



# EDTE3880

## Curriculum and Instruction in the Secondary School II

Session 2, Special circumstance 2020

*Macquarie School of Education*

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#### **Disclaimer**

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#### **Notice**

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

## General Information

Unit convenor and teaching staff

Unit convenor

Janet Dutton

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As arranged via email

Credit points

10

Prerequisites

EDTE3870 or TEP387

Corequisites

Co-badged status

### Unit description

This unit focuses on the secondary school in its social and educational context and the knowledge and skills required for professional practice. Students develop research-based understandings of how to nurture effective school-community relations that support diverse student populations, explore a range of innovative approaches to pedagogy and analyse the factors that shape classroom learning environments and school culture. They also reflect on the qualities of effective teachers, the significance of resilience to teacher work and investigate the factors that shape the transition to teaching.

## 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:

- ULO1:** Understand the changing curriculum context in Australia.
- ULO2:** Develop a working knowledge of the relevant syllabus documents for your subject area.
- ULO3:** Develop awareness of the range of instructional strategies teachers use to promote student learning.
- ULO4:** Cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs.
- ULO5:** Critique (or reflect on) one's professional practice and that of their peers.
- ULO6:** Interpret student assessment data to evaluate student learning and modify teaching practice.
- ULO7:** Display skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching.
- ULO8:** Developing an understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation.
- ULO9:** Recognise the responsibility that all teachers have in developing the literacy and numeracy skills of their students.
- ULO10:** Develop an understanding of strategies for involving parents/carers in the educative process.

## General Assessment Information

### 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:** Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- 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.

### **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 or format appropriate to the task medium.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin and in a format accessible by the marker.
- Faculty assignment cover sheets are NOT 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.

**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
<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">ASSET Survey</a>	5%	No	As advised on iLearn
<a href="#">Quality school - community relations</a>	15%	No	Week 5
<a href="#">Teaching for diversity: Teachers' roles and responsibilities</a>	30%	No	Week 8
<a href="#">Examination</a>	50%	No	Examination period as advised

### ASSET Survey

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 1 hours

Due: **As advised on iLearn**

Weighting: **5%**

The 5 part 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.

On successful completion you will be able to:

- Critique (or reflect on) one's professional practice and that of their peers.

### Quality school - community relations

Assessment Type <sup>1</sup>: Poster

Indicative Time on Task <sup>2</sup>: 14 hours

Due: **Week 5**

Weighting: **15%**

750 words and images/tables/diagrams as appropriate. The A3 poster will provide an evidence-

based justification for selected strategies aimed at developing quality school-community relations and convey the information in a way that is effective to the audience and purpose.

On successful completion you will be able to:

- Understand the changing curriculum context in Australia.
- Develop a working knowledge of the relevant syllabus documents for your subject area.
- Develop awareness of the range of instructional strategies teachers use to promote student learning.
- Cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs.
- Developing an understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation.
- Recognise the responsibility that all teachers have in developing the literacy and numeracy skills of their students.

## Teaching for diversity: Teachers' roles and responsibilities

Assessment Type <sup>1</sup>: Viva/oral examination

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **Week 8**

Weighting: **30%**

10 minute media presentation on an issue of educational significance relating to teaching for diversity, the distinctive features of a particular teaching subject; role and responsibilities of a teacher.

On successful completion you will be able to:

- Understand the changing curriculum context in Australia.
- Develop a working knowledge of the relevant syllabus documents for your subject area.
- Develop awareness of the range of instructional strategies teachers use to promote student learning.
- Cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs.
- Critique (or reflect on) one's professional practice and that of their peers.
- Developing an understanding of important contextual aspects of professional practice



including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation.

- Develop an understanding of strategies for involving parents/carers in the educative process.

## Examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 50 hours

Due: **Examination period as advised**

Weighting: **50%**

The open book examination will canvas a representative sample of the unit topics and comprise a mix of short answer questions and extended responses. The questions will require students to synthesise knowledge understandings and skills from the unit readings, weekly focus questions, lectures and workshop activities/resources, using illustrative examples from teaching areas.

On successful completion you will be able to:

- Understand the changing curriculum context in Australia.
- Develop a working knowledge of the relevant syllabus documents for your subject area.
- Develop awareness of the range of instructional strategies teachers use to promote student learning.
- Cater for the diverse needs of learners, especially those from non-English speaking backgrounds, Indigenous students and those with special needs.
- Critique (or reflect on) one's professional practice and that of their peers.
- Interpret student assessment data to evaluate student learning and modify teaching practice.
- Display skills in thinking critically about the potential of information and communication technologies to enhance the quality of learning and teaching.
- Developing an understanding of important contextual aspects of professional practice including: effective teaching, curriculum differentiation, classroom management, effective communication, assessment and evaluation.
- Recognise the responsibility that all teachers have in developing the literacy and numeracy skills of their students.
- Develop an understanding of strategies for involving parents/carers in the educative process.

<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

### Required text

The prescribed text is retained from EDTE3870.

Clark, M. & Pittaway, S. (2014). *Marsh's becoming a teacher* (6th Ed.). Frenchs Forest: Pearson Australia.

