

EDUC1751: Knowledge and Communication Technologies

Callaghan

Summer 2 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	In this course students will explore the ways in which new technologies can be used to support and extend student learning. Through project-based tasks students will develop the capacity and confidence to employ digital devices and software applications to construct and communicate new knowledge in and beyond the classroom. Attention will also be given to the social impact of technology; frameworks for thinking about the pedagogical use of new technologies; digital, visual and media literacy; and information literacy processes.
Requisites	Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of <ul style="list-style-type: none">- Three HSC band 5s (including one in English) or- 80 units of UoN courses or- Regulatory authority approved comparable pathways or- Commencement in the program pre 2016
Contact Hours	<p>Callaghan Lecture Face to Face On Campus 10 hour(s) per Term 1 Full Term starting Week 1</p> <p>Course may be delivered on a weekly basis or as compressed delivery as specified in the Course Outline.</p> <p>Tutorial Face to Face On Campus 18 hour(s) per Term 1 Full Term starting Week 1</p>
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan A/ Prof. Robert Parkes Robert.Parkes@newcastle.edu.au (02) 498-54080 Consultation: https://calendly.com/robert-parkes/academic-program-advice
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education VG30 V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	This course will address: <ul style="list-style-type: none">• Frameworks for the pedagogical use of new technologies.• The role of technology in knowledge construction and communication.• Digital, visual and media literacy concepts and principles.• The information literacy process.• The design process and project-based learning of new technologies.• Evaluation of new technologies and their social impact.• Practical skill development with digital technologies.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Relate relevant pedagogical frameworks and curriculum models to classroom use of new technologies.2. Use technology as a tool to facilitate quality teaching and learning.3. Construct and communicate new knowledge using digital devices and software applications.4. Display an understanding of critical, digital, visual, media, and information literacy.5. Demonstrate a capacity to work collaboratively on a technology-focused project-based learning task.6. Explain the social impact of new technologies.
Course Materials	Recommended Reading: <p>Anderson, M., & Jefferson, M. (2020). <i>Teaching the screen: Film education for generation next</i>. London: Routledge.</p> <p>Ertmer, P., Ottenbreit-Leftwich, A., Sadik, O., Sendurur, E., Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. <i>Computers and Education</i>, 59(2), 423-435.</p> <p>Kaldi, S., Filippatou, D., & Govaris, C. (2011). Project-based learning in primary schools: effects on pupils' learning and attitudes. <i>Education 3–13</i>, 39(1), 35-47. https://doi.org/10.1080/03004270903179538</p>

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- Murphy, S., MacDonald, A., Danaia, L., & Wang, C. (2018). An analysis of Australian STEM education strategies. *Policy Futures in Education*, 17(2), 122–139.
- Nouri, J., Zhang, L., Mannila, L. & Norén, E. (2019). Development of computational thinking, digital competence and 21st century skills when learning programming in K-9, *Education Inquiry*, 11(1), 1-17. <https://doi.org/10.1080/20004508.2019.1627844>
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- Scott, C. L. (2015). *The Futures of Learning 3: What kind of pedagogies for the 21st century?* UNESCO Education Research and Foresight, Paris. Available online: <https://unesdoc.unesco.org/ark:/48223/pf0000243126>
- Theodosakis, N. (2001). *The director in the classroom: How filmmaking inspires learning*. San Diego, CA: Tech4Learning.
- Thibaut, P & Curwood, J. (2018) Multiliteracies in Practice: Integrating Multimodal Production Across the Curriculum. *Theory into Practice*, 57(1), 48-55. <https://doi.org/10.1080/00405841.2017.1392202>
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- Thomas, J. W. & Mergendoller, J. R. (2000). *Managing project-based learning: Principles from the field*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Thombs, M. M., Gillis, M. M., & Canestrari, A. S. (2009). *Using WebQuests in the social studies classroom: A culturally inclusive approach*. Thousand Oaks, California: Corwin Press.
- Yoder, M. B. (1999). The student WebQuest: A thought-provoking use of the internet. *Learning & Leading With Technology*, 26(7), 6-9, 52-53.

