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EDST5314

Building Resilience in the Workplace

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Rebecca Collie	rebecca.collie@unsw.edu.au	By appointment	Rm 131, John Goodsell Building	02 9385 9317

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977

E: education@unsw.edu.au

W: education.arts.unsw.edu.au

Attendance Requirements

Additional School of Education 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 except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. 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.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, you will learn about the importance of resilience and wellbeing among educators. With foundations in theory and empirical research, this course is also highly practical. You will acquire knowledge of evidence-based strategies for maintaining and promoting your own wellbeing, as well as resources and strategies relevant to school leaders (e.g. principals, head teachers) aiming to promote broader change. You will learn about the importance of educator wellbeing and resilience for thriving students, teachers, and schools, as well as issues specific to certain types of educators (e.g., principals, early career teachers).

At the conclusion of this course the student will be able to

1. Explain research- and theory-based concepts of wellbeing and resilience as they relate to workplaces in the education industry
2. Identify key outcomes that are associated with educator wellbeing and resilience
3. Generate and implement key evidence-based strategies for promoting your own wellbeing as an educator at the class and school levels

Teaching Strategies

Teaching strategies

- explicit teaching including intensive day-long seminars using a range of teaching strategies to foster interest and support learning
- structured occasions for reflection on learning allow students to reflect critically on issues discussed
- extensive opportunities for small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve

Rationale

Research suggests that educator wellbeing and resilience is important for thriving teachers, students, and schools. This course aims to provide students with an understanding of wellbeing and resilience among educators (primarily teachers, but also other positions such as principals). Students will be exposed to several relevant theoretical frameworks along with current research in the area. Clear links with practice will also be emphasised throughout the course activities and the assessment tasks. In particular, students will be encouraged to consider how their developing knowledge of the wellbeing and resilience literature is relevant to their own practice and that of other educators.

Australian Professional Graduate Teaching Standards

Standard	Description
6.1.3	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.
6.4.4	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Wellbeing and resilience personal reflection	20%	1	6.1.3	27/08/2018 05:00 PM
Wellbeing and resilience plan	40%	2,3	6.4.4	22/10/2018 05:00 PM
Essay	40%	1,2	6.1.3	05/11/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Wellbeing and resilience personal reflection

Start date: Not Applicable

Details: Task 1 - Essay - 1800 words
Students will receive written feedback within 10 business days of submission

Additional details:

You will reflect on your experiences of wellbeing and resilience at work and interpret these by making links with the assigned pre-course readings.

Part 1: Description:

- Think about an experience you have had in teaching where your wellbeing/resilience was supported and another where your wellbeing/resilience was not supported.
- Describe these two experiences (around 200 words each). These can be one-off experiences or ongoing ones.

Part 2: Links with Literature

- Consider the following questions and make authentic links to the knowledge you have gained from the assigned readings.
 - How do the assigned readings inform your understanding of these experiences?

- To what extent have your perceptions of the experiences changed after the readings?

Part 3: Comparing Experiences

- Compare the two experiences:
 - How do they differ?
 - What was lacking or present?
 - Make clear links to concepts covered in the readings when answering these questions.

Part 4: Moving Forwards

- Consider the following questions and write **at least two answers** for each:
 - What remaining questions do you have about these experiences, the readings, or the topic in general?
 - What do you want to learn about wellbeing and resilience?

This assignment will help you prepare for the course and identify your prior understanding and experiences of wellbeing and resilience.

Important Notes:

- The word limit is constrained and so it is very important that you attend directly to the questions above. There is no need to summarise the literature in this Assessment Task. Your reflections are the key content that will be assessed and the extent to which you concisely show depth of understanding, sophisticated reflection, and changes in understanding.
- Make authentic links in your writing to **at least 4 different assigned readings**.
- First-person language is appropriate (as this is based upon your experiences).
- The use of headings for the different sections is encouraged.
- This reflection should be double-spaced, size 12 font, and written in APA style; see the following website for assistance with this: <http://owl.english.purdue.edu/owl/resource/560/01/>
- The UNSW Learning Centre can provide support for academic writing and referencing styles: <https://student.unsw.edu.au/skills>
- All assessments should be submitted through Turnitin on the course's Moodle website (see Turnitin spot in Learning Activity pane).

