

EDST6715

Business Studies Method 1

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Joe Alvaro	j.alvaro@unsw.edu.au	Email for an appointment.	N/A	N/A

School Contact Information

School of Education
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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

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

Summary of the Course

This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.

In this course, you will begin to learn how to teach Business Studies in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA Business Studies Syllabus and the depth of subject knowledge required to implement the syllabus
2. Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
3. Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
4. Select appropriate resources, including ICT, to engage students and expand learning opportunities
5. Design and evaluate formative assessment strategies and use assessment information to improve learning
6. Practise the ethical and professional values expected of teachers

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1,2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2

2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2
2.2.1	Organise content into an effective learning and teaching sequence.	1,2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies in teaching.	1,2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	4,7	1,2
B	Classroom Management	1	1
C	Information and Communication Technologies	1,3-6,10,12	1,2
D	Literacy and Numeracy	1,3-5,8-12,18-19	1,2
E	Students with Special Educational Needs	7	1,2
F	Teaching Students from Non-English-Speaking Backgrounds	4-5	1,2

Teaching Strategies

Rationale:

This subject aims to develop in each student the ability to effectively teach Business Studies to secondary school students with an emphasis on the NSW Business Studies curriculum. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Business Studies classroom. Emphasis will be given to the relationship between Business Studies, literacy and numeracy and the role and value of Business Studies in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

Teaching Strategies:

Explicit teaching, including lectures, to demonstrate an understanding of students'?? different approaches to learning and the use of a range of teaching strategies to foster interest and support learning

Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals

Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

Online learning from readings on the Blackboard website

Online discussions

Peer teaching in a simulated classroom setting

These activities will occur in a classroom climate that is supportive and inclusive of all learners

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Lesson plan	40%	Thursday 24/3/2022	1, 2, 3, 4, 5, 6
2. Unit of work outline	60%	Thursday 28/4/2022	1, 2, 3, 4, 5, 6

Assessment 1: Lesson plan

Due date: Thursday 24/3/2022

Plan and design one 60-minute lesson for a Stage 6 Preliminary class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

Additional details

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for students is therefore required. Appropriate differentiation strategies include scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies, resources and formative assessment to develop understanding of the material.

Make sure you:

- use the lesson plan template provided with sufficient detail for each section.
- choose an appropriate topic for the year group.
- include relevant outcomes, syllabus content, concepts, skills and effective teaching and learning strategies that are supportive of diverse learners and show evidence of differentiation and formative assessment.
- include aspects of literacy and numeracy which integrate with the lesson focus.
- provide a range of original and existing teaching and learning resources (all existing resources must be appropriately referenced).
- demonstrate an understanding of the Australian Professional Standards for Teachers.
- refer to relevant professional and scholarly research, theory and literature, including the NSW Department of Education Quality Teaching Framework and the NSW Department of Education "What Works Best" publication.
- express yourself in clear, standard Australian English.
- support your rationale using references indicating your professional reading.

Assessment 2: Unit of work outline

Due date: Thursday 28/4/2022

Prepare an outline for a unit of work for a Stage 6 Preliminary class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

Additional details

You must write a rationale for the unit of work in which you:

- describe the school and class context.
- state precisely what you want the students to learn and why it is important
- justify your choice of strategies and resources to suit the needs and abilities of this class
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.
- demonstrate an understanding of the Australian Professional Standards for Teachers.
- refer to relevant professional and scholarly research, theory and literature, including the NSW Department of Education Quality Teaching Framework and the NSW Department of Education "What Works Best" publication.
- support your rationale using references indicating your professional reading.

Your unit of work must:

- be prepared using the unit of work template provided.
- include relevant outcomes, syllabus content, concepts and skills that are supportive of diverse learners and shows evidence of differentiation and formative assessment.
- include a range of original and existing teaching and learning resources (all existing resources must be appropriately referenced).
- include at least one ICT-based activity (not watching a video or PowerPoint presentation).
- include at least one group-work task with a focus on aspects of literacy and numeracy (not a mind-map).
- include one relevant incursion and excursion.
- be expressed in clear, standard Australian English.

