UNIVERSITY OF CANBERRA

AUSTRALIA'S CAPITAL UNIVERSITY

Unit Outline 2012
Faculty of Education

Enhanced Learning in Professional Contexts G1
6705

This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies,* which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at *(scroll to bottom of page)* http://www.canberra.edu.au/student-services

b) *UC Guide to Student Services*, and is available at *(scroll to bottom of page)* http://www.canberra.edu.au/student-services

c) Any additional information specified in section 6h.

1   General Information

1a   Unit title
Enhanced Learning in Professional Contexts G1

1b   Unit number
6705

1c   Teaching Period and year offered
Semester 1, 2012

1d   Credit point value
3 cp

1e   Unit level
G

1f   Name of Unit Convener and contact details
Dr Megan Poore
Assistant Professor
Teacher Education
Faculty of Education

t: 040 191 3638
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o: 5B66

(NB: with the exception of concerns requiring privacy and confidentiality please use the discussion facilities on the course sites and/or the faculty office (below) as a primary contact point)

Notes:
- You are most likely to get a quick response if you email me and leave a telephone number so that I can call you back as soon as I am able.
- I would prefer that you don't call my mobile; if I don't recognise your number, I will let your call go through to my voicemail and I will contact you when I'm ready.
- Please do not text me.
- Please do not expect a response to any communication outside of normal working hours.
- I will be available for individual consultations at the InSPIRE Centre on Thursdays between 12 noon and 1 pm.

1g   Administrative contact details
Faculty of Education Office
t: 02 6201 2400
e: education@canberra.edu.au
o: 5C2

Professional Experience Office
t: 6201 2487
e: peoffice@canberra.edu.au
o: 5B11

2:	Academic Content

2a   Unit description and learning outcomes
This unit examines the role of communication and information technology in contemporary society and in particular, the ways it can improve teaching and learning. An emphasis will be placed on new applications of technology in teaching.

Learning Outcomes
On successful completion of this unit, students will be able to:
1. Explain the role of communication and IT in education;
2. Use information literacy skills;
3. Use appropriate skills in IT in their own learning;
4. Evaluate and use appropriately educational software and online resources.

2b   Generic skills
By the end of this unit, graduates will have developed the following skills and attributes in:
1. Communication - The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries.
2. Analysis and inquiry - The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way.
3. Problem solving - The ability to apply problem-solving process in novel situations; to identify and analyse problems then formulate and implement solutions.
4. Working independently and with others - The ability to plan their own work, be self-directed and use interpersonal skills and attitudes to work collaboratively.
5. Professionalism and social responsibility - The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.

2c   Prerequisites and/or co-requisites
n/a

3:	Delivery of Unit and Timetable

3a   Delivery mode
Blended: Face-to-face and online, according to the schedule published on the Graduate Diploma in Education (Secondary) wiki at http://ucangraddip.wikispaces.com/.

LearnOnline will be used only as a gateway to the unit wikispace and as an assignment dropbox.

On-line support for LearnOnline (aka 'Moodle') is available via 'Student Help' on your LearnOnline site. For any problems with LearnOnline that you cannot resolve online, please contact the LearnOnline Helpdesk: Monday to Friday: 8am - 10pm and weekends and public

holidays: 9am - 5pm. You can also email learnonline.support@canberra.edu.au or phone: 1300 622 767 (ask for LearnOnline Support).

All official communications to students will be made via LearnOnline. Please check your student email regularly so that you receive these communications.

