Tasmanian Institute of Learning and Teaching

ELT505
The Scholarship of Teaching and Learning

Semester 1, 2015

Unit Outline

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Electronic copy of this unit outline (including criteria sheets) will be available from 2nd Feb, 2015 (first day of class) at:
http://www.teaching-learning.utas.edu.au/professional-development/gradcerts
and in MyLO.

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Unit description

ELT505
The Scholarship of Teaching and Learning

This unit has two inter-related purposes: to develop your educational research skills and to improve your students' learning. In this unit, you explore the principles, theories and practice of the scholarship of university teaching and learning. You are introduced first, to a broad range of literature that reconsiders the notion of scholarship and second, to a number of approaches to engage with the scholarship of teaching and learning (SoTL). This aims to broaden your conception of what constitutes knowledge, evidence, practice and scholarship in teaching and learning. The primary outcome of this unit is a scholarly research paper in which you report to a wider community on an inquiry (into an aspect of teaching and learning) that you have designed and undertaken throughout the semester.

Staff: Dr Wendy Green and Dr Sharon Thomas

Unit weight: 12.5%

Teaching pattern: 1 x 3 days and 1 single day, face-to-face block teaching (video-conferenced between Launceston and Rozelle, if necessary)

Prerequisites: ELT501 (if in the E5T course) or CAM502 (if in the E5S course)

Required:

- ELT505 unit Reader (details emailed to all enrolled participants prior to commencement of unit).

Course: [E5T/E5S]
Intended learning outcomes

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

1. critically reflect upon the scholarship of teaching and learning literature and issues pertinent to your and others’ teaching and learning contexts
2. design and conduct a research-based inquiry into an aspect of a specific teaching and learning context
3. communicate in academic teaching and learning contexts by writing a preliminary literature review and a scholarly research article.

Graduate Quality Statement

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

As a result of feedback obtained from students in 2012, the first assessment task was changed from an oral presentation (critique of teaching and learning journal article) to a preliminary literature review. As a result of feedback from 2013, this assessment task (literature review) has been retained, but with word length extended.

Prior knowledge &/or skills

You need to have completed ELT501 (E5T course) or CAM502 (E5S course).

Learning expectations and teaching strategies/approaches

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.
The University’s Code of Conduct for Teaching and Learning states:

*Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*

As a student in this unit, there is an expectation that you are committed to self-improvement in your teaching and/or other educational activities, and that you are willing to engage colleagues in this process.

Specifically, there is an expectation that you will embrace Ronald Barnett’s (2009) *Elements of a Professional Will:*

**Dispositions:**
- A will to learn; to go on learning
- A will to encounter strangeness/the unfamiliar
- A will to engage
- A preparedness to listen
- A willingness to be changed
- A determination to keep going.

**Qualities**
- concern (for the intrinsic nature of the profession)
- fortitude/ resilience
- carefulness
- self-restraint
- integrity
- respect for others

**Evoking this ‘professional will’: aims for professional education**
- Coming to understand key strands of contemporary knowledge germane to a practice (will be multidisciplinary)
- Capacities to live in a practice and become part of its community
- Capacities to live out authentically one’s practices in a self-monitoring & self-critical mode (even at the cost of self-estrangement)
- Capacities to communicate with multiple audiences

(from 'Learning to be a Professional’ conference, March 2009, Surrey Centre for Excellence in Professional Training and Education (SCEPTrE) University of Surrey, London)

**Teaching and learning strategies**
This unit is taught in 2 face-to-face teaching blocks (3 days in February and 1 day in April, video-conferenced between Launceston and Rozelle, if necessary). Collaborative learning is a feature of this unit, both within, and outside of, the block teaching phases. Self-managed, contextualised, research-based inquiry is the primary learning strategy.
Learning resources and communication

**MyLO**

This unit is web supported and access to the MyLO online unit is recommended. MyLO access will be available from Monday, 2\(^{nd}\) February (the first day of class). Log in to MyLO at: [http://www.utas.edu.au/learning-teaching-online/](http://www.utas.edu.au/learning-teaching-online/), and then select ELT505 Scholarship of Teaching and Learning from the list of units. For help in using MyLO, go to [http://www.utas.edu.au/learning-teaching-online/new-mylo/home](http://www.utas.edu.au/learning-teaching-online/new-mylo/home)

**Technical requirements for MyLO**

For help and information about setting up your own computer and web browser for MyLO, see: [http://uconnect.utas.edu.au/](http://uconnect.utas.edu.au/)

You can access the University network and MyLO via a laptop computer or other mobile device. See: [http://uconnect.utas.edu.au/uana.htm](http://uconnect.utas.edu.au/uana.htm)


For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at [http://www.utas.edu.au/service-desk/](http://www.utas.edu.au/service-desk/)

Learning resources required

**Required Readings**

**ELT505 Reader**

Information about the ELT505 Reader will be emailed to you prior to the commencement of the unit. It is expected that you will become familiar with the articles/chapters in this reader prior to the first face-to-face video-conferenced session in February.