RUBRIC/FEEDBACK SHEET

EDST6715 BUSINESS STUDIES METHOD 1

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson plan

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstration of knowledge, respect and understanding of the social, cultural and religious backgrounds of students and how these factors may affect learning. • Understanding of the task and its relationship to relevant areas of theory, research and practice. • Clarity and accuracy in use of key concepts and terms in Business Studies. • Shows evidence of critical analysis and reflection. 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Lesson plan, structure and resources consistently link to syllabus topic and outcomes. • Lesson plan shows evidence of analysis of syllabus and pedagogical requirements. • Rationale linked to outcomes in the syllabus. • Ability to plan and assess for effective learning by designing a detailed lesson on the provided lesson plan template, using knowledge of the NESA Business Studies Syllabus. • Differentiation is modelled using a range of effective pedagogies and processes which are suitable for a variety of Stage 6 learners. • Provides and designs teaching and learning resources, using highly innovative approaches for a Stage 6 class. 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> Reference specifically made to material, research and ideas presented in Business Studies method lectures, including the NSW Department of Education Quality Teaching Framework, the NSW Department of Education “What Works Best” publication and the Australian Professional Standards for Teachers. 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> Clarity and coherence of organisation, including use of section headings to enhance readability. All requirements have been demonstrated. Appropriateness of overall structure. Uses the lesson plan template provided, completing all sections in sufficient detail to show your intentions for student learning. 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Writes with clarity and accuracy of written expression, including sentence structure, vocabulary use, spelling and punctuation. Meets appropriate academic and linguistic conventions that demonstrates control and confidence. 					
<p>General comments/recommendations for next time:</p>					

Recommended: /20 (FL PS CR DN HD) Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise 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.

RUBRIC/FEEDBACK SHEET

EDST6715 BUSINESS STUDIES METHOD 1

UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of work outline

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. • Understanding of the task and its relationship to relevant areas of theory, research and practice. • Clarity and accuracy in use of key concepts and terms. • Demonstrates knowledge of resources that will engage and extend all students. • Clear statement of syllabus outcomes. • Effective use of individual and group activities to address teaching and learning goals. • Shows evidence of critical analysis and reflection. 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Ability to plan and assess for effective learning by designing a detailed unit of work on the unit of work template provided, using knowledge of the NESA Business Studies Syllabus. • Unit of work, structure and resources consistently link to syllabus topic and outcomes. • Rationale linked to outcomes in the syllabus. • Differentiation is modelled using a range of effective pedagogies and processes which are suitable for a variety of Stage 6 learners. • Provides and designs teaching and learning resources, using highly innovative approaches for a Stage 6 class. 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Reasons for the choice of teaching and learning strategies effectively explained. 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Reference specifically made to material, research and ideas presented in Business Studies method lectures, including the NSW Department of Education Quality Teaching Framework, the NSW Department of Education “What Works Best” publication and the Australian Professional Standards for Teachers. 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure. • Uses the unit of work template provided, completing all sections in sufficient detail to show your intentions for student learning. • Clarity and coherence of organisation, including use of section headings to enhance readability. • All requirements have been demonstrated. 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Meets appropriate academic and linguistic conventions that demonstrates control and confidence. • Writes with clarity and accuracy of written expression, including sentence structure, vocabulary use, spelling and punctuation. 					
<p>General comments/recommendations for next time:</p>					

Recommended: /20 (FL PS CR DN HD) **Weighting:** 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date/Module	Type	Content
Week 1 - 16 February 2022	Lecture	<p>Understanding the NSW Education Standards Authority (NESA) Stage 6 Syllabus</p> <ul style="list-style-type: none"> • What is this course about? What will you learn? • Alice Springs (Mparntwe) Education Declaration – December 2019 - Links to Business Studies. • Australian Professional Standards for Teachers and Business Studies teachers. • Overview of the NSW Education Standards Authority (NESA) Stage 6 Business Studies Syllabus. • NSW Curriculum Review - Business Studies curriculum update. • What is a scope and sequence?
	Tutorial	<ul style="list-style-type: none"> • Introduce yourself and personal and course goals. • Deconstruction of the NESA Stage 6 Business Studies Syllabus. • Getting a feel of the subject matter through the NESA HSC Business Studies examinations. • Designing a scope and sequence for Business Studies. • Teaching Business Studies students writing skills - Part I • Microteaching • Week 1 discussion topic
Week 2 - 23 February	Lecture	Lesson Planning for Business Studies