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Wellbeing and resilience plan

Start date: Not Applicable

Details: Task 2 - Assignment - 2000 words Students will receive written feedback within 10 business days of submission

Additional details:

You will develop a personal plan for supporting your wellbeing and resilience at work.

Part 1. Describe your working context and the unique challenges and supports that you have as an educator in this job. This should be 400 words or less.

Part 2. Choose one area in which your wellbeing/resilience could be better supported (e.g., workload, interactions with students or their parents). Identify specific practices/strategies you could put in place to better support your wellbeing and resilience. Make links to theories/constructs/practices we have covered in this course. To address these aspects, include answers to the following questions:

1. What are the goals of the plan? Why is this important to address?
2. What constructs/theories covered in the course are relevant (around 2-3; make sure you define key terms briefly)? Why?
3. What specific actions can you undertake required to meet the goals (relevant to resources, time, activities, etc.)?
4. Are there any supports needed to help you successfully undertake these actions (from your workplace, family, friends etc.)?
5. What challenges are there to implementing these actions? How can these be addressed?
6. What evidence-based outcomes are associated with these types of actions (e.g., job satisfaction, student achievement, lower absenteeism)?
7. How could you feasibly and practically assess the effectiveness of the plan? What would you be looking for?

This assignment will help you make links between course content and your own practice as an educator. It will also further build your familiarity with the main theories and research covered in the course.

Important Notes:

- A key aim of this assignment is to provide a practical resource, so provide specific and detailed practical actions and strategies you can undertake to improve/evaluate your wellbeing and resilience. These should be based on academic literature and refer to how you will implement (questions 3-5) and assess (question 7) the plan.
- Make clear and authentic references to relevant literature we have covered in class.
- Use direct quotes from sources sparingly. Paraphrase quotes into your own word wherever possible as it better shows your depth of understanding.
- Dot points are acceptable (and may help you to keep within the word limit).
- **Please copy the questions into your response and write your comments below each one.** The wording for the questions will not count towards the word count.
- This assessment should be double-spaced, size 12 font, and written in APA style; see the following website for assistance with this: <http://owl.english.purdue.edu/owl/resource/560/01/>
- The UNSW Learning Centre can provide support for academic writing and referencing styles: <https://student.unsw.edu.au/skills>
- All assessments should be submitted through Turnitin on the course's Moodle website (see Turnitin spot in Learning Activity pane).

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Essay

Start date: Not Applicable

Details: Task 3 - Essay - 2000 words. Critical evaluation and application of resilience and wellbeing literature to the workplace. Students will receive written feedback within 10 business days of submission.

Additional details:

You will critically evaluate key literature related to wellbeing and resilience. To do this, you will choose one of the following options:

1. Create an **annotated bibliography** for a school principal or department-level policy-maker (e.g., from the Board of Studies) interested in improving the school-level support for educator wellbeing and resilience.

OR

1. Write a **persuasive report** about the importance of attending to educator wellbeing and resilience at school.

This assignment will help you further develop understanding of the course content, critical thinking skills, research and evaluation skills, and the correct use of APA referencing style.

Details for the Annotated Bibliography:

If you choose this option, you will develop an annotated bibliography with 6 sources. The topic of the annotated bibliography is evidence-based practices for supporting wellbeing and resilience among educators. Your aim is to create a resource that will be helpful for supporting wellbeing and resilience among educators. You should frame the annotated bibliography such that it will provide a useful overview of some key literature/concepts/knowledge/outcomes on these topics.

Your annotated bibliography will have two parts.

Part 1: Introduction (around 200 words)

- Describe the intended target audience (e.g., a school principal, school board, or department-level policy-maker).
- Describe very briefly why you chose the sources you did (Did you want to focus on some theme in particular? Are they practice-oriented or theory-based? Etc.).
- Describe how you have ordered the sources. Think carefully about a reading order that will allow the target audience to consider major concepts before moving onto more specific issues.

