EDUC267

Classroom Management and Assessment

S2 Day 2019

Department of Educational Studies

Contents

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General Information

Unit convenor and teaching staff

Convenor & Lecturer

John De Nobile

john.denobile@mq.edu.au

Lecturer

Rod Lane

rod.lane@mq.edu.au

Lecturer

Mridul Sood

des.research@mq.edu.au

Tutor / Marker

Mandy Yeates

mandy.yeates@mq.edu.au

Tutor / Marker

Michelle Stathakis

michelle.stathakis@mq.edu.au

Tutor / Marker

Alberto Marchetto

albert.marchetto@mq.edu.au

Tutor / Marker

David Leaper

david.a.leaper@mq.edu.au

Marker

Sandy Nicoll

sandy.nicoll@mq.edu.au

Marker

Tony Kingsford-Smith

antony.kingsford-smith@mq.edu.au

Marker

Liz Sheldon

liz.sheldon@mq.edu.au

Marker

Sandy Santoro

Rod Lane

rod.lane@mq.edu.au
Credit points 3
Prerequisites ((24cp at 100 level or above) including (EDUC105 or EDUC106)) or (admission to BEd(Prim) or BEd(Sec))
Corequisites
Co-badged status
Unit description This unit provides a broad overview of classroom management theories and approaches, as well as an introduction to key concepts in educational assessment in preparation for the curriculum methodology and professional-experience-oriented units that follow.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

01 Describe key components of classroom management for effective teaching

02 Explain theoretical approaches to classroom management

03 Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches

04 Describe and explain key concepts of educational assessment

05 Apply understandings of educational assessment in a variety of ways that inform and enhance curriculum and pedagogy

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully

submitted through Turnitin.

- Faculty assignment cover sheets are <u>NOT</u> required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep

an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.=

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au

Assessment Tasks

Name	Weighting	Hurdle	Due
ASSET SURVEY	5%	No	Various
Classroom Management Plan	50%	No	23/09/2019
Examination	45%	No	Exam Period

ASSET SURVEY

Due: **Various**

Weighting: **5%**

Description: Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

Please note that identifying data will only be held by the Department of Educational Studies Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the Department. Full information is available when you open the survey.

The survey is in 5 parts and you will be awarded 1% for completion of each part for each unit in which you are enrolled that includes ASSET as part of the assessment. **Please make absolutely sure that you select ALL the relevant units in which you are enrolled when completing each survey.**

After finishing each survey, you will be presented with a screen that confirms your successful submission along with a recommendation that you screenshot this confirmation. In addition, an automated emailed confirmation of completion will be sent to the email address you nominate. To minimise the risk of this email being diverted to your spam folder, please add noreply@mq.edu.au and trigger@qemailserver.com to your email white list. If you have not received the email, please check your spam folder.

NOTE THAT EITHER THE SCREENSHOT OR EMAIL ARE SUFFICIENT EVIDENCE OF SUCCESSFUL COMPLETION IN CASE OF DISPUTE. YOU DO NOT NEED BOTH.

Participation marks will be uploaded **AFTER** the final date for completion for each part of the survey into the Grades section of iLearn. Marks will normally be uploaded within a week of the final completion date and an announcement will be made on iLearn when the participation marks are available.

If your convenor allows display of marks in the Grades section of iLearn, completion of each survey will be indicated by a mark of "1" and noncompletion by a mark of "0". If your convenor has iLearn setup to display grades only, completion of the survey will be indicated by a "HD" and noncompletion by a "F".

If you have any difficulties accessing the survey or questions regarding participation marks, please contact the Department of Educational Studies Research Administrator, Mridul Sood, at des_research@mq.edu.au. When making enquiries please ensure that the following information is included in your email:

NAME (exactly is it appears in iLearn):

STUDENT NUMBER (check this is correct):

ASSET SURVEY PART ABOUT WHICH YOU ARE ENQUIRING:

UNIT(S) ABOUT WHICH YOU ARE ENQUIRING:

SPECIFY YOUR ENQUIRY:

Please note the Research Administrator works part-time and during peak periods it may take up to 10 days to respond to your enquiry.

Enquiries regarding missing marks must be submitted within 7 days of the results being released, except where there is documented disruption to studies.

You may complete the surveys any time before the final date for completion. Final dates for completion of each part and links are provided below and each survey must be completed before 11.59 pm:

Part 1: 1 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_4PDJMSYUSgAQPR3

Part 2: 15 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_0qrBNaduYCkwkF7

Part 3: 1 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_8kqlbF9R4hToOEZ

Part 4: 15 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_0GkMDq7oNUkutA9

Part 5: 1 November

Link: https://mqedu.qualtrics.com/jfe/form/SV_5tkfSGAHpxsklnv

On successful completion you will be able to:

- 05 Apply understandings of educational assessment in a variety of ways that inform and enhance curriculum and pedagogy

Classroom Management Plan

Due: **23/09/2019**
Weighting: **50%**

The purpose of this task is to construct your first CMP. This will incorporate your newly acquired knowledge of behavior management theories and, hopefully, be something you can use as you move into extended Professional Experience, as well as later, when you begin work as a teacher.

For detailed information about this task please refer to the Task Description in iLearn.

On successful completion you will be able to:

- 01 Describe key components of classroom management for effective teaching
- 02 Explain theoretical approaches to classroom management
- 03 Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches

Examination

Due: **Exam Period**
Weighting: **45%**

The purpose of the exam is to provide an opportunity to show what you have learned about assessment theory and practice, how assessment theory can be used to enhance classroom management and how duty of care and legal responsibility impacts on classroom management.

This exam will consist questions requiring short answer and extended answers. You will be required to demonstrate what you know about theory of assessment, and legal aspects of classroom management and apply that knowledge in practical ways, and respond to short case studies using the knowledge and skill you have gained in the unit.