3b   **Timetable of activities**

Week	Activity	Notes
1	**Lecture, face-to-face**	Course overview for all units; graduates and undergraduates
	Professional learning seminar	Introduction to course technology and social media: start setting up your e-portfolio (blog); dealing with tags, widgets, embed code, and links; password security; signup tips.
2	**Lecture, face-to-face**	Technology, society, and education
	Professional learning seminar	Tech focus break-out: blogs, wikis, and Twitter.
3	**Professional learning seminar**	Tech focus break-out: backing up your work; RSS; social bookmarking
4	**Lecture, face-to-face**	Digital literacy and new forms of learning
	Professional learning seminar	Tech focus break-out: brainstorming and mind-mapping tools
5	**Lecture, online**	Teaching with blogs
	Professional learning seminar	Tech focus break-out: Learning Management Systems (LMSs) and Interactive White Boards (IWBs); productivity and research management tools
6	**Lecture, face-to-face**	The digital divide and digital participation
	Professional learning seminar	Tech focus break-out: social networks; polls; Wordle
	Assignment	ASSIGNMENT 1 DUE, Fri, 16 Mar, 12 noon
7	**Lecture, online**	Teaching with wikis
	Professional learning seminar	Tech focus break-out: podcasting; mobile learning
8	**Break**	
9	**Lecture, face-to-face**	Cybersafety and cyberbullying
	Professional learning seminar	Tech focus break-out: visual media; games; avatars
10	**Lecture, online**	Planning for teaching and learning: effective ICT integration
	Professional learning seminar	Tech focus break-out: risk management; Intellectual Property; copyright; terms of service
11	**Assignment**	ASSIGNMENT 2 DUE, Fri, 20 Apr, 12 noon

4:   **Unit Resources**

4a   **Lists of required texts/readings**
The Grad Dip wiki is considered required reading. The required text for the whole course is

Australian Government Higher Education (CRICOS)
Registered Provider number: #00212K

Churchill et al. (2011). *Teaching: Making a Difference*. John Wiley & Sons: Milton.

This text is available from the campus Co-op bookshop.

Additional texts
There will be a list of ELPC G1 readings on e-Reserve.

4b   Materials and equipment
The following is based on Deakin University's Recommended minimum computer standards for students at http://www.deakin.edu.au/current-students/it-support/computer-standards.php.

Recommended minimum computing standards
You do not need to own your own computer. The University of Canberra provides on-campus computer facilities and laboratories. Such facilities can also be accessed at libraries and internet cafes. However, this unit requires computer and internet use at a sophisticated level. It is possible that many of the sites and resources we use will function on a computer with a lower configuration. Nevertheless, the following minimum specifications are recommended:

PC	Macintosh
2GB RAM	2GB RAM
120GB HDD	120GB HDD
2GHz Processor	Intel Based processor
Wireless support if a laptop	Wireless support if a laptop
USB support	USB support
Capable of running Windows Vista or Windows 7 or later	Capable of running OSX 10.5 or later
Microphone and speakers (built in or USB)	Microphone and speakers (built in or USB)
Internet Explorer 7 or Firefox 3.0 or later	Firefox 3.0 or later
Sun Java 1.6.0 or later	Sun Java 1.6.0 or later
Adobe Reader 9 or later	Adobe Reader 9 or later
Quicktime 7.3 or later	Quicktime 7.3 or later
Reliable broadband internet connection	Reliable broadband internet connection
Anti-virus software	Anti-virus software

We strongly recommend you have anti-virus software installed.

Other hardware
A 4 GB USB flash drive for transferring data between computers.

Internet connectivity
A minimum broadband internet connection will provide the speed necessary to access some of the unit resources, such as audios and videos.

Note that internet connections from your workplace may have firewalls that limit access or other restrictions placed upon them that limit some functionality, such as the installation of software or access to certain sites.

4c   Unit website
Regular access to the unit wikispace at http://ucangraddip.wikispaces.com is a requirement for study in this unit. LearnOnline will be used for assignment submission and for formal communications.

5:	Assessment

Notes on assessment
1. This unit is part of the 'Common Secondary Education Program' (known as SecEd@UC) taught in all secondary education courses at UC.
2. All units in the Graduate Diploma in Education (Secondary) are part of the SecEd@UC.
3. In the undergraduate courses, the SecEd@UC program consists of eight units usually taken in second year (Education Foundations and CPP1) and third year (Learning with Technology, CPP2, CPP3, Literacy Across Disciplines, Responding to Individual Needs in Education SEC, Socio-Cultural Politics of Education SEC).
4. SecEd@UC uses a model of integrated assessment where a single set of tasks are used as assessment for all of the units in the program; two covering the units you do in Semester 1 and two covering the units you do in in Winter/Semester 2). Assignment 4 (in the Winter Semester) is a Poster Task. Of the three other tasks, you are required to complete one as primarily a written task and another as primarily an oral task. We also encourage students to consider other creative forms of response for one of their tasks. Advice will be given to students not taking these units at the same time on how to complete the assessment items in stages.
5. Some units in the SecEd@UC program have additional standalone assessment item.

All staff and students are strongly encouraged to read the document named '*Assessment Responsibilities*' on the following link to ensure accurate understanding of the various perspectives surrounding assessment at UC. It can alleviate many misunderstandings.
https://guard.canberra.edu.au/policy/policy.php?pol_id=2900

5a Assessment overview

Item	Due date	Weighting	Addresses learning outcome(s)	Related generic skill(s)
1. Understanding your assumptions (CSEP A)	Friday, 16 Mar, 12 noon	50 %	1, 3, 4	1, 2, 3, 4, 5
2. Exploration of Provocations (CSEP B)	Friday, 20 Apr, 12 noon	50 %	1, 2, 3, 4	1, 2, 3, 4, 5

5b Details of each assessment item
The Nine Provocations
- What kind of a teacher do I want to be?
- Will I be allowed to be the teacher I want to be?
- To whom am I accountable?
- Am I ready to teach?
- Is teaching a profession or a trade?
- What will students want and need from me?
- Should we teach students or subjects?
- To what extent is teaching an intellectual pursuit?
- How will I control my students?

Assignment 1. Understanding your assumptions about teaching and learning (50%)
Background
This assignment is intended to help you understand the assumptions you bring to the new career you are entering. Through identifying and accounting for these assumptions you are beginning a process of engaging with the Nine Provocations of the course and with the early stages of pedagogical reasoning, both central to the course.

Task
1. '...Once I entered teacher education as a student, it dawned on me that learning to teach was doing something to who I was becoming.' p 12*

2. '... by the time a person enters teacher education, she or he has spent approximately thirteen thousand hours observing teachers.' p 27*

3. '... Those learning to teach draw from their subjective experiences constructed from actually being there. They bring to teacher education their educational biography and some well-worn and commonsensical images of the teacher's work ...' p 27*

4. '... Issues of pedagogy do not enter into a student's view of the teacher's work. Rather, the teacher's skills are reduced to custodial moments: the ability to enforce school rules, impart textbook knowledge, grade student papers, and manage classroom discipline appear to be the sum total of the teacher's work. Hidden is the pedagogy teachers enact: the ways teachers render content and experience as pedagogical, consciously construct and innovate teaching methods, solicit and negotiate student concerns, and attempt to balance the exigencies of curriculum with both the students' and their own visions of what it means to know' p 28*

***Britzman, Deborah P. (2003). *Practice makes practice: a critical study of learning to teach* (Rev. ed). State University of New York Press, Albany.

With reference to at least one of the above quotes, the Nine Provocations and your studies to date in this course, you are to critically examine the assumptions you bring to education. In critically examining these assumptions you are to account for their origin and begin to explore their usefulness, using course material from the units you are doing to help you do this.

You are encouraged to use some of the Nine Provocations as a stimulus to aid your consideration of the assumptions you bring to the course.

The Britzman quotes above have been chosen to help challenge and /or extend your consideration of these assumptions.

Remember, this is a 'whole of course' task. You are to bring knowledge from the entire course to this task. For ELPC G1, you should interrogate your own experiences and beliefs as they relate to technology and learning. In particular, you should identify the assumptions that underlie your attitudes, examining where they come from. You should use this assignment to develop your own information literacy and proficiency, if you feel you need to. You would also benefit from critiquing your own IT skills.