Part 2: Sources

- **Your annotated bibliography should contain 6 sources that meet the following criteria:**

1. Peer reviewed journal articles published in the last 10 years.
2. Relevant to your audience (school principals or department-level policy-makers).
3. Up to two of the assigned readings from this course and any number of the further readings.
4. Encyclopaedia or dictionaries may be consulted to learn background about your topic, but they will not be counted as one of your 6 sources.

- **Each annotation should be approximately 300 words and contain:**

1. a brief synopsis of the article (including brief definitions of key terms);
2. a sentence or two about how this source is relevant for your target audience; and
3. a sentence or two with some example strategies suggested by the article.

Important notes:

- It is important that you show depth of understanding of the source. This is achieved by summarising the most relevant/major points in your own words.
- Briefly define any key terms that aren't common knowledge (e.g., autonomous motivation, basic psychological needs).
- Make practical links for the audience to see how this resource is relevant.
- This assessment should be double-spaced, size 12 font, and written in APA style; see the following website for assistance with this: <http://owl.english.purdue.edu/owl/resource/560/01/>
- The UNSW Learning Centre can provide support for academic writing and referencing styles: <https://student.unsw.edu.au/skills>
- All assessments should be submitted through Turnitin on the course's Moodle website (see Turnitin spot in Learning Activity pane).

Details for the Report:

If you choose this option, you will write a persuasive report about the importance of attending to educators' wellbeing and resilience in schools. Please address the following points:

- **Target audience:** State at top of report (e.g., principals or policy-makers from the Board of Studies).
- **What are wellbeing and resilience?** Define in your own words (while citing the literature). This should be reader-friendly and draw from the academic literature.
- **Why are wellbeing and resilience particularly relevant for teachers?** Briefly explain the nature of teaching work and why wellbeing and resilience are important in this context. Include links to at least one theory.
- **What are research-supported outcomes that may result from efforts to support teachers' wellbeing and resilience?** Describe at least 3 research-supported outcomes (financial, social, academic, etc.). Include outcomes relevant to educators as well as students.
- **Conclusion:** Include a paragraph that summarises main points from your sections.

Important notes:

- At the top of your report, identify the target audience.
- Refer to at least 6 academic sources (e.g., journals, books).
- This report should be written in third person.
- Include brief definitions of key terms and constructs (e.g., burnout, autonomy)
- Use quotes sparingly. I would like to see paraphrasing in your own words instead.
- Subheadings (e.g., the bolded statements above) and occasional use of dot points are acceptable for this assessment as they will make it more accessible for the audience (who tend to have limited time and will want a concise and informative report).
- This assessment should be double-spaced, size 12 font, and written in APA style; see the following website for assistance with this: <http://owl.english.purdue.edu/owl/resource/560/01/>
- The UNSW Learning Centre can provide support for academic writing and referencing styles: <https://student.unsw.edu.au/skills>
- All assessments should be submitted through Turnitin on the course's Moodle website (see Turnitin spot in Learning Activity pane).

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UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5314

Assessment Task: Wellbeing and resilience personal reflection

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Reflection on two prior experiences of wellbeing and resilience • Clear links to your prior experiences in Parts 1-3 of the Assessment Task 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Sophisticated and in-depth reflection on prior experiences • Identification of supports that were present or lacking in the two prior experiences • Identification of changes in knowledge of prior experiences due to readings • Formation of at least two questions about wellbeing and resilience 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Clear and authentic links to at least 4 of the assigned readings to inform understanding of prior experiences • Authentic use of literature to compare the two prior experiences • Accurate understanding of the literature 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure • Clarity and coherence of organisation, including use of headings for different sections 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure • Correct referencing according to APA 6th edition for in-text and final reference list • Word count is within 10% of the 1800 word limit 					
<p>General comments/recommendations for next time:</p>					

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5314

Assessment Task: Wellbeing and resilience plan

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clarity and accuracy in the use of key terms, concepts, and theories • Clear description of teaching context (including supports and challenges) • Responses to all of the questions listed in the instructions 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key theories, research, and strategies for supporting wellbeing and resilience • Clear description of how key theories/constructs are relevant • Practical actions and specific strategies provided for implementing and assessing the plan 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Use of relevant literature to provide justification for the inclusion of the different aspects of the plan 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure • Clarity and coherence of organisation, including use of headings 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure • Correct referencing according to APA 6th edition for in-text and final reference list • Word count is within 10% of the 2000 word limit 					
<p>General comments/recommendations for next time:</p>					

