



EDCU12040 *Biological and Earth and Space Sciences*

Term 1 - 2023

Profile information current as at 19/04/2024 06:02 pm

All details in this unit profile for EDCU12040 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Biological and Earth and Space Sciences develops understanding of both the content and pedagogy required to teach Science in Primary and Early Childhood classrooms. Students are introduced to concepts around how children learn Science; the importance of Science education in an Australian and international context; and current views around effective pedagogical practice linked to research. The focus on pedagogy will be linked to two content areas from the Australian Curriculum: Biological sciences and Earth and Space sciences.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2023

- Bundaberg
- Cairns
- Mackay
- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation**

Weighting: 50%

2. **Practical and Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit Evaluation

Feedback

Assessments

Recommendation

Revise assessments to aid with clarity and to align to the updated curriculum.

Feedback from Email, Zoom and unit evaluation.

Feedback

Moodle content

Recommendation

Update Moodle content with more practical and usable examples to help with future teaching. Align content with the new Australian Science Curriculum.

Unit Learning Outcomes

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

1. Evaluate examples of teaching practice in science to identify how connections are made to students' prior knowledge or experience to promote learning and inform pedagogical practice
2. Access/evaluate and apply professional literature on contemporary science education to develop a rationale for learning design
3. Analyse and incorporate content that recognises the experience of Aboriginal and Torres Strait Islander students in the science classroom
4. Select teaching and learning strategies that promote higher order thinking and scaffold students' understanding of core concepts in the areas of Biological and Earth and Space sciences
5. Create learning resources in which learner engagement is transformed by the use of ICT for collaboration and inquiry.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.6 Information and Communication Technology (ICT)
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 4.1 Support student participation

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation - 50%	•	•	•		
2 - Practical and Written Assessment - 50%		•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•			•
2 - Problem Solving			•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	
5 - Team Work					
6 - Information Technology Competence				•	•
7 - Cross Cultural Competence	•		•		
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation - 50%	•	•	•	•		•	•			
2 - Practical and Written Assessment - 50%	•	•	•	•		•	•			

Textbooks and Resources

Textbooks

EDCU12040

Prescribed

Teaching Primary Science Constructively

Edition: 7th edn (2020)

Authors: Skamp, K. & Preston, C.

Cengage

Melbourne, Victoria, Australia

ISBN: 9780170443401

Binding: eBook

Additional Textbook Information

Textbooks can be accessed online at the CQUniversity Library website. If you prefer your own copy, you can purchase either paper or eBook versions at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Daren Mallett Unit Coordinator

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Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theoretical frameworks for teaching science and the Australian Curriculum	Skamp & Preston (2021). <i>Chapter 1 - Primary science: every teacher, every child</i> . Preston, C., Mules, M., Baker, D., & Frost, K. (2007). Teaching primary science constructively: Experiences of pre-service teachers at Macquarie University: <i>Teaching Science</i> , 52(4), 12-16. Australian Curriculum Assessment and Reporting Authority [ACARA]. (2022). Australian Curriculum: Science - About the learning area. https://v9.australiancurriculum.edu.au/content/dam/en/curriculum/ac-version-9/downloads/science/science-about-the-learning-area-f-10-v9.docx Australian Curriculum Assessment and Reporting Authority [ACARA]. (2022). Australian Curriculum Science: Curriculum content F-6. https://v9.australiancurriculum.edu.au/content/dam/en/curriculum/ac-version-9/downloads/science/science-curriculum-content-f-6-v9.docx	<ul style="list-style-type: none">• Engage with the Moodle unit materials, tutorials and the Australian Curriculum: Technologies.• Gain a critical understanding of AT1 and come to tutorial with questions• Understand what a Pecha Kucha is and how to create one. Bring any questions to class with you.• Engage in course readings and their summaries as given in Moodle. Take notes and highlight relevant sections as relevant to your first assignment.

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Scientific investigation processes and the Australian Curriculum: Science

Skamp, K. & Preston, C. (2021). Chapter 4 – Thinking and working scientifically. In K. Skamp and C. Preston (Eds.), *Teaching primary science constructively / edited by Keith Skamp and Christine Preston*. (7th edition, pp. 142-186). Cengage.