The weekly and recommended readings are listed on iLearn and via Leganto.

### Structure

The unit comprises lecture content, synchronous tutorials and independent/group learning activities as advised on iLearn.

Students will have opportunities to discuss issues and questions arising from the lectures and prescribed readings basing their arguments/discussions on evidence from published research and other relevant material. 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.

Attendance at all synchronous tutorials/activities and completion of unit tasks is 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.n.mq.edu.au>

### Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Regular access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

### Lectures

Lectures are available on the web through the ECHO360 lecture component. You must listen to

all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

### 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/](https://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](https://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 *iLearn* 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**.

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

## Unit Schedule

Please see iLearn for information about unit schedule, readings and activities.

Module	Topic	Focus questions
Module 1	Introduction and reflecting on Professional Experience	The transition to teaching: Research-informed models and perspectives of PST experiences. What have you learned during your professional experience? How will you use these experiences to inform your future teaching? What is the role of reflective classroom practice, critical communities of conversation and professional learning?

Module 2	Role & responsibilities of a teacher	<p>Role and responsibilities of effective teachers: What role does data play in informing good teaching?</p> <p>How can teachers gather, analyse and interpret data to inform their practice, enhance student learning and communicate with parents?</p>
Module 3	School-parent/carer-community relations	<p>What role do/can parents and caregivers play in the education of young people?</p> <p>What can we learn from case studies of strategies that foster responsiveness, opportunities and productive links with students from diverse backgrounds?</p> <p>What are some of the opportunities for engaging with parents and caregivers you have observed during professional experience? Were these effective? Why/why not?</p>
Module 4	Assessment in diverse school communities	<p>What role does assessment of, as and for learning play in providing a more balanced approach to assessment in diverse secondary schools?</p> <p>What is the purpose of Assessment?</p> <p>In what ways is student well-being important in relation to assessment?</p>
Module 5	Diverse classrooms: Supporting Aboriginal and Torres Strait Islander learners	<p>How has our shared history shaped the challenges and opportunities that exist for Indigenous learners in the contemporary classroom?</p> <p>What have been some key changes in the areas of curriculum, policy and pedagogy pertaining to Indigenous learners? How will these changes inform your teaching?</p> <p>What are some effective strategies for supporting Aboriginal and Torres Strait Islander learners? How might these be adapted to your subject area?</p>
Module 6	Exploring alternative pedagogies in the secondary classroom	<p>How are alternative pedagogies different to more traditional teaching approaches?</p> <p>In what ways can technology enrich and challenge learning in schools?</p> <p>How can we best prepare learners for their 21<sup>st</sup> century education and life beyond schools?</p> <p>What role can instructional models such as project-based, problem-based and flipped forms of learning play in the secondary classroom?</p> <p>How might you adapt and apply a broader range of pedagogies in your subject area?</p>
Module 7	Creating effective learning Environments	<p>How do we facilitate the physical dimension of a quality learning environment?</p> <p>How can instructional models such as Cooperative Learning; Flipped Learning; Project Based learning assist teachers in facilitating a high quality learning environment? How might models like these be adapted to your subject area?</p> <p>Will/should classrooms look the same in the 21<sup>st</sup> century? Why?/Why not?</p>

Module 8	Innovation through technology	<p>How can we create rich learning environments using the digital medium?</p> <p>How can the digital medium be used in your subject area to enrich engagement and critical thinking?</p> <p>What equity issues are associated with technology based learning.</p> <p>Workshop activities to design curriculum activities using technology.</p>
Module 9	Improving educational and community outcomes	<p>What do we know about schools, low SES backgrounds and equity?</p> <p>Reforming schools for social justice and inclusion: School based strategies that recognise and nurture cultural and linguistic diversity; situating inclusive practices, values education, civic and citizenship education, comparative study of religion in school curriculum and culture. Analysis of research &amp; case studies.</p> <p>Do we have equity in education in Australia? How do we know?</p> <p>How can we improve educational outcomes for all students through research-based practice?</p> <p>What factors impact on the educational outcomes of students from low SES backgrounds?</p> <p>What are effective strategies for supporting low SES students?</p> <p>How might these be adapted to assessment and other practices in your subject area?</p>
Module 10	Creative classrooms	<p>What do we mean by creativity and creative practice in education?</p> <p>What are the benefits of creative practice in educational settings?</p> <p>How might we implement: creative classroom practices?</p> <p>What are the barriers to creative practice in educational settings?</p>
Module 11	Transforming schools	<p>Where to in the future? What do we want our students to know and do? How do we/can we innovate in schools?</p> <p>What are some of the educational possibilities, frontiers and challenges for schools and education?</p>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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.*)

Students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Department Procedures

In addition, the following policies and procedures of the Macquarie School of Education are applicable in this unit.

### Attendance for undergraduate units

Activities completed during tutorials (internal) and during independent learning 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 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.

### Unit Expectations

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

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.

*Students must not attend face-to-face tutorials if unwell and should notify the unit convenor to make alternative arrangements.*

### **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

## **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](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## **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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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.