



EDTE3540

Curriculum and Teaching in the Primary School 4

Session 2, Special circumstance 2020

Macquarie School of Education

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

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

Susan Busatto

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Credit points

10

Prerequisites

EDTE353 or EDTE3530

Corequisites

Co-badged status

Unit description

This unit is the fourth in the sequence of primary curriculum units. The lectures and workshops focus on the syllabus structure, content and skills of the key learning areas of English and Mathematics. It aims to develop a range of pedagogical strategies and resources for planning an integrated sequence of learning experiences that differentiate for learning in regular classrooms and enhance the students' skills in assessment and reporting. In this unit students will develop two units of work for a primary school class (focused on building knowledge of literature and critical and multi-modal literacy skills AND a maths investigation that involves the integration of mathematics and technology knowledge and skills).

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: Demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum.

ULO2: Demonstrate developed skills and a knowledge of pedagogies to: plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs

and abilities; interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; select and utilize resources across a wide range of types including the integration of ICT tools and resources.

ULO3: Demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting.

ULO4: Reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession.

ULO5: Apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

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 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.
- You are required to use an appropriate form of software to present your assignments.
- 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.

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 Assessment Penalty** *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 (including weekends) after the original submission deadline. No late submissions will be accepted for timed assessments - e.g. quizzes, online tests. 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: ASSET Survey

Due: Varies

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 School of Education 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 School of Education 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 School of Education 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 School if you choose.

Please note that identifying data will only be held by the School of Education Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in

the School. 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 School of Education Research Administrator, Mridul Sood, at ed_research@mq.edu.au. When making enquiries please ensure that the following information is included in your email:

NAME (exactly as 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_9yLeIsU1IBMUKAI

Part 2: 15 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_7ak8Qq9gPidlpIN

Part 3: 1 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_2sebMJ4Vge1qUJv

Part 4: 15 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_6txfR6mOONBB857

Part 5: 1 November

Link: https://mqedu.qualtrics.com/jfe/form/SV_1KSlaWam49lfuE5

Assessment Tasks

Name	Weighting	Hurdle	Due
Math Unit of Work	35%	No	WEEK 5 Friday, September 11, 8am

Name	Weighting	Hurdle	Due
<u>English Unit of Work</u>	35%	No	WEEK 10, Friday October 30, 8am
<u>Evidence based development</u>	5%	No	October 30, 5pm
<u>ASSET Survey</u>	5%	No	various due dates
<u>Examination or Specialisation unit of work</u>	20%	No	Exam week

Math Unit of Work

Assessment Type ¹: Lesson plan

Indicative Time on Task ²: 25.5 hours

Due: **WEEK 5 Friday, September 11, 8am**

Weighting: **35%**

Mathematics Unit of Work: Design a mathematical sequence of five learning experiences (a unit of work) for students (about 1500 words).

On successful completion you will be able to:

- Demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum.
- Demonstrate developed skills and a knowledge of pedagogies to: plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; select and utilize resources across a wide range of types including the integration of ICT tools and resources.
- Demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting.
- Apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

English Unit of Work

Assessment Type ¹: Lesson plan

Indicative Time on Task ²: 25.5 hours

Due: **WEEK 10, Friday October 30, 8am**

Weighting: **35%**

English Unit of Work: Design a unit of work of English content based on the theme of Children's

Book Council of Australia Book Week using Program Builder (about 1500 words).

On successful completion you will be able to:

- Demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum.
- Demonstrate developed skills and a knowledge of pedagogies to: plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; select and utilize resources across a wide range of types including the integration of ICT tools and resources.
- Demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting.
- Reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession.
- Apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

Evidence based development

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 3 hours

Due: **October 30, 5pm**

Weighting: **5%**

Evidence based development

On successful completion you will be able to:

- Demonstrate developed skills and a knowledge of pedagogies to: plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; select and utilize resources across a wide range of types including the integration of ICT tools and resources.
- Demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting.
- Reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession.
- Apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

ASSET Survey

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 3 hours

Due: **various due dates**

Weighting: **5%**

Survey

On successful completion you will be able to:

- Reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession.