Conezio, & French, L. (2002). Science in the preschool classroom: Capitalizing on children's fascination with the everyday world to foster language and literacy development. *Young Children*, 57(5), 12-18.

- Engage with the Moodle unit materials and tutorials.
- Continue to engage with version 9.0 or the Australian Curriculum Science.
- Engage in course readings and their summaries as given in Moodle. Take notes and highlight relevant sections as relevant to your first assignment.
- Make a start on your Pecha Kucha

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Science and the cross-curriculum priorities	Skamp & Preston (2021). <i>Chapter 3b – Implementing the Australian Curriculum: Science with a constructivist mindset (pp. 112-141)</i> .	<ul style="list-style-type: none"> • Engage with the Moodle unit materials, tutorials and the Australian Curriculum: Technologies. • Continue working on your Pecha Kucha

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Engaging learning in Science - Wonderings, inquiry and authentic science learning.	Baldwin, J. L., Adams, S. M., & Kelly, M. K. (2009). Science at the Center: An Emergent, Standards-Based, Child-Centered Framework for Early Learners. <i>Early Childhood Education Journal</i> , 37(1), 71-77. https://doi.org/10.1007/s10643-009-0318-z	<ul style="list-style-type: none"> • Engage with the Moodle unit materials, tutorials and the Australian Curriculum: Technologies. • AT1 due next week.

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Science and the cross-curriculum priorities	Hackling, M., Byrne, M., Gower, G., & Anderson, K. (2015). A pedagogical model for engaging aboriginal children with science learning. <i>Teaching Science (Deakin West, A.C.T.)</i> , 61(1), 27-39. https://doi.org/10.3316/aeipt.206558	<ul style="list-style-type: none"> • AT1 Due this week. <p>Pecha Kucha Due: Week 5 Friday (7 Apr 2023) 11:45 pm AEST</p>

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Biological sciences content (1/3)	<p>Skamp & Preston (2021). <i>Chapter 8 - Living things and environments</i>.</p> <p>Curtis, D., & Carter, M. (2013). Chapter 7 - Study session: Observing how children connect with the natural world. In D. Curtis and M. Carter. (Eds.). <i>The art of awareness how observation can transform your teaching</i> (2nd ed.). Redleaf Press.</p>	<ul style="list-style-type: none"> • Engage with the Moodle unit materials, tutorials and the Australian Curriculum: Technologies. • Engage critically with AT2 and come to tutorial with questions..
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Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Biological sciences content (2/3)	<p>Skamp & Preston (2021). <i>Chapter 9 - Living things: a technologies context</i>.</p> <p>Siry, C., & Max, C. (2013). The Collective Construction of a Science Unit: Framing Curricula as Emergent From Kindergarteners' Wonderings: Collective construction of a science unit. <i>Science Education (Salem, Mass.)</i>, 97(6), 878-902. https://doi.org/10.1002/sce.21076</p>	<ul style="list-style-type: none"> • Engage with the Moodle unit materials, tutorials and the Australian Curriculum: Technologies. • Start AT2

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Biological sciences content (2/3)	<p>Skamp & Preston (2021). <i>Chapter 12 - Our place in space</i>.</p> <p>Helen Porter. (2018). Chapter 7: Science outdoors. In H. Porter (Ed.) . <i>Educating Outside : Curriculum-linked Outdoor Learning Ideas for Primary Teachers</i>. Bloomsbury Education.</p>	<ul style="list-style-type: none"> • Engage with the Moodle unit materials, tutorials and the Australian Curriculum: Technologies. • Continue working on AT2 • Have a copy of the curriculum handy when engaging with the Porter reading to correlate the author's ideas drawn from a British Curriculum to the Australian Curriculum Science. They are different, but there are enough similarities to glean valuable insights for your second assignment and future teaching.