You should draw upon the knowledge and understandings contained within the Reader to inform both class discussions and assessment tasks for the unit.

**Recommended Readings**

**Books**

(These books appear under the ‘Readings’ tab in the library Reading List for ELT505)


  *Library Call no.*
  
  LA 227.4.B69 1990 (3 day loan)

Library Call no.
LB 1028 C742 2005 (3 day loan)

This is a general text which provides a useful overview of educational research approaches, including how to write a literature review.


Library Call no.
LB 2331.T73 2007 (3 day loan)

Individual papers in this collection are available electronically through the Sydney eScholarship Repository at: [http://ses.library.usyd.edu.au/handle/2123/1820](http://ses.library.usyd.edu.au/handle/2123/1820)

If you type in ‘Contents’ in the ‘Search’ space the chapter titles will appear with live links.

Journal articles

(These articles appear under the ‘Texts’ tab in the library Reading List for ELT505)


In this article the authors challenge the traditional methodology of knowledge production and propose a ‘practitioner-as-researcher’ model.


[http://eprints.uwe.ac.uk/11735/2/%3Cstrong%3Ethematic%3C/strong%3E_analysis...](http://eprints.uwe.ac.uk/11735/2/%3Cstrong%3Ethematic%3C/strong%3E_analysis...)

This lengthy article is well worth the read. It demystifies much about analysing qualitative data thematically. *(Please note that this reading does not appear in the ‘Reading List’ in the library/MyLO – hence the electronic link).*


This article will be of interest to students enrolled in ELT505 – one of the capstone units of the Graduate Certificate in University Learning and Teaching offered at the University of Tasmania. It highlights the positive outcomes of engagement in such a degree at a UK university. Interestingly, these outcomes mirror those identified in a UTAS evaluation of 2009 (see Thomas, S. (2009). *Graduate Certificate in University Learning and Teaching and Graduate Certificate in Learning and Teaching for Health Professionals: An evaluation report*. Centre for the Advancement of Learning and Teaching: University of Tasmania).

This article highlights the ways in which our informing theories can influence our approach to, and reporting of, the scholarship of teaching and learning. It provides practical and useful examples of how this translates at a practitioner research level.

Online resources

(These ejournals appear under the ‘Readings’ tab in the library Reading List for ELT505)

- The Journal of Scholarship of Teaching and Learning (JoSoTL) and
- International Journal for the Scholarship of Teaching and Learning (IJ-SoTL)
  
  Both these journals are USA-based and deal specifically with issues related to the field of SoTL – i.e. the conceptual basis of SoTL and practical examples of SoTL.

- Teaching and Learning Inquiry
  
  This is a relatively new journal – the first issue being March 2013. It is the journal of ISSOTL (International Society for the Scholarship of Teaching and Learning).

- Innovative Higher Education (American focus with numerous examples of practitioner research projects)

- Higher Education Research and Development (Australian focus with numerous examples of practitioner research projects)

- Journal of University Teaching and Learning Practice.
  
  This University of Wollongong publication contains examples of research into learning and teaching in higher education. The publishers state the purpose of the journal to be: “to bridge the gap between journals covering purely academic research and more pragmatic articles and opinions published elsewhere.”

- International Journal of Higher Education
  
  This journal is particularly useful for an international perspective on higher education learning and teaching. Many of the articles have contexts other than Western.

Reading Lists

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. To access Reading Lists please go to http://rlms.utas.edu.au/erl/ and type in the unit code: ELT505. The Reading List is also available through MyLO.

Please note that the library Reading Lists categorise all readings in this unit into ‘Texts’ and ‘Readings’ and automatically alphabetise all readings within those categories. In this unit you are strongly encouraged to consult this unit outline and, in particular, the unit Reader guidelines (emailed to you and housed in MyLO) to discover the recommended timing and order of readings.
Details of teaching arrangements

**Face-to-face sessions**

- **Monday, 2nd February, 2015**, (9.30 a.m. – 4.00 p.m.)
  Launceston

- **Tuesday, 3rd February, 2015**, (9.30 a.m. – 4.00 p.m.)
  Launceston

- **Wednesday, 4th February, 2015**, (9.30 a.m. – 4.00 p.m.)
  Launceston

- **Thursday, 2nd April, 2015**,
  Launceston

The following is an outline of topics to be covered in class time. The order of these topics is indicative only, and will be confirmed on the first day of class.

<table>
<thead>
<tr>
<th>Session day</th>
<th>AM 1</th>
<th>AM2</th>
<th>PM</th>
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<tbody>
<tr>
<td>One</td>
<td></td>
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<tr>
<td>2nd Feb</td>
<td>Introduction to the unit, The Scholarship of Teaching &amp; Learning (SoTL) (including unit outline, assessment tasks &amp; criteria sheets)</td>
<td>Defining the field (Discussion based on readings in reader)</td>
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<td>Introduction to doing practitioner (SoTL) research</td>
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<td></td>
<td>• history of SoTL</td>
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<td>• key authors</td>
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<td>• key concepts</td>
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<td>• past &amp; present trends</td>
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<td>• contested areas</td>
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<td>• personal experiences with SoTL</td>
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<td>Class lunch</td>
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<td></td>
<td>Designing SoTL research</td>
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<td></td>
<td></td>
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<td>• what, why, how and so what?</td>
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<td>• collaboration – pros &amp; cons</td>
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<td>• previous ELT505 projects</td>
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<td>Two</td>
<td>Research approaches &amp; methods in SoTL</td>
<td>Writing your SoTL lit review (part 1) presented by the Education librarian</td>
<td>Ethics</td>
</tr>
<tr>
<td>3rd Feb</td>
<td>• research paradigms</td>
<td>• Exemplar – assessment task 1 – the lit review (grading previous ELT505 lit review)</td>
<td>Presented by Chair of the UTAS Social Sciences HREC</td>
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<tr>
<td></td>
<td>• quantitative/qualitative</td>
<td></td>
<td>• The what, why and how of ethics for SoTL</td>
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<td></td>
<td>• ethnography</td>
<td></td>
<td>• 'minimal risk' applications</td>
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<td></td>
<td>• case study</td>
<td></td>
<td>Initial planning for your your research project</td>
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<td>• narrative</td>
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<td>• phenomenology</td>
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<td>• grounded theory</td>
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<td></td>
<td>• action research</td>
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<tr>
<td>Three</td>
<td>Approaches to reporting SoTL research</td>
<td>Analysing qualitative data</td>
<td>Writing your SoTL lit review (part 2)</td>
</tr>
<tr>
<td>4th Feb</td>
<td>• Weimar's 7 categories</td>
<td></td>
<td>• presentation</td>
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</tbody>
</table>
developing & refining your SoTL research question/s
Initial planning for data collection
followed by writing/peer review exercise

Feedback & discussion on assessment task 1
Assessment task 2
- exemplar (grading previous ELT505 research paper)

Effective SoTL writing
- developing critical perspectives
- ‘tips and tricks’
Refining your research plan with peer input
- What, why, how, timeline, target journal

### Unit schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic/activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>• Pre-class reading (ELT505 Reader)</td>
<td></td>
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<tr>
<td>February</td>
<td>• Face-to-face class time (2-4 February)</td>
<td></td>
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<tr>
<td></td>
<td>• Initial planning for assessment tasks</td>
<td></td>
</tr>
<tr>
<td>February and March</td>
<td>• Continued reading (recommended reading list from unit outline)</td>
<td>1. Preliminary literature review (Mon, 30th March)</td>
</tr>
<tr>
<td></td>
<td>• Continued planning of research-based inquiry – assessment task 2 (e.g. ethics application)</td>
<td></td>
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<tr>
<td></td>
<td>• Preparation of assessment task 1 (preliminary literature review)</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>• Face-to-face class time (2nd April)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Engagement in research-based inquiry (e.g. data collection)</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>• Engagement in research-based inquiry (e.g. data analysis)</td>
<td>2. Journal article (Mon, 8th June)</td>
</tr>
<tr>
<td></td>
<td>• Writing of journal article</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>• Final editing of journal article</td>
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**Occupational health and safety (OH&S)**
The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s policy at: [http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

**Specific attendance/performance requirements**
There is an expectation that students will attend all f2f class days. Under exceptional circumstances, prior arrangements may be made with the unit coordinator.
**Assessment**

*Assessment schedule*

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to ILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1:</td>
<td>Mon, 30th March</td>
<td>30%</td>
<td>1 and 3</td>
</tr>
<tr>
<td>Assessment Task 2:</td>
<td>Mon, 8th June</td>
<td>70%</td>
<td>1,2 and 3</td>
</tr>
</tbody>
</table>
# Assessment task 1 – 30%
## Preliminary literature review

| **Task description** | Prepare a preliminary literature review for your scholarly research article (assessment task 2). This literature review will appear in a *distilled* form in your final article. (While you may work independently on this task, you are encouraged to work in pairs or small teams on both this and the major research project).

This preliminary literature review should provide a succinct overview of existing research in your chosen area/topic and identify any relevant research ‘gaps’. Your literature review is to highlight what and how your intended research will contribute to the existing area/topic. It should also *analyse* and *evaluate* existing research, not just *describe* it. (Please see assessment criteria sheet for detailed description of qualities of an effectively written literature review, including ‘evidence’ of effective ‘analysis’ and ‘evaluation’).