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

- Tutorial There is a compulsory attendance requirement in this course. A minimum of 80% attendance is required to pass the course

SCHEDULE

Phase	Focus	Topics	Milestones	Due Date
1 - Design	Pre-Production	<ul style="list-style-type: none"> • Visual Literacy • Film Grammar • Narrative Structure • Genre Conventions 	Team Contract	Monday 9 January
			Storyboard / Pitch	Tuesday 10 January
2 – Make	Part 1: Production	<ul style="list-style-type: none"> • Filming Techniques 	Rushes	Friday 13 January
	Part 2: Post-Production	<ul style="list-style-type: none"> • Video Editing (Incl. Transitions) • Audio Editing • Titles & Credits 	Rough Cut	Tuesday 17 January
3 - Evaluate	Distribution	<ul style="list-style-type: none"> • Celebrate (Watch and Evaluate Films) 	Assignment 1 <ul style="list-style-type: none"> • Part A: Final Film & Individual Checklist 	Wednesday 18 January
4 - Translate	Application	<ul style="list-style-type: none"> • Developing a PBL WebQuest 	Assignment 1 <ul style="list-style-type: none"> • Part B: WebQuest 	Monday 30 January
5 - Reflect	Research	<ul style="list-style-type: none"> • PBL, QT, & Technology 	Assignment 2 <ul style="list-style-type: none"> • Interview Transcript 	Monday 6 February

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Interactive Digital Lesson Resources	Part A Due Wednesday 24 January 2024 at 11.59PM.	Group	50%	2, 3, 4, 5
		Part B Due Monday 5 February 2024 at 11:59PM.	Individual	30%	1, 2, 3, 4
2	Essays/Written Assignments	Due Monday 12 February, 2024 at 11.59PM.	Individual	20%	1, 2, 3, 4, 6

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Interactive Digital Lesson Resources

Assessment Type	Project
Purpose	This project provides opportunities for students to experience technologically-mediated project-based learning in action, giving them greater awareness of, and competency to use, information communication technology in their classroom practice.
Description	<p><i>PART A: Production of a Short Digital Film [Group Task]</i></p> <p>In this first part of the assignment, you will be making a short film with your peers (6-7 minute time limit), drawing on the knowledge of film grammar and narrative structure you gain from the lectures. Your films will be shown to a public audience of your peers at the end of the course, and should be free of dialogue and subtitles (show don't tell). This task requires you to complete the following:</p> <p>Milestone 1 – Team Contract (No Marks)</p> <ul style="list-style-type: none">• Form a 'production company' of four members.• Elect a Director/Producer as team captain.• Sign and Return to the Coordinator the Team Contract <p>Milestone 2 – Storyboard / Pitch (No Marks)</p> <ul style="list-style-type: none">• Use the three act plot structure (Hook, Struggle, PayOff) to plan your story.• Create a storyboard in powerpoint or Canva, using your understanding of film grammar and genre conventions. Try to exhaust your selected genre.• The film's narrative should take a well-known fairytale, and twist the ending to surprise and delight the viewer. The fairytale must also be re-cast into a contemporary setting or subvert the genre.• Share your script/pitch with the Executive Producer (Course Coordinator) for approval before you are permitted to commence filming. <p>Milestone 3 – Daily Rushes (No Marks)</p> <ul style="list-style-type: none">• Film your story, and show the Executive producer what you have been filming. <p>Milestone 4 – Rough Cut (No Marks)</p> <ul style="list-style-type: none">• Complete the editing of your visual track, complete with transitions and effects.• Ensure roles are shared. <p>Milestone 5 – Final Cut (Marked)</p> <ul style="list-style-type: none">• Add your titles and credits, then complete the editing of your audio track.• Render film to file on iPad, and pass iPad to Course Coordinator for retrieval.• Complete the confirmation checklist when you submit your film to confirm you contributed:<ol style="list-style-type: none">(1) at least one idea to the film script or storyboard;(2) substantial activity as an actor, director, or as a member of the film crew;(3) at least one hour of video editing;(4) at least half-an-hour of sound editing. <p>A student who is unable to indicate that they have performed adequately in their role will have 5 marks per item removed from the final mark awarded to their group's film.</p>
Weighting	50%
Length	6-7 minute film and Individual Checklist
Due Date	Wednesday 24 January 2024 at 11.59pm
Submission Method	Submit ipad to Course Coordinator
Assessment Criteria	See rubric below using A-E Common Rating Scale (used in Australian schools).
Return Method	Online
Feedback Provided	Online

	A	B	C	D	E
NARRATIVE: The film compels the viewer to watch (hook/orientation), keeping them engaged through a well-sequenced depiction of the protagonist's trials and tribulations (struggle/complication), and through the provision of a surprising ending that makes the audience feel the film was worth watching (payoff/resolution).	10 > 8 The group has demonstrated a deep understanding of narrative structure, and a very high level of competence in its application.	8 > 6 The group has demonstrated a good understanding of narrative structure, and a good level of competence in its application.	6 > 4 The group has demonstrated a sound understanding of narrative structure, and a satisfactory level of competence in its application.	4 > 2 The group has demonstrated a basic understanding of narrative structure, and a limited level of competence in its application.	2 > 0 The group has demonstrated an elementary understanding of narrative structure, and a very limited level of competence in its application.
GENRE: The film approximates and exhausts its selected genre through its costuming, acting, design, signs, symbolism, look, and atmosphere.	10 > 8 The group has demonstrated a deep understanding of genre conventions, and a very high level of competence in their application.	8 > 6 The group has demonstrated a good understanding of genre conventions, and a good level of competence in their application.	6 > 4 The group has demonstrated a sound understanding of genre conventions, and a satisfactory level of competence in their application.	4 > 2 The group has demonstrated a basic understanding of genre conventions, and a limited level of competence in their application.	2 > 0 The group has demonstrated an elementary understanding of genre conventions, and a very limited level of competence in their application.
CINEMATOGRAPHY: The film demonstrates a well-developed understanding of Shot Framing (including Rule of Thirds & POV). The shots used are appropriate within the dramatic course of the film. The lighting is effective within the context of the narrative and genre.	10 > 8 The group has demonstrated a deep understanding of film grammar, and a very high level of competence in its application.	8 > 6 The group has demonstrated a good understanding of film grammar, and a good level of competence in its application.	6 > 4 The group has demonstrated a sound understanding of film grammar, and a satisfactory level of competence in its application.	4 > 2 The group has demonstrated a basic understanding of film grammar, and a limited level of competence in its application.	2 > 0 The group has demonstrated an elementary understanding of film grammar, and a very limited level of competence in its application.
CONTINUITY: There is no 'slack time'. The story or account is told with an economy of shots and scenes, appropriate shot sequencing, and carefully selected scene transitions, to produce a logical and convincing narrative pace to the film.	10 > 8 The group has demonstrated a deep understanding of continuity, and a very high level of competence in its application.	8 > 6 The group has demonstrated a good understanding of continuity, and a good level of competence in its application.	6 > 4 The group has demonstrated a sound understanding of continuity, and a satisfactory level of competence in its application.	4 > 2 The group has demonstrated a basic understanding of continuity, and a limited level of competence in its application.	2 > 0 The group has demonstrated an elementary understanding of continuity, and a very limited level of competence in its application.
SOUNDTRACK: The selected music reinforces or adds to the story-telling power of the visual elements of the film.	5 The group has demonstrated a deep understanding of soundtrack orchestration, and a very high level of competence in its application.	4 The group has demonstrated a good understanding of soundtrack orchestration, and a good level of competence in its application.	3 The group has demonstrated a sound understanding of soundtrack orchestration, and a satisfactory level of competence in its application.	2 The group has demonstrated a basic understanding of soundtrack orchestration, and a limited level of competence in its application.	1 The group has demonstrated an elementary understanding of soundtrack orchestration, and a very limited level of competence in its application.
TITLES & CREDITS: Titles and credits are provided for the film that are congruent with the film's genre and message, and that provide appropriate recognition for cast, crew, and copyright material.	5 The group has demonstrated a deep understanding of titles & credits, and a very high level of competence in their application.	4 The group has demonstrated a good understanding of titles & credits, and a good level of competence in their application.	3 The group has demonstrated a sound understanding of titles & credits, and a satisfactory level of competence in their application.	2 The group has demonstrated a basic understanding of titles & credits, and a limited level of competence in their application.	1 The group has demonstrated an elementary understanding of titles & credits, and a very limited level of competence in their application.

Description

PART B: WebQuest [Individual Task]

For this individual assignment, you are going to design a WebQuest built using the principles of Project Based Learning and Quality Teaching.

A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. The model was developed by Bernie Dodge at San Diego State University in 1995. Since those early days, tens of thousands of teachers have embraced WebQuests as a way to make good use of the internet while engaging their students in the kinds of thinking that the 21st century requires. The model has spread around the world, with special enthusiasm in Brazil, Spain, China, Australia and Holland.