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5314

Assessment Task: Essay

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Criteria for Annotated Bibliography: <ul style="list-style-type: none"> ◦ Understanding of the task and its relationship to relevant areas of theory, research, and practice ◦ Identification of the target audience ◦ Clear indication of why sources were chosen and how they were ordered ◦ Inclusion of a brief synopsis for each source ◦ Description of how each source is relevant for the target audience ◦ Description of practical strategies suggested by each source • Criteria for Persuasive Report: <ul style="list-style-type: none"> ◦ Understanding of the task and its relationship to relevant areas of theory and research ◦ Clarity and accuracy in use of key terms and concepts in relation to wellbeing and resilience ◦ Identification of the target audience ◦ Clear definition of wellbeing and resilience in own words ◦ Strong justification with links to theory on the importance of teachers' wellbeing and resilience 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Criteria for Annotated Bibliography: <ul style="list-style-type: none"> ◦ Depth of understanding of the main ideas in each source ◦ Clarity in the synopsis of each source • Criteria for Persuasive Report: <ul style="list-style-type: none"> ◦ Depth of understanding of the importance of educator wellbeing and resilience ◦ In-depth description of research-based outcomes (for educators and students) that are associated with teachers' wellbeing and resilience 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Criteria for Annotated Bibliography: <ul style="list-style-type: none"> ◦ Reference to 6 peer reviewed journal articles on educator wellbeing and resilience ◦ Sources are current and relevant to the audience • Criteria for Persuasive Report: <ul style="list-style-type: none"> ◦ Clear links to theory and research covered in course to support the report's main points ◦ Reference to at least 6 academic sources 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> • Criteria for Annotated Bibliography: <ul style="list-style-type: none"> ◦ Appropriateness of overall structure ◦ Clarity and coherence of organisation • Criteria for Persuasive Report: <ul style="list-style-type: none"> ◦ Appropriateness of overall structure ◦ Clarity and coherence of organisation, including the use of headings and dot points for readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Criteria for Annotated Bibliography: <ul style="list-style-type: none"> ◦ Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure ◦ Correct referencing according to APA 6th edition for in-text and final reference list ◦ Word count is within 10% of the 2000 word limit • Criteria for Persuasive Report: <ul style="list-style-type: none"> ◦ Clarity, consistency, and appropriateness of writing including punctuation, spelling, and sentence structure ◦ Correct referencing according to APA 6th edition for in-text and final reference list ◦ Word count is within 10% of the 2000 word limit 					
<p>General comments/recommendations for next time:</p>					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

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 website:

<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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

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

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks

- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

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

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

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 10: 1 October - 7 October	Intensive	<p>Day 1 (6 hour face-to-face seminar):</p> <ul style="list-style-type: none">• Course Introduction• What is wellbeing? What is resilience? <p>Day 2 (6 hour face-to-face seminar):</p> <ul style="list-style-type: none">• Theoretical Models of Stress, Wellbeing, and Resilience <p>Day 3 (6 hour face-to-face seminar):</p> <ul style="list-style-type: none">• School-Level Approaches to Supporting Wellbeing and Resilience• Individual Approaches to Supporting Wellbeing and Resilience <p>Day 4 (6 hour face-to-face seminar):</p> <ul style="list-style-type: none">• Outcomes of Wellbeing and Resilience• Wellbeing and Resilience Among Different Types of Educators

Resources

Prescribed Resources

See Moodle site for required readings.

Recommended Resources

See Moodle site for resources and further readings.

Course Evaluation and Development

Formal student feedback is obtained at the end of the course via My Experience and this is used to make changes to the course in the following year. In addition, informal student feedback is collected midway through the course. For this, students are asked to indicate changes that they would like to see implemented in the course right away, as well as changes to be implemented the next time the course is run. These comments are collated and major themes are identified. These changes are then shared with students in class and, where possible, implemented immediately. For example, prior informal feedback indicated that students would like a list of all major theories covered in the course to better aid their understanding. This was created and students were provided with a handout in the following class.

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G