional, optional hour each week, typically from Week 2, for more general discussion and socialisation, commencing after the delivery of the first formal Topics. These 'social' sessions will be held throughout the course, even in weeks without formal Topics. These sessions enable connection for those students who are working, or remote, to help to create a better learning community. The remaining time commitment to the course involves your engagement with learning materials, and contributions to online activities, before and after the Q&A sessions (just below). Note that, for some weeks, you will be dealing more intensively with two Topics per week. This is a change to the course, to enable coverage of foundational content as early as possible, and within UNSW's new Term structure, so that assessment tasks can be engaged with most effectively, in as timely a fashion as possible. At the same time, completion of Topics, especially with respect to various assessment tasks, has been left somewhat flexible.

Live Question and Answer (Q&A) sessions, will be held online, almost always on Fridays, nominally 1-2pm (1300-1400) Sydney time. The timing is nominal, as the time may need to vary, to accommodate the needs of the guest speakers. Further, in some weeks, two topic sessions will be held, and the times may vary, though the **likely** time for the additional session will be 10-11am (1000-1100) or 11am-12noon (1100-1200). This is to give you, the students, a break between sessions and, again, to accommodate the needs of the guest speakers. The timing of the Q&A sessions will be finalised and announced by early in the week they are to be held. Based on previous, recent iterations of the course, the evening sessions mentioned above will run, typically, 7-8pm (1900-2000) on Wednesdays. Note again that these timings are local in Sydney; if you are located in another time zone, please ensure you are aware of your local time of engagement, so you can attend, as much as possible. Note also that the live Q&A sessions will be recorded, so you can follow up/review, or utilise them, if unable to attend, but I encourage strongly people to attend and participate if able, at the least as a courtesy to our guests. The times will be flagged through Announcements (see below) and shown as scheduled sessions in the Blackboard Collaborate dashboard.

Moodle Forums will be used for formal (and assessable) interactions, held weekly, for two purposes. The first is to allow you to post questions ahead of the Q&A sessions, to make those live sessions as rich as possible. The ability to post questions is especially important for those students unable to attend a live Q&A session (and to provide questions for use during the Q&A sessions). The second is to allow you, after the Q&A sessions, to explore further each of

the topics, including responses from staff and students to questions not covered in the live Q&A session.

Many online courses run in a way that means students can do all learning activities at their own pace, in their own time; this course is, generally, no different, as you do have good windows of time available to work through learning materials and activities, to complete quizzes and contribute to forums. However, this course also requires students to meet online in various size groups for discussions. This is an important part of learning about the collaborative nature of engineering research. Students are expected, particularly at graduate level, to negotiate and navigate logistics to complete tasks associated with the course. Staff will work with students to provide, as much as practicable, support mechanisms for student-student interaction, but students will also need to find ways, perhaps creatively, to engage with each other around teaching-learning activities and especially completion of assessment tasks **(and especially those tasks to be completed as a team)**.

***For each course topic, students should follow the following sequence.***

1. Work through the learning materials (video, readings, activities, and so forth).
2. Post questions to the Q&A discussion under the Moodle Forum for that course topic. These are used to drive at least the opening of each live Q&A session. You may also bring questions to the live sessions (as below).
3. Participate in the live Q&A session in Blackboard Collaborate, either by joining in the live discussion or posting a question in the associated forum. During the live session, you will be able to use a text/chat tool to post questions or comments.
4. Complete the Topic quiz for each of Topics 1-8 (it may be wise to try the quiz before the Q&A session). Note that, as described in the details for this assessment task, you have significant flexibility in completing these quizzes, though each quiz will close off three weeks after the relevant Q&A session (four weeks from launch of the relevant topic (see below for dates)).
5. Participate in the discussion in the Moodle Forum for that course topic. While it is anticipated that formal/assessable contributions for a given topic will be made during the weeks immediately before or after the Q&A session, contributions can be made formally (for assessment) for up to three weeks after the relevant Q&A session (so, a total four-week window), and all Forums will remain open throughout the semester, as it is also anticipated that students might contribute at any time (driven by reflection on any given topic, any other topic/s, or other experiences, such as working with your team).

Below is a tentative schedule for the topics we will cover this Term. It may be modified to accommodate the needs of the class and the availability of subject matter experts. Note again that the weeks for the formal topics are when the formal activities are conducted, and topic-related tasks are expected to be completed, though activities/tasks such as forums will also remain open beyond the nominated weeks (also see Assessment, below).