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Earth and Space sciences content (1/3)	Skamp & Preston (2021). <i>Chapter 13 - Our planet Earth.</i> Cartier, J. L., Smith, M. S., Stein, M. K., & Ross, D. K. (2013). Chapter 5: Encouraging and guiding student thinking. In J.L. Cartier., L. Smith., M.K. Stein and D.K. Ross (Eds.), <i>5 practices for orchestrating productive task-based discussions in science.</i> National Council of Teachers of Mathematics.	<ul style="list-style-type: none"> Engage with the Moodle unit materials, tutorials and the Australian Curriculum: Technologies. Continue working on AT2 Two readings this week focus on the importance of small group discussions and experiments in Science and a specific focus on teaching about our planet.
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Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Earth and Space sciences content (2/3)	Skamp & Preston (2021). <i>Chapter 14 - Weather and the environment.</i>	<ul style="list-style-type: none"> Engage with the Moodle unit materials, tutorials and the Australian Curriculum: Technologies. Continue working on AT2 AT2 Due next week

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Earth and Space sciences content (3/3)		<ul style="list-style-type: none"> AT 2 due this week. Complete unit feedback with constructive suggestions to help improve unit. <p>Authentic outdoor learning centers Due: Week 11 Friday (26 May 2023) 11:45 pm AEST</p>

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Unit review and consolidation	No reading this week.	<ul style="list-style-type: none"> Complete unit feedback with constructive suggestions to help improve unit.

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Pecha Kucha

Assessment Type

Presentation

Task Description

Weighting: 50%

Time limit: Between 6.5 - 8.5 minutes.

Due: Friday 21st April 2023 at 11:45 PM (AEST)

Task description: Create a Pecha Kucha like presentation (20 - 25 slides with each slide lasting around 20 seconds) on one of the research topics below, applying it to your teaching of Biological or Earth and Space Sciences. You will expand on your teaching of the other Science subject in AT2. You are to include in your presentation a discussion how you will

teach this subject (Either Biological or Earth and Space Sciences) authentically, justifying this teaching with a discussion on the pedagogical approach you have used. Your discussion on your teaching will include a brief outline of a mini unit you will be teaching and a devoted discussion on two lessons from the mini unit. You are encouraged to work collaboratively and get inspiration for your teaching by adapting lessons from high quality online sources. You are to include in your presentation a discussion on how you plan to incorporate the intercultural understandings' general capability and digital tools in your lessons.

Research Topics (Choose one):

- **Play-based science learning.** A range of pedagogical approaches discussed in the Early Years Learning Framework (V.2.0) use an emergent curriculum and the environment as another teacher. Drawing from your mini unit, present a researched argument to support the claim that play based learning is beneficial to developing deeper, authentic science understandings in today's early childhood science classrooms. You are encouraged to use drawings, sketches or photos of centers as part of your presentation to help elaborate on the kinds of learning experiences that the students will encounter.
- The world is complex and ever changing - each day what counts as knowledge is challenged by new knowledge and process considerations. Using your selected mini unit outline, present a researched argument to support the claim that **authentic guided inquiry-based learning** is the keystone to developing deeper science understandings in today's science classrooms.
- Drawing from your two mini units, discuss and justify how you can teach science authentically applying **STEM or STEAM integrated lessons**. In your discussion you should show why STEM or STEAM education is becoming increasingly important in Schools.
- Communicating science using **narrative** techniques can be valuable and enhance children's engagement. Drawing from your teaching mini units explain and justify how narrative and storytelling can be used to add richness to children's learning in the mini units you have selected. Be sure that you make links to research to justify your position.

A Possible Structure for your Pecha Kucha Could be as follows:

Slide 1 - Introduction to your chosen topic and a discussion on the research.

Slides 2, 3 and 4 - Discussion on the Australian Curriculum Science three inter-related strands.

Slides 5 -8 - Discussion on mini unit (Biological Sciences or Earth and Space Sciences)

Slide 9-11 - Discussion on lessons and digital tools used

Slide 12-15 - Discussion on the integration of intercultural understanding in your lessons.

Slide 16 - 18 Discussion and justification for teaching science authentically.

Slides 19-21 - Discussion and justification for the use the pedagogical approach chosen in your lessons.

Slide 22 - Conclusion

You are required to submit your script for your presentation as a word or PDF document (which will have a cover page with your name, student number, YouTube link and also reference list at the bottom) along with an accessible link to your video and the PowerPoint presentation. **Be sure to make your YouTube as "Unlisted" and not has private.**

Assessment Due Date

Week 5 Friday (7 Apr 2023) 11:45 pm AEST

Submit your script for your presentation as a word or PDF document along with an accessible link to your video and the PowerPoint presentation.