You can find resources on WebQuests here:

<https://webquest.org>

Your WebQuest should consist of the following components:

- (1) An introduction that sets the stage, providing and critical background information, and giving the task that follows a real-world context.
- (2) A description of the task the students will engage in, that must: (a) be syllabus and stage appropriate; (b) function as a collaborative project that will be investigated over an extended period of time, such as 2-3 classes; (c) involve responding to a real-world problem, complex question, or exciting challenge that requires higher order thinking; and (3) develop and demonstrate their knowledge of core concepts, and their technological skills, by creating a public product or presentation for a real-world audience.
- (3) A carefully curated set of hyperlinked information sources needed to complete the task.
- (4) A description of the process the learners should go through in accomplishing the task, broken out into clearly described roles and steps.
- (5) Some guidance on how to organise the information required, and options for presentation of their findings.
- (6) A rubric for the project task that has 3-5 criteria only and is structured using the A-E Common Rating Scale.

Weighting

20%

Length

One-Page Website

Due Date

Monday 5 February 2024 at 11.59PM.

Submission Method

Submit link to WebQuest to Course Coordinator

Assessment Criteria

See rubric below using A-E Common Rating Scale (used in Australian schools).

Return Method

Online

Feedback Provided

Online

	A	B	C	D	E
<p>INTELLECTUAL QUALITY:</p> <p>The task demonstrates intellectual quality by requiring students to:</p> <ul style="list-style-type: none"> Focus in on the core concepts of a topic, subject, or issue. Provide a response to a problem that has multiple, contrasting, complex, or potentially conflicting solutions; Engage in higher order thinking. Demonstrate through information or reasoned argument, deep understanding of the core concepts; Demonstrate sensitivity to audience, purpose, and context in their response Provide extended or elaborated arguments, explanations, interpretations in written, oral, graphic, or dramatic form/s. 	<p>5</p> <p>Demonstrates ALL of the criteria listed to a high standard.</p>	<p>4</p> <p>Demonstrates ALL of the criteria listed to a good standard.</p>	<p>3</p> <p>Demonstrates MOST of the criteria listed to a good standard.</p>	<p>2</p> <p>Demonstrates SOME of the criteria listed to a good standard.</p>	<p>1</p> <p>Demonstrates FEW of the criteria listed to a good standard.</p>
<p>SIGNIFICANCE:</p> <p>The task has a high level of significance for the students by:</p> <ul style="list-style-type: none"> Requiring them to respond to real-world problems Requiring them to exhibit their work to public audiences Providing a narrative-based motivational framework that reflects the real-world context where this task would be relevant. Activating students background knowledge; Explicitly acknowledging and valuing different cultural perspectives on the topic, and/or requiring students to consider their response from different cultural perspectives; Making connections with knowledge from more than one disciplinary domain where relevant to completing the task. 	<p>5</p> <p>Demonstrates ALL of the criteria listed to a high standard.</p>	<p>4</p> <p>Demonstrates ALL of the criteria listed to a good standard.</p>	<p>3</p> <p>Demonstrates MOST of the criteria listed to a good standard.</p>	<p>2</p> <p>Demonstrates SOME of the criteria listed to a good standard.</p>	<p>1</p> <p>Demonstrates FEW of the criteria listed to a good standard.</p>
<p>QUALITY LEARNING ENVIRONMENT:</p> <p>The task provides a quality learning environment by:</p> <ul style="list-style-type: none"> Providing appropriate support by providing students with explicit quality criteria that sets the standards of the work expected; Creating opportunities for student ownership by giving students the opportunity to exercise control over some aspects of the task, such as the choice of activities. 	<p>5</p> <p>Demonstrates ALL of the criteria listed to a high standard.</p>	<p>4</p> <p>Demonstrates ALL of the criteria listed to a good standard.</p>	<p>3</p> <p>Demonstrates MOST of the criteria listed to a good standard.</p>	<p>2</p> <p>Demonstrates SOME of the criteria listed to a good standard.</p>	<p>1</p> <p>Demonstrates FEW of the criteria listed to a good standard.</p>
<p>TECHNOLOGY:</p> <p>The WebQuest is well designed:</p> <ul style="list-style-type: none"> It is visually appealing. Is set out clearly. Links to appropriate resources. Provides working hyperlinks. 	<p>5</p> <p>Demonstrates ALL of the criteria listed to a high standard.</p>	<p>4</p> <p>Demonstrates ALL of the criteria listed to a good standard.</p>	<p>3</p> <p>Demonstrates MOST of the criteria listed to a good standard.</p>	<p>2</p> <p>Demonstrates SOME of the criteria listed to a good standard.</p>	<p>1</p> <p>Demonstrates FEW of the criteria listed to a good standard.</p>

Assessment 2 - Essays/Written Assignments

Assessment Type Written Assignment

Purpose This assignment provides students with an opportunity to demonstrate their understanding of project based learning, Quality Teaching, backward design, and ICT pedagogy, by applying what they have learnt in the course to curriculum design.

Description In this final task, you are to write an imaginary interview transcript for the exchange between a television or radio presenter and a teacher, whose students have just won a competition with a short film that they made in class. For the purpose of this assignment, you should imagine that YOU are the teacher and your class was successful because you successfully implemented a project-based learning approach!

The interviewer wants to know what made these student projects so successful, and how the collaborative project-based learning approach that was taken, differs from traditional classroom instruction.

You should answer the interviewer's questions by giving examples of activities from your imaginary class and linking these to what you consider to be the three most important features of project-based learning.

In other words, you are sharing the principles you have identified that make project-based learning successful.

Good answers will also address any critiques that are mounted in the research literature about the collaborative project-based learning approach, and explore how it may help to overcome the so-called "digital divide".

It is important to note that there are no principles that all researchers agree on. Your task is to do some wide reading, and reflect on the processes you have experienced in this course, and drawing on relevant educational research for each point you put forward, make an argument that you think is 'warranted' by your reading of the research.

Use regular APA referencing for when any research is mentioned.

Weighting 30%
Length 1,200 words (plus or minus 20%)
Due Date Due Monday 12 February 2024 at 11.59PM.
Submission Method Online
Assessment Criteria See rubric below
Return Method Online
Feedback Provided Online

	Working Well Beyond 5	Working Beyond 4	Working At 3	Working Towards 2 or 1
Understanding of Project Based Learning	The author demonstrates a deep understanding of the key elements of project based learning that goes beyond simple lists of principles, or superficial descriptions, and shows insight into the elements discussed.	The author demonstrates a deep understanding of the key elements of project based learning that goes beyond simple lists of principles, or superficial descriptions.	The author demonstrates a recognition of the key elements of project based learning.	The author demonstrates some confusion about the key elements of project based learning, or emphasises non-core principles in their description of PBL.
Understanding Critiques of Project Based Learning	The key critiques of project based learning are understood, acknowledged, and carefully explored; and critiques are convincingly rebutted with insightful curriculum design options.	The key critiques of project based learning are understood, acknowledged, and carefully explored; and an attempt is made to rebut critiques with careful curriculum design options.	Some of the key critiques of project based learning are understood, acknowledged, and carefully explored; some attempt may be made to rebut criticisms of PBL.	The critique of project based learning is misunderstood, overlooked, or inadequately addressed.
Range of Research Literature	A wide variety of research literature, drawn from valid and reliable sources, is cited; and assignment must draw on a wide range of relevant peer-reviewed readings outside those provided.	A wide variety of research literature, drawn from valid and reliable sources, is cited; and assignment must draw on some relevant peer-reviewed readings outside those provided.	A variety of research literature, drawn from valid and reliable sources, is cited (Note: 5 articles drawn from course readings would be considered adequate for a "Working At" result).	Research literature base is inadequate, or drawn from invalid and unreliable sources.
Use of Research Literature	The research literature is used persuasively and convincingly throughout the assignment to support the author's arguments.	The research literature is used well throughout most of the assignment to support the author's arguments.	The research literature is used to support the author's arguments at various points throughout the assignment.	The research literature is used poorly, quoted inaccurately, or fails to support the author's arguments.
Use of Examples	Examples are very well chosen, convincingly addressing the topic and supporting the argument they are used to illuminate.	Good examples are provided that address the topic or argument they are being used to illuminate.	Examples are provided that address the topic or argument they are being used to illuminate.	No examples, or only poor examples are provided.
Interview Transcript Genre	The interview transcript is stylistically accurate; engages creatively with the television 'talk show interview' genre; demands the audience's attention; and compels the reader to keep reading.	The interview transcript is stylistically accurate; engages creatively with the television 'talk show interview' genre.	The assignment is presented competently in the form of an interview transcript.	The assignment is not presented in the form of an interview transcript.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: Roll will be taken. Compulsory attendance (min 80%) to pass this course.)

Full attendance is expected in all components of the course to pass. Failure to attend may result in an additional task to meet course requirements. An adverse circumstance application will be required for non-attendance at the in-school teaching experience.

Communication methods used in this course include:

Communication Methods

- Blackboard Course Site: Students will receive communications via the posting of content or announcements on the Blackboard course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews

As part of the evaluation process of any assessment item in this course an oral examination may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(Viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#).

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#).

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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