Weeks	Topic [Module]	Activity	Related CLO
0	Course Launch	Introductory forums, team survey (7–11 Sep)	1, 7
1-2	1 – Literature Search	Live Q&A (18 Sep) (Forums, quizzes nominally 14 Sep – 5 Oct)	1, 2
1-2	2 – Group Dynamics	Live Q&A (18 Sep) (Forums, quizzes nominally 14 Sep – 5 Oct)	2, 6

2-3	3 – Writing Literature Reviews	Live Q&A (25 Sep) (Forums, quizzes nominally 21 Sep – 12 Oct)	1, 7
2-3	4 - Writing Proposals and Grants	Live Q&A (25 Sep) (Forums, quizzes nominally 21 Sep – 12 Oct)	4, 5
3-4	5 - Academic Integrity	Live Q&A (2 Oct) Forums, quizzes (nominally 28 Sep – 19 Oct)	9
3–4	6 - Experimental Design and Analysis	Live Q&A (2 Oct) Forums, quizzes (nominally 28 Sep – 19 Oct)	3
4-5	6a – Experimental Design follow-up: Dissection of a research study/paper	Live Q&A (9 Oct)	3
6-7	7 - Research Profile	Live Q&A (23 Oct) Forums, quizzes (nominally 19 Oct – 13 Nov)	8
8–9	8 - Presenting by Video	Live Q&A (6 Nov) Forums, quizzes (nominally 2 Nov – 30 Nov)	6
10	Term Finale	Live Q&A (20 Nov)	

## 5 Assessment

### 5.1 Schedule of Assessment Tasks

#	Item	Due Date	Rationale and Assessment Criteria	Marks
A00	Participation	All formal learning activities and assessment tasks	<p>In traditional courses, students are expected to attend at least 80% of all class activities. In this fully online course, you are expected to contribute to or complete at least 80% of the learning activities and assessment tasks. If, for example, you are unable to join a live Q&amp;A session, you should post one or more questions in the forum for that Course Topic, under the Q&amp;A discussion topic. Please ensure you contact the Course Coordinator as early as possible, if you feel you are having or will have trouble achieving the necessary level of engagement in the course. If you do not meet that level, you may be given a non-complete grade for the course. Note that this is not counted as an assessment task <i>per se</i>; rather, it provides a rationale for completion of the tasks relating to engagement with the learning materials and activities.</p> <p>You are also expected to provide feedback on the progression of your team, from Weeks 3 to 13, using MS Forms for automated feedback to team members. Failure to complete the weekly feedback can result in a loss of marks of up to 10% of your final mark for the Research Proposal.</p>	
A01	Forum contributions	Weekly (see schedule) Weeks 1–10	Students are expected to make at least one <i>reasonable</i> contribution to the communication channels for each Course Topic; this is through the Moodle forum for that Topic, either for (prior to) the Q&A session, after the Q&A session, or through questions or comments during the Q&A session itself. For assessment, these contributions must be made during the four-week window flagged above in the schedule. Forums will remain open until the end of Term, if anyone wishes to make further contributions.	20
A02	Quizzes	Weekly (see schedule) Weeks 1–10.	Students will complete a quiz for each topic; the quiz contains randomly selected multiple-choice questions related to the learning materials. The quizzes are designed to encourage you to stay up to date with the course. The relevant quiz will remain open for two weeks after completion of the course topic (a four-week window), to allow you flexibility in completion. You are permitted unlimited attempts, but you must score 100% on each quiz, to complete that quiz and earn full marks for it.	10
A03	Critical review	Week 4	Each student will prepare and submit a critical review (500 words) of a good journal article on a topic related to their research topic. Further detail of this assessment task is provided in a separate document in Moodle.	10
A04	Research proposal	(a) Week 4 (b) Week 8 (c) Week 9 (d) Week 13-14 (tbd)	The Research Proposal is the main assessment task in the course. To complete this assignment, you will be assigned to a <i>team</i> of 4 to 6 students, no more or less, at least to begin with. Each team will submit three deliverables:	5 (a) 10 (b) 5 (c) 25 (d)