2022		<ul style="list-style-type: none"> • Using outcomes to set learning intentions. • Assumed knowledge. • Differentiation. • Australian Curriculum General Capabilities. • Australian Curriculum Cross Curriculum Priorities. • Resources. • Workplace health and safety. • Timing. • Teaching and learning strategies. • Assessment and feedback strategies. • Opening a lesson. • Closing a lesson. • Classroom management issues.
	Tutorial	<ul style="list-style-type: none"> • Australian Teaching Standard of the week. • Business Studies resource of the week. • Review of sample lesson plans. • Teaching Business Studies students writing skills - Part II. • Microteaching. • Week 2 discussion topic.
Week 3 - 2 March 2022	Lecture	<p>NSW Quality Teaching Framework and "What Works Best" - Links to the Business Studies classroom</p> <ul style="list-style-type: none"> • Overview of the NSW Quality Teaching Framework and implications for the teaching of Business Studies. • Overview of "What works best" and implications for the teaching of Business Studies.
	Tutorial	<ul style="list-style-type: none"> • Australian Teaching Standard of the week. • Business Studies resource of the week. • A closer look at the NSW Quality Teaching Framework. • A closer look at "What works best". • Teaching Business Studies students writing skills - Part III. • Microteaching. • Week 3 discussion topic.
Week 4 - 9 March 2022	Lecture	<p>Strategies for differentiation in the Business Studies classroom</p>

		<ul style="list-style-type: none"> • What is differentiation? • Differentiating instruction in three areas - content, process and product. • How is differentiation implemented in the Business Studies classroom to meet student needs?
	Tutorial	<ul style="list-style-type: none"> • Australian Teaching Standard of the week. • Business Studies resource of the week. • Application of differentiation to teaching Business Studies reflecting intellectual and cultural diversity, including using graphic organisers to aid differentiation. • Teaching Business Studies students writing skills - Part IV. • Microteaching. • Week 4 discussion topic.
Week 5 - 16 March 2022	Lecture	<p>Teaching business concepts and terminology</p> <ul style="list-style-type: none"> • Business literacy. • Initial assessment of student literacy levels. • Relationship between foundational concepts and terms in the Preliminary course and the HSC course.
	Tutorial	<ul style="list-style-type: none"> • Australian Teaching Standard of the week. • Strategies for building business literacy. • Teaching Business Studies students writing skills - Part V. • Microteaching. • Week 6 discussion topic.
Week 6 - 23 March 2022	Lecture	<p>Planning a unit of work (programming) for Business Studies</p> <ul style="list-style-type: none"> • Topic. • Topic focus. • Stage. • Year group. • Length. • Outcomes. • Differentiation. • Australian Curriculum General Capabilities. • Australian Curriculum Cross Curriculum Priorities.

		<ul style="list-style-type: none"> • Students learn about. • Students learn to. • Teaching and learning strategies. • Assessment and feedback strategies.
	Tutorial	<p>Tutorial</p> <ul style="list-style-type: none"> • Australian Teaching Standard of the week. • Business Studies resource of the week. • Review of sample units of work. • Teaching Business Studies students writing skills - Part VI. • Microteaching.
Week 7 - 30 March 2022	Lecture	<p>Assessment in Business Studies</p> <ul style="list-style-type: none"> • Assessment as learning, assessment for learning and assessment of learning for Business Studies. • Directive verbs/key words. • Overview of formal assessment requirements for Business Studies.
	Tutorial	<ul style="list-style-type: none"> • Australian Teaching Standard of the week. • Business Studies resource of the week. • Teaching Business Studies students what the directive verbs/key words mean. • Designing an assessment schedule for Business Studies. • Review of sample assessment tasks. • Teaching Business Studies students writing skills - Part VII. • Microteaching. • Week 7 discussion topic.
Week 8 - 6 April 2022	Lecture	<p>Using feedback in the Business Studies classroom</p> <ul style="list-style-type: none"> • Feedback as an essential component of formative assessment. • What is quality feedback? • Feedback as ego involving and feedback as task involving. • What can effective feedback achieve? • Trusting relationships and feedback.

	Tutorial	<ul style="list-style-type: none"> • Australian Teaching Standard of the week. • Business Studies resource of the week. • Feedback strategies for the Business Studies classroom. • Teaching Business Studies students writing skills - Part VIII • Microteaching. • Week 8 discussion topic.
Week 9 - 13 April 2022	Lecture	<p>Contemporary business issues, hypothetical situations and actual business case studies</p> <ul style="list-style-type: none"> • Teaching skills in the Business Studies classroom. • Adopting a real world approach in the Business Studies classroom.
	Tutorial	<ul style="list-style-type: none"> • Australian Teaching Standard of the week. • Business Studies resource of the week. • Teaching Business Studies students how to read a case study. • Teaching Business Studies students writing skills - Part IX. • Microteaching. • Week 9 discussion topic.
Week 10 - 27 April 2022	Lecture	<p>Experiential learning for Business Studies - Television, excursions, incursions, competitions and Market Day</p> <ul style="list-style-type: none"> • What is experiential learning? • What does experiential learning look like in Business Studies?
	Tutorial	<ul style="list-style-type: none"> • Australian Teaching Standard of the week. • Business Studies resource of the week. • Review of a Plan Your Own Enterprise Competition business plan sample and Market Day assessment task. • Teaching Business Studies students writing skills - Part X. • Microteaching. • "Children on a Tree" Reflection - Becoming a Business Studies teacher - What is my stage of development?

Resources

Prescribed Resources

Syllabus

Business Studies Stage 6 Syllabus, NSW Education Standards Authority, 2010

Textbooks

- Chapman, S. et al. (2021) *Business Studies in Action – HSC Course – 7th Edition*, Jacaranda
- Chapman, S. et al. (2018) *Business Studies in Action – Preliminary – 6th Edition*, Jacaranda

Readings

- Broadbridge, D. (2022) *Qantas – A Business Case Study*, Get Smart Education
- Larkin, A. (2022) *Apple & the iPhone Business Case Study*, Evolve Education
- Weekes, T. (2016) *Writing for success in business studies – Student book*, Literacy Works
- Weekes, T. (2016) *Writing for success in business studies – Teacher’s book*, Literacy Works
- *Australian Professional Standards for Teachers*, Revised Edition – January 2018 <https://educationstandards.nsw.edu.au/wps/wcm/connect/9ba4a706-221f-413c-843b-d5f390c2109f/australian-professional-standards-teachers.pdf?MOD=AJPERES>
- *Quality Teaching Framework: Quality Teaching in NSW Public Schools – Discussion Paper*, NSW Department of Education, 2003 http://www.darcymoore.net/wp-content/uploads/2012/02/qt_EPSColor.pdf
- *Quality Teaching in NSW Public School – A Classroom Practice Guide – 2nd Edition*, NSW Department of Education and Training, 2006
- *What Works Best*, NSW Department of Education, April 2020 <https://education.nsw.gov.au/teaching-and-learning/what-works-best>
- *Alice Springs (Mparntwe) Education Declaration – December 2019* [https://uploadstorage.blob.core.windows.net/public-assets/education-au/melbdec/ED19-0230%20-%20SCH%20-%20Alice%20Springs%20\(Mparntwe\)%20Education%20Declaration_ACC.pdf](https://uploadstorage.blob.core.windows.net/public-assets/education-au/melbdec/ED19-0230%20-%20SCH%20-%20Alice%20Springs%20(Mparntwe)%20Education%20Declaration_ACC.pdf)

Further Readings

- Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Barry, K. and King, L. (1998) *Beginning Teaching and Beyond*, (3rd Edition). Social Science Press: Katoomba.
- Cowley, S (2010) *Getting the Buggers to Behave*. Continuum Publishing Group: London
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Marsh, C (2004) *Becoming a Teacher*, Longman: NSW, Frenchs Forest (5rd Edition)
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press,

Melbourne.

- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Wiggins, G and McTighe, J (1998) *Understanding by Design*. Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)

Professional teacher association for Business Studies teachers in NSW

Economics and Business Educators NSW <http://www.ebe.nsw.edu.au>

National professional teacher association for Business Studies teachers in Australia

Business Educators Australasia <https://bea.asn.au/>

Submission of Assessment Tasks

Turnitin Submission

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

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

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

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

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

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G