It is strongly recommended that you read a number of existing literature reviews in already published teaching and learning journal articles (see Reading Lists in this unit outline for suggestions) as ‘models’ of how these reviews are organised/presented. Part of class time in February will also be spent discussing how to prepare literature reviews for teaching and learning research publications.

The purpose of this task is two-fold. First, it will ensure a timely engagement with the background/planning stages of your research-based inquiry (i.e. a compulsory ‘kick-start’ for your research). Second, it will allow you to more effectively *scope* and *refine* your research (i.e. identify just how big/small/complex the area/topic is and how/why you might need to modify/refine your initial research plans. For example, you might find that you need to reframe your research question in the light of your literature review).

| **Task length** | 1200 – 1500 words

You will be asked to contribute to an informal class discussion on Thursday, 2\textsuperscript{nd} April during which you share your findings from this preliminary literature review (e.g. focus/topic of your review, trends/patterns emerging, challenges of the task, how it influenced your research plan etc.)

| **Links to unit’s ILOs** | 1 and 3

| **Assessment criteria / guidelines** | • summarise and synthesise scholarly learning and teaching literature
• analyse and evaluate scholarly learning and teaching literature
• reflect on what you have learnt from your literature review and draw conclusions about how it will allow you to more effectively scope and refine your research
• communicate in academic writing |
### Assessment task 2 –70% 
**Academic journal article**

| **Task description** | Write a scholarly research article – preferably in collaboration with an ELT505 class member/s – in preparation for potential publication in a peer-reviewed academic journal. This article will report on the outcomes of a research-based inquiry into a specific teaching and learning context.

You will *design* and *undertake* this research-based inquiry (including background reading, application for Ethics approval, data gathering and data analysis) throughout semester 2.

Assessment of this article by the unit coordinator should be viewed by students as a ‘first round’ peer review opportunity before deciding whether/when to submit to a journal for consideration for publication.

*Please note, it is *not* a requirement for successful completion of this unit that the article is accepted for publication. The purpose of the assessment task is to introduce students to the process of learning and teaching research - with the added bonus of a possible future publication.*

More detail for this assessment task will be provided in class. |
| **Task length** | Negotiable (approx. 3000-6000 words) – limits vary according to specific journal requirements |
| **Links to unit’s ILOs** | 1,2 and 3 |
| **Assessment criteria / guidelines** | • design a research-based inquiry
• critically evaluate research findings
• communicate in the form of a journal article |
| **Date due** | Monday, 8\textsuperscript{th} June. |
How your final result is determined

Your final result is determined by summing the marks obtained for all assessment tasks. It is the practice of the Faculty of Education (the Faculty within which this graduate certificate is housed) that moderation of marks may occur.

Submission of assignments

Completed assessment tasks should be submitted to the ELT505 MyLO ‘drop box’ by the due date.

Requests for extensions

All requests for extensions should be submitted via email to the unit coordinator (w.j.green@utas.edu.au) before the due date of the assignment. Generally, foreseeable work commitments will not be grounds for an extension.

Penalties

Unless an extension has been granted in writing, a penalty of 10% of the awarded mark will be deducted for each day the assignment is overdue. As assignments are to be submitted electronically, submission on weekends is possible. Weekend days, therefore, will attract the same penalties as weekdays.

Task length and word limits have been set for the first assessment task only. Being able to prepare a succinct literature review is fundamental to scholarly publishing. Submissions that exceed the word limit by more than 10% will incur a penalty of 10% of the awarded mark for each 10% over the word limit.

Resubmissions

Resubmission of assignments will only be allowed in exceptional circumstances and will be considered on a case-by-case basis by the unit coordinator.

Review of results and appeals

Appeals should go to the unit coordinator in the first instance (Dr Wendy Green). If unresolved, appeals would then normally progress to the course coordinator (Andera.Adam@utas.edu.au).

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is APA as it is the most common referencing system used in teaching and learning publications. APA is a requirement for assessment task 1 in this unit. However, for assessment task 2 you should use
the referencing system specified by your target journal (often this is APA, but not always).

For information on presentation of assignments, including referencing styles:
http://utas.libguides.com/referencing

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

**Academic misconduct**

**Academic misconduct** includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
(b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see http://www.utas.edu.au/__data/assets/pdf_file/0006/23991/ord91.pdf.

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### Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work. If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at: http://www.academicintegrity.utas.edu.au/

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see http://www.utas.edu.au/plagiarism/ or follow the link under 'Policy, Procedures and Feedback’ on the Current Students homepage.

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**Further information and assistance**

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.
There is a range of University-wide support services available to you including Teaching & Learning, Student Services, International Services. Please refer to the *Current Students* homepage at: http://www.utas.edu.au/students/

Should you require assistance in accessing the Library visit their website for more information at http://www.utas.edu.au/library/