Specific information about the exam, including sample questions, will be provided in the

final lecture.

On successful completion you will be able to:

- 04 Describe and explain key concepts of educational assessment
- 05 Apply understandings of educational assessment in a variety of ways that inform and enhance curriculum and pedagogy

Delivery and Resources

Classes

The unit comprises two one-hour lectures and a one-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit ILearn site.

Attendance

All scheduled classes (lectures and tutorials) for this unit begin in Week 3.

However, **there are readings set for weeks 1 and 2**.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards.

Attendance at all tutorials or on campus days is expected. Attendance will be recorded.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change. Please do not arrange swaps.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials.
- Students are expected to listen to/attend weekly lectures before completing tasks and attending tutorials.

- Students are expected to complete online activities as required.

The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/

All students are expected to complete the specified reading preparation or online activities before their tutorials or on campus days.

External students

Attendance at **All** on-campus sessions is **expected**. Rolls are taken. The on campus sessions for this year are on:

Saturday 7 September (9:00-5:00)

Saturday 26 October   (9:00-5:00)

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

Required and recommended texts and/or materials

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study.

Prescribed Texts:

The following is available from the University Cooperative Bookshop and it is **essential** for this unit.

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2017). *Positive Learning Environments: Creating and Maintaining Productive Classrooms***. South Melbourne: Cengage.**

Brady, L. & Kennedy, K. (2019). *Assessment and Reporting: Celebrating Student Achievement (5e)***. Frenchs Forest: Pearson.**

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access**: The i*Learn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting**: You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

Unit Schedule

SCHEDULE OF TEACHING & LEARNING

MODULE 1: CLASSROOM MANAGEMENT >>>>>

Week/ Date	Lecture	Tutorial	Readings
1 29/7	No Lecture	No Tutorial	Stephenson, Linfoot & Martin (2000) or Little (2005)
2 5/8	No Lecture	No Tutorial	Bullying: Preventing and Responding to Student Bullying in Schools (2011) NSWDE Policy
3 12/8	L1 Classroom Management: Definitions and a Model L2 Developmental, Psychological and Environmental Bases of Behaviour	T01 Ecology & Behaviour	De Nobile et al (2017) Ch 1 + 2
4 19/8	L3 Prevention: Classroom Climate and Classroom Culture L4 Prevention: Instructional Practice and Physical Environment	T02 Relationships & Organisation	De Nobile et al (2017) Ch 3 + 4

5 26/8	L5 Planning for Classroom Management L6 Prevention and Intervention for Classroom Management	T03 The Physical and Instructional Environment	De Nobile et al (2017) Ch 5 + 10
6 2/9	L7 Behavioural Approaches to Classroom Management L8 Cognitive-Behavioural Approaches to Classroom Management	T04 Responding to Behaviour Problems	De Nobile et al (2017) Ch 6 + 7
7 9/9	L9 Psychoeducational Approaches to Classroom Management L10 Social Justice Approaches to Classroom Management	T05 Applying Theory to Classroom Management Practice	De Nobile et al (2017) Ch 8 + 9

Mid-Semester Break: 16/9 – 27/9

MODULE 2: CLASSROOM ASSESSMENT >>>>>

Week/ Date	Lecture	Tutorial	Readings
8 30/9	L11 The Roles of Assessment 1 L12 The Roles of Assessment 2	T06 Evidence-Based Assessment [online]	Bruniges (2005) Brady & Kennedy (2019) Ch 1
9 7/10	L13 Designing Assessment Tasks 1 L14 Designing Assessment Tasks 2	T07 Quality Teaching & Assessment	Brady & Kennedy (2019) Ch 2 + 3

10 14/10	L15 Marking and Grades L16 Effective Feedback	T08 Results, Feedback & Quality	DET (2000) NESA (2017)
11 21/10	L17 Aligning Curriculum, Pedagogy and Assessment 1 L18 Aligning Curriculum, Pedagogy and Assessment 2	T09 Evaluating Assessment Tasks	McTighe&Wiggins (1998) Brady & Kennedy (2019) Ch 4
12 28/10	L19 Reporting L20 Pulling the Assessment Strings Together	T10 Designing Assessment Tasks	Brady & Kennedy (2019) Ch 6 + 7

MODULE 3: ASSESSMENT & BEHAVIOUR >>>>>

Week/ Date	Lecture	Tutorial	Readings
13 4/11	L21 Assessment and Behaviour: Bringing the Two Together L22 The Legal Aspects of Classroom Management	No Tutorials	Sugai et al (2000) Newnham (2000)

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy

- Academic Integrity Policy

- Academic Progression Policy

- Assessment Policy

- Fitness to Practice Procedure

- Grade Appeal Policy

- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops

- StudyWise

- Academic Integrity Module for Students

- Ask a Learning Adviser

Attendance for undergraduate units

All Internal tutorials begin in Week 3 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus sessions on (insert dates) are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 03 Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches
- 05 Apply understandings of educational assessment in a variety of ways that inform and enhance curriculum and pedagogy

Assessment tasks

- Classroom Management Plan
- Examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 01 Describe key components of classroom management for effective teaching
- 02 Explain theoretical approaches to classroom management
- 04 Describe and explain key concepts of educational assessment

Assessment tasks

- Classroom Management Plan
- Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- 03 Plan for classroom management taking into account the theoretical bases of behaviour and knowledge of approaches

Assessment task

- Classroom Management Plan

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- 05 Apply understandings of educational assessment in a variety of ways that inform and enhance curriculum and pedagogy

Assessment tasks

- ASSET SURVEY
- Examination

Changes since First Published

Date	Description
25/07/2019	ASSET survey is not a hurdle task.