		(e) Week 13-14 (tbd)	<p>(a) Research Question: Teams submit their draft research question and the Engineering Research Challenge their topic best matches. (formative/summative)</p> <p>(b) Draft Research Proposal: encompassing the literature review and certain other sections. (formative/summative)</p> <p>(c) [Peer review of draft proposal]</p> <p>(d) Final Research Proposal: covering all sections including the methodology and schedule. (25 marks)</p> <p>(e) [Peer review of team members]</p> <p>Submission of (b) will include peer review of the draft research proposal submission (c), and submission of (d) will include an anonymous teamwork evaluation (e).</p> <p>Peer review is an important part of research and general professional practice, as well as an active learning process. Students will individually evaluate the (b) draft research proposals of their peers, just as happens with real research projects. You will also evaluate the performance of your team members in completing the Final Research Proposal task. Marks will be awarded to you for provision of fair and constructively critical reviews. Penalties may be imposed for poor performance in teamwork, based on peer evaluation.</p> <p>Further detail of this assessment task and its components is provided in a separate document in Moodle.</p>	5 (e) ----- 50
A05	Research pitch video	Week 13-14 (tbd)	<p>Each student will submit a 3-minute video presentation (an 'elevator' pitch), based on their team's research proposal.</p> <p>Further detail of this assessment task is provided in a separate document in Moodle.</p>	10
<b>Course Total</b>				<b>100</b>

Note that the table above lists some detail of each assessment task, and the week that assessment tasks are due. Further details of exactly when and how to submit tasks will appear in more detailed descriptions of each task, available in Moodle, and typically announced in Moodle closer to each submission event. However, **please note that, unless otherwise stated, tasks are submitted at 2355/1155pm on the Friday of the listed week.**

## 5.2 Assessment criteria and standards

Further detail of assessment tasks, including marking criteria, will be provided as separate documents on Moodle.

## 5.3 Submission of Assessment Tasks

All assessment tasks will be submitted via Moodle unless otherwise specified. If you are unable to submit the work via Moodle, you should email the work to the course coordinator as soon as possible. The time the email is received will be considered the submission time. If the final project proposal is too big to email, you can share it via your UNSW OneDrive or similar file-sharing service (e.g. Dropbox). It is your responsibility to ensure that tasks are submitted on time.

Some assessments will require you to complete the work online and will require input from you and other students (e.g. peer review). This means that the deadlines for submissions are critical, as delays lead to problems with management of online systems, creating frustration for staff, as well as students who have made on-time submissions. It is complex and difficult for staff (typically, the course coordinator) to intervene in the online systems after the due date. You should ensure that you are familiar with assessment systems well before the due date. If you do this, you will have time to get assistance before the assessment closes.

**Unless you have a verifiable reason, acceptable under UNSW policy, late submissions can attract a mark penalty of 20% per day, or part thereof.**

When you submit work through Moodle for assessment you are assumed to be assenting to the standard plagiarism declaration. A copy of the plagiarism declaration is available from the Moodle page for the course. You should not include a plagiarism declaration with your submissions as it will lead to false positives in the plagiarism detection system, if that is used.

Any written work submitted without clear indication of the course, the assignment, the author names(s) and student numbers may not be marked.

## 5.4 Feedback on assessment

You will receive feedback on all assessments prior to the final report. In some cases (e.g. quizzes) this will be a grade alone (though quizzes do show the correct answer), while for other tasks you will receive comments and suggestions for improvement in addition to the grade (e.g. the draft research proposal).

## 6 Academic integrity, referencing and plagiarism

One of the learning outcomes of this course is for you to be able to practice research ethically. This involves the way you conduct experiments, how you handle and process data and the way that you write or communicate about your research. One Topic of the course is focused on Academic Integrity.

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.<sup>2</sup> At UNSW, this means that your work must be your own, and the ideas of others should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be found at [student.unsw.edu.au/referencing](http://student.unsw.edu.au/referencing)

**Plagiarism** is a type of intellectual theft. According to the UNSW Current Students website [student.unsw.edu.au/plagiarism](http://student.unsw.edu.au/plagiarism):

*Plagiarism is presenting another person's work or ideas as your own. Plagiarism is a serious breach of ethics at UNSW and is not taken lightly.*

Plagiarism can take many forms:

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<sup>2</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

- **Copying:** Using the words and/or ideas from another text without appropriate acknowledgement of the original source.
- **Inappropriate paraphrasing:** Using the words from another source and only slightly modifying a few words or phrases, while keeping the same structure or logic, without acknowledgement.
- **Collusion:** Submitting work on the pretence that you have produced it independently, when it has in fact been “produced in whole or in part in collusion with other people.” This can include sharing your work with another student before the due date, stealing the work of another student and paying for someone else to create the submission or offering to complete another student’s work. This is distinct from academic collaboration and team work.
- **Inappropriate citation:** Citing sources which you have not read, e.g. citing a primary source that a secondary source quotes, without having read the primary source. This can be avoided by using a form of words like “Smith (2014) cites Brown as saying...”
- **Self-plagiarism:** This is the submission of your own work that has previously been submitted for assessment without citation.

Plagiarism happens for a number of reasons—one is because some students decide consciously to gain credit for the work of others. However, most incidents of plagiarism are not a matter of deliberate cheating but of underdeveloped academic skills.

Further information about academic integrity and plagiarism can be located at:

- The Current Students site <https://student.unsw.edu.au/plagiarism>, and
- The ELISE training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

## 7 Resources for students

### 7.1 Online resources

Videos, lecture slides, and suggested readings, plus links to other online resources will be provided on the course Moodle page (<http://moodle.telt.unsw.edu.au/>). These will be progressively released as the Term progresses. As this is a graduate course, it is hoped that, as your progress with your studies through the course and/or based on your previous formal or informal education, and professional experience, that you will enrich the course itself, and the learning of students (and even staff) within it.

### 7.2 Recommended text

There is no textbook for this course.

### 7.3 Other resources

To be able to engage with the course you will need to download and install the Blackboard collaborate tool to your computer; you will receive instructions on this when you attempt to use the Collaborate tool for the first time (you will see the link in Moodle). It is also highly recommended that you have available for your use 1) a decent set of headphones / microphone, and 2) a webcam for your computer so you can better get to know your colleagues.

## 8 Course evaluation and development

We welcome feedback on the course. In particular, we would really like your feedback on what worked well or not so well with the distance mode aspects of the course.

One opportunity which the University provides for students to give feedback on their courses and teachers is myExperience. The myExperience survey is run online towards the end of Term and uses both multiple choice and written responses. You will receive an email about this from the University towards the end of Term. Given low response rates in recent times, it would be appreciated if you can complete this survey once it becomes available.

We also welcome direct written and verbal feedback from students. Ideally, if feedback can be provided as we progress, we can try to make improvements as we move through the course, rather than feedback being given only at the end.

In the past, this feedback has been used to improve the organisation of workshop groups and the assessment tasks. It has, for example, also resulted in changes to the order in which topics are studied. I have outlined below some of the changes made to recent iterations of the course, so you know that your feedback is valued, and where practicable, is implemented as much as possible.

### *Recent changes, based on student and teaching team feedback*

Based on feedback from students and my own observations since S1, 2018 (when I first became involved with this course), discussions with teaching staff (including the previous coordinator), and consideration of the implementation of the UNSW 3+ calendar in 2019, I implemented changes to the course from T1, 2019. These changes have remained since. The descriptions of changes here are largely historical, but they have been retained to highlight to you that various forms of feedback are considered and, where appropriate and practicable, implemented.

- Use of Moodle Forums. In previous iterations of GSOE9011, formal, assessable interactions were conducted using synchronous 'chat rooms' (through Blackboard Collaborate Ultra). As a compulsory and assessable activity, this presented problems. Students had to be in that virtual classroom at a particular time, and given personal and professional commitments, this proved problematic for some. Similarly, some students experienced technological problems with bandwidth, computer setup and so forth. So, in Semester 2, 2018, Moodle Forums were used, an asynchronous mode, for the Q&A question posting, and the post Q&A discussion, so there is ample and flexible opportunity for students to engage. Blackboard Collaborate, the synchronous technology is still used for the Q&A sessions; these are considered compulsory, but only assessable in a broad sense, of deciding grade boundaries. They are recorded, to provide further resource material, especially for those unable to attend/engage. They are also considered one of the activities for socialisation among the class cohort. As described elsewhere, if circumstances prevent participation in the live Q&A sessions, participation can be made in other ways, maintaining as much flexibility as possible through this fully online course.
- Non-linear, concentrated delivery of core topics. In past iterations of the course, topics have been delivered on a weekly basis. In observing the course in S1, 2018, I noted that some students were waiting for delivery of some topics before commencing or fully engaging with assessment tasks, especially the major task (the research proposal). I felt that we would take advantage of the online environment with respect to flexibility in delivery, with no need to have a strictly weekly presence in a physical classroom. This saw the introduction, in S2, 2018, of a concentrated effort for both staff and students in some of the early weeks, but a much lighter load with respect to content as the semester progressed, leaving students more time to complete assessment tasks, and with all of the major content delivered. At the same time, assessable items such as forums and quizzes remained open for longer, so there was less pressure to complete those in the early weeks and greater flexibility of pace for individual students

was thereby introduced. This has helped with delivery of the course under UNSW 3+, with a 10-week term from 2019.

- Based on feedback from S2, 2018, I reduced the assessment in the course. I had previously included compulsory peer review of the final assessment tasks (final version of the Research Proposal, and the Video Pitch), but this created too much workload during the exam period, and also delayed collation and release of marks and grades. I have made these peer review activities optional, so that you have the opportunity to provide feedback on those items. If you wish to view any of the final submissions, you will be able to, and then provide feedback if you wish.
- Finally, based on feedback during the course, and discussion with some students during live chat, I added in a sub-topic (see 6a in the weekly schedule) in which we review the research design from one of my early, short research papers. This proved very beneficial to understanding of experimental design, variables, and processes. I formalised that in the program in T3/2019.
- Based on issues with poor performance by some team members in recent times, I have now implemented a formal, weekly team member evaluation, which can serve as either a prompt for teams to better manage themselves or, at worst, a signal for me to intervene, trying to mitigate significant issues at the end of term during final team evaluation.

## 9 Administrative Matters

### 9.1 Occupational Health and Safety

Like the wider community, UNSW has strict policies and expectations on Occupational Health and Safety and you should read these. They may be accessed on:

<http://www.gs.unsw.edu.au/policy/ohspolicy.html>

The School also has policies that you must get to know and follow.

For this fully online course, there is likely no implications around occupational or workplace health and safety.

### 9.2 Assessment Procedures and Advice Concerning Illness or Misadventure

If you can foresee that your participation or performance in this class is going to be affected significantly by illness or some other unavoidable cause, then you should contact the course coordinator as soon as possible.

If you find that your performance in an assessable component has been significantly affected by illness or other unexpected circumstance, then you should make an application for Special Consideration as soon as possible after the event by visiting UNSW Student Central.

Applying for Special Consideration does not mean that you will be granted additional assessment or that you will be awarded an amended result. The latter will be granted at the discretion of teaching staff and will be considered only in exceptional circumstances. The timing of any additional assessment is entirely at the discretion of teaching staff, though typically there will be consultation with the affected student/s.

For additional clarification -

- Students who do not attend a written examination will fail unless they have a valid doctor's certificate proving that they are ill at the time of the examination.

- Students who attend a written examination, but who fall ill during the examination will be assessed on the examination paper they submit unless they have a valid doctor's certificate proving that they are ill at the time of that examination.
- In the case of illness, the doctor's certificate must be handed to the Student Centre and copied to the Course Authority no later than 3 days after the date of the written examination.
- If a student can prove illness with a doctor's certificate, in extreme cases only the course authority might give Special Consideration and arrange another examination before the following UNSW semester. In such cases, the Course Authority either will arrange another written examination or alternatively will arrange an oral examination attended by two or three academics. Whether or not the Course Authority arranges another examination and the form and timing of such an arrangement are entirely at the discretion of the Course Authority, whose decision is final.
- The School keeps a register of Special Consideration applications. The history of a student's previous applications for Special Consideration is taken into account when considering each case.
- If Special Consideration is granted, the Course Authority will assess a student based on the final examination and not any previous examination paper that the student might have submitted (see 2 above). This may mean that the final mark for the examination and the Course actually goes down.

Further information about Special Consideration can be found at:

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

Given the highly flexible and online nature of this course, it is expected that tasks can be completed, even if a student experiences short-term illness or misadventure. Should a student experience longer-term difficulty, the ability to complete the course should be discussed with the course coordinator at the earliest possible opportunity.

### 9.3 Equity and Diversity

If you have a learning difficulty or medical condition that requires some adjustment in your teaching or learning environment, you should register with Disability Services (9385 4734 or <https://student.unsw.edu.au/disability>). Disability Services will review your diagnoses and issue a letter of support. You should provide this letter to the course coordinator and discuss your study needs with them prior to or at the commencement of this course.

Adjustments may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Note that, given the fully online nature of this course, with its inherent requirements for participation, accessibility will be considered as much as possible, but it may be appropriate, for example, for students to take the sibling course, GSOE9010, to better accommodate any issues relating to disability or inclusion.