Examination or Specialisation unit of work

Assessment Type ¹: Examination

Indicative Time on Task ²: 3 hours

Due: **Exam week**

Weighting: **20%**

Examination for BABEd(Prim)/(BA-PsychBEd(Prim) OR Digital unit of work on literacy or numeracy specialisation (BEd(Prim))

On successful completion you will be able to:

- Demonstrate a working knowledge of subject content in NSW K-6 (2012) English and Mathematics syllabuses from Early Stage 1 - Stage 3 and understand the place of these Key Learning Areas in the K-6 Curriculum.
- Demonstrate developed skills and a knowledge of pedagogies to: plan lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English and the Mathematics classrooms; select and utilize resources across a wide range of types including the integration of ICT tools and resources.
- Demonstrate effective strategies, skills and classroom practices to enhance student learning ensuring appropriate assessment and reporting.
- Reflect critically and show an understanding of the professional role of the teacher including an awareness of 'The Code of Conduct' for the teaching profession.
- Apply an understanding of the Australian Curriculum in relation to the NSW K-6 Mathematics and English syllabuses.

¹ 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.

² 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

All classes for EDTE3540 will begin in WEEK 3. This is the week beginning AUGUST 10, 2020.

This unit has a full web presence through *iLearn*. Weekly 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. Students will need regular access to a computer and the Internet to complete this unit.

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

There will be ONE weekly, 1 hour lecture. The weekly lectures will be available via ECHO360. Some lectures may be offered via zoom to increase interactivity. Reading lecture slides is not sufficient for your study purposes. Ensure that you listen to the lectures, too. PowerPoint slides are available on iLearn in advance of the weekly lecture.

TUTORIALS

There will be ONE weekly, 2 hour tutorial

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. 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.

Activities completed during weekly tutorials 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, including zoom tutorials, 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.

Mathematics

There are no required texts for this unit. The following are **recommended**:

Reys, R.E., Lindquist, M., Lambdin, D.V., Smith, N.L., Rogers, A., Cooke, A., Bennett, S., Ewing, B., West, J. (2019). *Helping children learn mathematics (4e)*. Wiley & Sons, Australia.

- The textbook + interactive e-text code can be purchased from Wiley directly for \$124.95. Go to <https://www.wiley.com/en-au/Helping+Children+Learn+Mathematics%2C+3rd+Australian+Edition-p-9780730369288>
- The e-book is available for \$75 (this is the most convenient way to access your textbook). go to <https://www.wiley.com/en-au/Helping+Children+Learn+Mathematics%2C+3rd+Australian+Edition-p-9780730369233>

Siemon, D., Beswick, K., Brady, K., Clark, J., Faragher, R., & Warren, E. (2015). *Teaching mathematics: Foundations to middle years. (2nd ed.)* South Melbourne: Victoria Oxford University Press.

NSW Mathematics K-10 Syllabus. This can be downloaded directly from <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

English

Prescribed Texts:

The following are **essential** for this unit.

BOSTES (2016). *Grammar: A guide for teachers*. Sydney: BOSTES.

BOSTES (2015). *Phonics: A guide for teachers*. Sydney: BOSTES.

BOSTES (2010). *Dictionary of classroom strategies K – 6*. Sydney: BOSTES. **Your prescribed weekly readings** are available through Leganto on the iLearn page

Unit Schedule

Module	Week beg	Lecture	Tutorial
1	Aug 10	Review of Curriculum and planning for learning	Linking the NSW Maths K-6 syllabus to the Australian Curriculum, Mathematics, and the National Numeracy Learning Progressions
2	Aug 17	Programming, Assessment, and reporting in mathematics	Critically evaluate assessment tasks/questions/resources that can improve the design of assessing learning experiences
3	Aug 24	Programming in mathematics	Examine examples of teacher and school-based Maths programs/programming.

4	Aug 31	Effective classroom practices and ICT resources	Effective strategies, skills and classroom practices to enhance student learning in the mathematics classroom
5	Sept 7	Becoming a professional teacher of mathematics	Review of a range of strategies for assessing primary mathematics including rich teaching / learning / assessment including integration across strands and substrands with a focus on WM and differentiation
MID SESSION BREAK			
6	Sept 28	Speaking, Listening - Communicating	The role of oral language in use in context. Strategies for Speaking and Listening in the classroom Programming for oral and aural communication
7	Oct 5	Speaking, Listening - Communicating	Exploring effective questioning, debating, summarising and retelling in relation to a variety of texts Oral and Aural Assessment strategies
8	Oct 12	Reading and Viewing	Selecting texts for the English classroom; - Exploring graphological, phonological, syntactic and semantic knowledge in reading; - Reviewing strategies for developing a critical approach to reading and viewing text.
9	Oct 19	Reading and Viewing	Identifying skills and strategies to develop comprehension skills through the use of a wide range of quality literature, texts and visual images. Features of classroom practice to consider in teaching Reading and Viewing: intellectual quality, quality learning environment and significance.
10	Oct 26	Writing and Representing	Identifying skills and strategies used to develop the writing skills of students at each Stage. Recognising audience, purpose, context and form when composing imaginative, informative and persuasive texts.
11	Nov 2	Writing and Representing	online

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 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 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

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.