Outcomes and generic skills assessed

Ed Founds outcomes	ELPC G1 outcomes	CPP 1 outcomes	CPP 2 outcomes
1. Explain the relationship between development and learning 2. Identify the assumptions that underlie the various perspectives on education and their associated theories of learning 3. Critically analyse	1. Explain the role of communication and IT in education; 2. Use information literacy skills; 3. Use appropriate skills in IT in their own learning; 4. Evaluate and use appropriately educational software and online resources.	1. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area; 2. Organise content into an effective learning and	1. Demonstrate the capacity to organise classroom activities and provide clear directions; 2. Demonstrate knowledge of practical approaches to manage challenging behaviour;

the issues involved in teaching as a profession.		teaching sequence; 3. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies; 4. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	3. Demonstrate an understanding of the relevant issues and strategies available to support the safe, responsible and ethical use of ICT in learning; 4. Apply a range of teaching strategies; 5. Apply a range of verbal and non-verbal communication strategies to support student engagement; 6. Demonstrate the capacity to implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Criteria for assessment

Criterion	Generic Skills	Ed Founds outcomes	ELPC G1 outcomes	CPP 1 outcomes	CPP 2 outcomes
		50 %	50 %	40 %	40 %
Identifies and accounts for at least 3 assumptions	1, 3	2	1	1	1, 3
Critically examines your assumptions	5	2, 3	1, 4	1, 2	3
Uses relevant research literature	2	1, 2, 3	1, 4	3, 4	2, 3, 6
Communicates ideas effectively and clearly	1, 4	2, 3	1, 3	2, 3	4, 5

Supplementary advice for completing Assignment 1
1. Please consult the course wiki for further advice on completing this task.
2. Advice to assist part-time and undergraduate students complete this task will be published on the course wiki.

Assignment 2. Exploration of one of the Nine Provocations (50%)
Background
The following task is your Assignment 2 task for all four units. You will create one submission, and this will be marked by four staff members, each from a different unit perspective. Your one submission, then, will receive four separate grades, one for each unit.

This Assignment 2 task is also a warm-up for Assignment 3 in Winter term. The feedback you get for your Assignment 2 work will help guide you for the bigger Assignment 3 task.

Assignment 2 is based around one or two events that you observe during observation days

prior to week 9.

Task
For this task, we want you to choose one of the Nine Provocations as a focus. Choose the one which you think offers you the greatest learning opportunities.

What do we want you to do with your chosen Provocation? Prior to week 9 you will need to have completed at least one, preferably more, observation days in schools. Use one or two of the events that you observe as a focus for your exploration of your chosen Provocation.

We want you to look at your chosen Provocation and event(s) through the four different unit perspectives. How does the theoretical and practical work you have been doing in Educational Foundations help you to see more deeply into the nature of what you have observed? How does the material you've been studying in CPP 1 help? What about ELPC G1 and CPP 2?

Remember, this is a 'whole of course' task. You are to bring knowledge from the entire course to this task. For ELPC G1, you should consider how IT is being used (or not) in the classroom you observed. You should also note the levels of information literacy amongst students and teachers, as well as reflect on your own information literacy and your use of IT in your own learning. You should provide an informed evaluation of the educational technologies used in the classroom.

Outcomes and generic skills assessed

Ed Foundations outcomes	ELPC G1 outcomes	CPP 1 outcomes	CPP 2 outcomes
1. Explain the relationship between development and learning 2. Identify the assumptions that underlie the various perspectives on education and their associated theories of learning 3. Critically analyse the issues involved in teaching as a profession.	1. Explain the role of communication and IT in education; 2. Use information literacy skills; 3. Use appropriate skills in IT in their own learning; 4. Evaluate and use appropriately educational software and online resources.	1. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area; 2. Organise content into an effective learning and teaching sequence; 3. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies; 4. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	1. Demonstrate the capacity to organise classroom activities and provide clear directions; 2. Demonstrate knowledge of practical approaches to manage challenging behaviour; 3. Demonstrate an understanding of the relevant issues and strategies available to support the safe, responsible and ethical use of ICT in learning; 4. Apply a range of teaching strategies; 5. Apply a range of verbal and non-verbal communication

| | | | | strategies to support student engagement; |
| | | | | 6. Demonstrate the capacity to implement teaching strategies for using ICT to expand curriculum learning opportunities for students. |

Criteria for Assessment

Criterion	Generic skills	Ed Founds outcomes	ELPC G1 outcomes	CPP 1 outcomes	CPP 2 outcomes
Weighting		50%	50%	40%	40%
Describes the event(s) clearly	1, 3	2	1	1	1, 3
Uses the events to explore the chosen provocation	3	2	4	2	2, 3, 4, 5
Uses relevant research from each of the interrelated units to inform the analysis of the event[s]	2	1	1, 4	1	1, 2, 6
Makes relevant and useful connections between the learning done in the interrelated units	2	1, 2, 3	2, 3	3, 4	2, 3
Communicates ideas effectively and clearly	1, 4	2, 3	2, 3, 4	2, 3	4, 5
Length: Audio-visual <7 minutes / 2500 words	1, 4				

Supplementary advice for completing Assignment 2
1. Please consult the course wiki for further advice on completing this task.
2. Advice to assist part-time and undergraduate students complete this task will be published on the course wiki.

Assessment addendum: Pedagogical Reasoning
In this course we will be using 'pedagogical reasoning'. In having this focus we want you to be creating an e-portfolio in which you will begin what should be a career long practice of documentation, critical evaluation and reflection on your teaching practice.
In applying a pedagogical reasoning framework we are asking you to move between the powerful generalisations of the principles found in education research and theory, and the memorable particularities of cases. To fully understand this concept it is essential that you closely read the references below. These reading are available via your CPP unit e-reserve. We also recommend you follow the reading guide, available via your course moodle and / or wiki.

Essential references (available via e-reserve)
- Hammerness, K., Darling-Hammond, L., & Shulman, L. (2001). Towards Expert Thinking: How Case-Writing Contributes to the Development of Theory-Based Professional Knowledge in Student-Teachers. Report: ED472392. 31pp. Apr.
- Nilsson, P. (2009). From lesson plan to new comprehension: exploring student teachers' pedagogical reasoning in learning about teaching. *European Journal of Teacher Education*, 32(3), 239 - 258.
- Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, 15(2).
- Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 57(1), 1-22.
- Wilson, G., & I'Anson, J. (2006). Reframing the practicum: Constructing performative space in initial teacher education. *Teaching & Teacher Education*, 22(3), 353- 361.
- Pedagogical Reasoning Study Guide (Please see your course wiki)

Recommended references (available via e-reserve)
- Klink, William(2010) 'Don't I Wish My Professor Was Hot Like Me', *Review of Education, Pedagogy, and Cultural Studies*, 32: 4, 431 — 446
- Middleton, S. (2005) Pedagogy and Post-Coloniality: Teaching 'education' online, Discourse: studies in the cultural politics of education, 26(4), pp. 511-525.
- Shulman, L., & Shulman, J. (2004). "How and what teachers learn: A shifting perspective." *Journal of Curriculum Studies* 36.2: 257-271.
- Shulman, L., & Sherin, M. G. (2004). "Fostering communities of teachers as learners: disciplinary perspectives." *Journal of Curriculum Studies* 36.2: 135-140.

Additional notes
Your 2nd assignment (Semester 1)
An understanding of the concept of pedagogical reasoning is not critical for this task. However, the nature of the task in asking you to reflect upon up to two of the Nine Provocations in relation to the four units you have studied is aimed at helping you move towards the integration of your learning across your course. This integration of learning and focus upon up to two issues is an important first step in pedagogical reasoning.

Your 3rd assignment (Winter Term)
This task is the main pedagogical reasoning activity and a significant assessment for the course. In this task you will be analysing a chosen event in your teaching. Developing this task will be a strong focus of all your units, where we will be doing some detailed reading of the Essential References. Thus at this stage an understanding of the concept and familiarity with the readings is essential in understanding the task.

To complete this you will be asked to choose an event from your first period of professional experience. This could be an event when you felt as though you really 'got the idea of teaching' to an event where you felt 'lost' in the classroom. The choice is entirely yours, as your choice of event will be important to you and your developing teacher identity.

You will need to critically and deeply reflect upon this event and the influences upon it, i.e. 'what happened?' and 'why?'. This reflection will make explicit reference to the theories, educational research and practices you have studied. For example a 'teachable moment' when you had the sense of 'wow I get this teaching' or 'cool, the kids really got this idea' may be influenced by the learning styles of students, the social background, the pedagogical approach you used, your planning, students prior learning or that you 'threw out the plan' and went with a new idea that emerged. In the portfolio you would identify and describe the moment and then analyse it from such a variety of perspectives. In this task critically engaging with your peers will also be important, so the analysis of your peers will also be important.

Your 4th assignment (Winter Term)
This will be a compulsory mini-conference held in September. This mini-conference will be organized around the Nine Provocations and each student will need to prepare and present a poster at this conference. The poster will explore a chosen provocation with reference to the learning from the entire course.

5c   Special assessment requirements
Assignments
- All assignment items must be passed to gain a pass in the unit.
- Any extensions to due dates must be negotiated with a unit convenor before the due date. Requests should be placed in writing, outlining your reasons for requesting an extension. You should also include the date by which you intend to submit, should your request for extension be granted.

Late submission of assignments
Late submission of assignments without an approved extension will result in the assignment **not** being marked and **zero** being recorded for that particular assignment.

Extensions
Students can apply for an extension to the due date for submission of an assessment item on the grounds of illness or other unavoidable and verifiable personal circumstances (as outlined in the table below):

Circumstance	Examples of Documentary Evidence Required
Illness or serious health problems	A medical or counselling certificate, certifying that the student received medical attention and that the illness would prevent/prevented the student from submitting the assessment item
Bereavement - death of family member or close friend	Death notice or other appropriate evidence
Sporting commitments at the state or national representative level	Documentary evidence of participation such as written advice from the team manager or an appropriate National Athlete Career and Education (ACE) adviser
Unavoidable work commitment	Documentary evidence from employer
Voluntary defence or emergency commitments	Documentary evidence from the relevant authority
Car accident or breakdown on the way to submit assessment item	Police report (in the case of an accident) or a mechanics report (in the case of a breakdown)
Legal commitments such as jury duty or being subpoenaed to attend court	Documentary evidence from the Court

Applications should be submitted via the extension request form, available online at https://docs.google.com/leaf?id=0BzJTIRYJzoE2NGQ1NmQ1N2UtYTlmOC00YTJkLWIyO GItZGY3NWY2MGI0OGJm&hl=en_GB or from outside Room 5C2. In all cases, some form of documentary evidence is required to support an application for an extension. Applications should normally be made at least 48 hours before the advertised due date. Applications made after this date will only be approved in exceptional circumstances and should be accompanied by a draft of the assignment or other evidence of work towards its completion.

It should be noted that such documentation will be considered but will not guarantee that the application will be successful.

In particular, original medical certificates are to be sighted by the unit convenor and must be signed by a registered medical, dental or health practitioner or counsellor and a copy provided to the unit convenor. It is not necessary for medical and counselling certificates to specify the nature of the medical condition but such certification should contain the following:

- The registered provider number (not necessary for counselling certificates
- The date on which the student was to submit the assessment item.
- Advice regarding the severity and duration of the complaint and that the circumstances would affect the student's ability to submit the assessment item.
- Be dated on, or before, the date of submission. Medical certificates dated after the date of the submission will only be accepted in exceptional circumstances.

Students should apply for an extension before the due submission date, and are advised to do as early as possible. Applications may be considered after the due submission date only under exceptional circumstances.

The Unit Convenor will decide whether to grant an extension and the length of the extension.

*Students with a disabilit*y can also receive support from the UC AccessAbility Office. They should first talk to the unit convenor and request an extension. If students do not feel comfortable doing this, they can go to the AccessAbility office front desk and ask to fill in a Request for Extension form. The Disability Advisor will contact the lecturer and then confirm with the student that the extension has been granted. Requests for extensions need to be made at least 5 days prior to the due date. This will allow time to pass the request on to Academic staff for consideration and confirmation to be received. If students apply later it may not be possible to make the requested modification.

Responsibility for understanding
If there is any doubt with regard to the requirements of any particular assignments or assessment procedure, the onus for clarifying the issue rests with the student who should contact the unit convenor or tutor. Further, it is the responsibility of students to ensure that they are correctly enrolled in the unit and that the tutor and Student Administration have their correct contact details.

Literacy criteria
Assessment tasks contain explicit literacy criteria appropriate to the task. If an unsatisfactory grade is given on any of the specific 'literacy' criteria, the student will receive a WH on the assessment piece. They will be given a referral slip to take along to the Academic Skills Centre, where a learning adviser will work with them on targeted literacy skills. After attendance at Academic Skills the student will forward a brief electronic report, detailing the attendance and reflecting on the learning, to their tutor/unit convenor. On receipt of that report the WH grade may be changed. Unsatisfactory achievement on any one of the other criteria may result in a Fail grade for a given assessment item.

Grading ranges
Each graded assignment will be given a mark out of 100. This equates to the following grades:

HD (High Distinction) 85 - 100	Work of outstanding quality on the learning outcomes of the unit, which may be demonstrated in areas such as criticism, logical argument, interpretation of materials or use of methodology. This grade may also be given to recognise particular originality or creativity.
DI (Distinction) 75 - 84	Work of superior quality on learning outcomes of the unit, demonstrating a sound grasp of content, together with efficient organization and selectivity.
CR (Credit)	Work of good quality showing more than satisfactory achievement on

65 - 74	the learning outcomes of the unit, or work of superior quality on a majority of the learning outcomes of the unit
P (Pass) **50 - 64**	Work showing satisfactory achievement on learning outcomes of unit.
F (Fail) **49 and under**	Work showing an unsatisfactory achievement of one or more learning outcomes of the unit, and not qualifying for the grade of or conceded pass.

5d   Supplementary assessment
Resubmission
Should a student fail one piece of graded assessment, consideration for a resubmission will be given if all other items of assessment for the unit are passed. The maximum grade for the resubmission will be a Pass.

5e   Academic Integrity
Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others' work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices which contravene academic values.

5f   Text-matching software
Specific text-matching software (such as Turnitin) is not used in this unit.

6:   Student Responsibility

6a   Workload
The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b   Special needs
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility (formerly the Disabilities Office) as soon as possible so the necessary arrangements can be made.

6c   Participation requirements
Participation in tutorials, seminars and online content is considered compulsory. This course is accredited with the ACT Teacher Quality Institute and consequently recognised nationally. As part of this recognition the course must meet the graduate teaching standards and the Faculty must assess you against them. Not all standards can be or are suitable to be assessed in formally submitted assignments and are instead observed through participation in class and online work. In order to meet the faculties obligations to the registration authority we regard that missing more than two tutorials would jeopardise our ability to confidently accredit students and would thus result in a fail for the particular unit. For more details on the teaching standards please visit the ACT Teacher Quality Institute website.

6d   Withdrawal
If you are planning to withdraw please discuss with your unit convener. Please see the Student Services website at http://www.canberra.edu.au/student-services/re-enrolment/determine_your_study_program_and_register_on_osis/withdrawal_of_units for further information on deadlines.

6e   Required IT skills
It is expected that students can
1. Copy and paste
2. Open a web browser
3. Identify what a web address/URL is
4. Follow a hyperlink

6f   Costs
Nil

6g   Work placements, internships or practicums
n/a

6h   Additional information
Nil

7:	Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8:	Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.