Return Date to Students

Weighting

50%

Assessment Criteria

Quality and depth of content for a chosen science education issue (from the research topics list) using authoritative sources such as journal articles.

Ability to practically incorporate findings from research topic and make clear connections with your future teaching as discussed in your mini unit.

Demonstrated practical knowledge and understanding of the Australian Curriculum (Science).

Demonstrated knowledge and understanding of the inter-cultural understanding general capability as given in the Australian Curriculum and its relevance to the research topic and mini unit.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Evaluate examples of teaching practice in science to identify how connections are made to students' prior

- knowledge or experience to promote learning and inform pedagogical practice
- Access/evaluate and apply professional literature on contemporary science education to develop a rationale for learning design
- Analyse and incorporate content that recognises the experience of Aboriginal and Torres Strait Islander students in the science classroom

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

2 Authentic outdoor learning centers

Assessment Type

Practical and Written Assessment

Task Description

Weighting: 50%

Word limit: 3000 words

Due: Friday 2nd June 2023 at 11:45 PM (AEST)

Task Description:

You will a set of at least four task cards that will engage students a range of authentic guided scientific inquiries. At least two task cards need to involve the students learning outside the classroom. You are to use the unit's readings, the Australian Curriculum, Science, and your own research to provide a justification for this kind of learning in science. You will provide a discussion on at least two pedagogical approaches in Part C of this submission which will be directly and clearly linked to your lesson sequence in Part B. If you chose to complete AT1 discussing your teaching of Biological Science, then this response needs to be on the teaching of Earth and Space Sciences. Your task cards, which act as a scaffold for student work and thinking, should show your engagement with, and practical understanding of the subject you will be teaching.

There are three components to this task is given below by way of a scaffold.

Part A: Introduction, overview, and task cards

In your introduction, you will provide a context for your use of the task cards and lessons. Your task cards should be clear and easy to follow and use language that is appropriate to the grade level you will be teaching. These task cards act as a scaffold to help to guide student thinking and work. If you are teaching in an Early Childhood setting, you are encouraged to draw from the Early Years Learning Framework V.2.0 as well.

An example of the task cards activities could be as follows:

- Create a small drama showing the interactions between animals and plants in a natural environment.
- Create an animation of the life of a plant or animal.
- Using a magnifying glass, your iPad or the digital microscope, complete a labelled digital poster outlining the parts of a leaf, plant or insect.
- Create your own eco-system in a jar or box which will allow an insect to survive.
- Record the changes to an eco-system over time and make predictions on how these changes will impact on the life of the plant or animal living in that eco-system.
- Design and build a herb garden that you can use at home, using recycled materials and potting mix which your teacher will provide.
- Create an illustrated storyboard on the life of a plant or animal.

Part B: The lesson sequence

Now that you have completed your task cards, you need to describe how you will move around the groups as the teacher in helping the students understand the scientific phenomena they are engaging with. Your lesson overview should be in point form and be clearly linked to the pedagogical approaches you discussed below.

Given that you have four task cards, you will usually need at least two lessons to rotate all students through these stations. Therefore, your lesson sequence should contain a minimum of two lessons.

Part C: Justification for teaching outdoors and for your pedagogical approaches used

Draw from the literature in providing a justification for your lessons' pedagogical approaches and teaching this subject outdoors. You are strongly encouraged to draw from the course readings.

You are encouraged to work collaboratively in developing your lesson ideas and task cards, however your submission should be in your own words.

Assessment Due Date

Week 11 Friday (26 May 2023) 11:45 pm AEST

Submission should be in your own words and submitted as an accessible word or PDF file.

Return Date to Students**Weighting**

50%

Assessment Criteria

- Selection and appropriate use of teaching strategies and resources that support the processes of working scientifically.
- Design and technical functionality of the task cards.
- Ability to access, understand and apply high quality research and the Australian Curriculum to future teaching.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Access/evaluate and apply professional literature on contemporary science education to develop a rationale for learning design
- Select teaching and learning strategies that promote higher order thinking and scaffold students' understanding of core concepts in the areas of Biological and Earth and Space sciences
- Create learning resources in which learner engagement is transformed by the use of ICT for collaboration and inquiry.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem