EDSE12024 *Digital Pedagogies in Secondary Schools*

Term 1 - 2024

Profile information current as at 01/05/2024 04:12 am

All details in this unit profile for EDSE12024 have been officially approved by CQUniversity 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

This unit explores the technological competencies required within a 21st century connected society. It looks at the theoretical underpinnings of e-learning and how technology provides a platform for inclusivity, creativity and innovation with a particular focus on Web 2.0 interconnectivity. This unit is both theoretical and practical and provides opportunities to develop, refine and reflect upon skills and literacies associated with e-learning. While providing opportunities to expand and enhance the existing repertoire of technological competencies of pre-service teachers, the unit also encourages them to continue to reflect upon the cultural and critical dimensions of technological literacies.

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

Prerequisite EDFE11038 Professional Practice 1 - Introduction to Teaching
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 - 2024

- Online

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. **Written Assessment**
Weighting: 50%
2. **Portfolio**
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 SUTE

Feedback
Provide further clarity for students on unit requirements.

Recommendation
Staff to revise strategies for conveying unit requirements to students to ensure clarity. Consider embedding of instructional videos in Moodle.

Feedback from SUTE

Feedback
Usefulness of learning materials

Recommendation
Learning materials will be revised to ensure they support student learning outcomes and exposure to the appropriate APSTs.

Feedback from SUTE

Feedback
Assessment feedback

Recommendation
Quality and timely feedback on student assessment will be enhanced.

Unit Learning Outcomes

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

1. Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs
2. Design and create learning plans in which learner engagement is transformed by the use of ICT
3. Propose learning strategies that are inclusive and learner-centred
4. Model and support legal, safe and ethical practice in learners
5. Participate in and contribute to the development of a professional online learning community.

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

1.2 Understand how students learn
1.5 Differentiate teaching to meet the learning needs of students across the full range of abilities
2.6 Information and Communication Technology
3.4 Select and use resources
4.1 Support student participation
4.5 Use ICT safely, responsibly and ethically
6.2 Engage in professional learning and improve practice

Alignment of Learning Outcomes, Assessment and Graduate Attributes

▬ N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	●	●	●	●	●
2 - Portfolio - 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 - Written Assessment - 50%	●	●	●	●		●		●		
2 - Portfolio - 50%	●	●	●	●	●	●	●	●		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Moodle Blog and Portfolio

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

Kirschty Birt Unit Coordinator
k.birt@cqu.edu.au

Schedule

Week 1: The contemporary classroom - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
THE CONTEMPORARY TEACHER THE CONTEMPORARY LEARNER	*Links and readings in Moodle, including:* • Goriss-Hunter, A., Sellings, P., & Echter, A. (2021). Information Communication Technology in schools: Students Exercise 'Digital Agency' to Engage with Learning. • Ratinecas, P. (2015). Meet Generation Z. • Willis, J. (2011). The science of learning. • Robinson, K. (2006). Do schools kill creativity? • refer to Week 1 Reading List	• *Topic 1 Moodle* – readings and activities (expected) • *Toward assessment task 1:* Set up **Moodle Blog**

Week 2: The nature of digital pedagogy - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
THE NATURE OF DIGITAL PEDAGOGY	*Links and readings in Moodle, including:* • Sadiku, M., Omotoso, A., & Musa, S. (2019). Digital Pedagogy. • Smartcopying website. • Baker, R. (nd). Pedagogies and digital content in the Australian school sector. • Education Services Australia. • Collins, R. (2014) Skills for the 21st Century: Teaching higher-order thinking. Curriculum and Leadership Journal, 12(14). • refer to Week 2 Reading List	• *Topic 2 Moodle* – readings and activities (expected) • *Toward assessment task 1:* Complete **Blog Introductory Post**

Week 3: Digital tools 1 - Web spaces - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
DIGITAL TECHNOLOGIES 1: Web spaces	*Links and readings in Moodle* • Crouch, V., Richardson, R., & Ferguson, M. (2020). Developing digital pedagogy skills and knowledge. • refer to Week 3 Reading List	• *Topic 3 Moodle* – readings and activities (expected) • *Toward assessment task 1:* Complete and publish **Blog Reflection Post 2** for peer feedback.

Week 4: Digital tools 2 - Digital media - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
DIGITAL TECHNOLOGIES 2: Digital media	*Links and readings in Moodle, including:* • Reyna, J., Hanham, J., & Meier, P. (2018). The Internet explosion, digital media principles and implications to communicate effectively in the digital space. • Jones, B. & Flannigan, S. (nd). Connecting the digital dots: Literacies of the 21st Century. New Media Consortium. • refer to Week 4 Reading List	• *Topic 4 Moodle* – readings and activities (expected) • *Toward assessment task 1:* Complete and publish **Blog Reflection Post 3** for peer feedback.

Week 5: Digital tools 3 - Presenting learning - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
DIGITAL TECHNOLOGIES 3 • Presenting learning • Integrating learning	*Links and readings in Moodle* • Cooper, G., Park, H., Nasr, Z., Thong, L., & Johnson, R. (2019). Using virtual reality in the classroom: Preservice teachers' perceptions of its use as a teaching and learning tool. • refer to Week 5 Reading List	• *Topic 5 Moodle* – readings and activities (expected) • *Toward assessment task 1:* Complete and publish **Blog Reflection Post 4** for peer feedback.

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6: Extending pedagogy - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
GROW YOUR PEDAGOGY • Authentic, problem-based learning • The Australian Curriculum General Capabilities	*Links and readings in Moodle, including:* • Revington, S. (nd). Defining Authentic Learning. Williams, M. (2021). The pedagogy of innovation: collaborative challenge-based learning. • Australian Curriculum: General Capabilities • refer to Week 6 Reading List	• *Topic 6 Moodle* – readings and activities (expected) • *Toward assessment task 1:* Complete and publish **Blog Reflection Post 4 and 5** for peer feedback. **Analysis of Digital Technologies (Online Written & Presentation)** Due: Week 6 Friday (19 Apr 2024) 11:45 pm AEST

Week 7: General capabilities and digital pedagogy - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
GENERAL CAPABILITIES AND DIGITAL PEDAGOGY	*Links and readings in Moodle, including:* • The Australian Curriculum: General Capabilities, ICT • refer to Week 6 Reading List	• *Topic 7 Moodle* – readings and activities (expected) • *Toward assessment task 2* Complete Portfolio item: **General Capabilities statements**

Week 8: Online collaboration and professional learning - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
ONLINE COLLABORATION AND PROFESSIONAL LEARNING 1	*Links and readings in Moodle, including:* • Väätäjä, J. O., & Ruokamo, H. (2021). Conceptualizing dimensions and a model for digital pedagogy. • Dron, J. & Anderson, T. (2014). Teaching crowds: Learning and social media. Athabasca University Press • UNESCO (2014). ICT4Edu Trends. • NEA (ND). Preparing 21st Century students for a global society: An educator's guide to the "Four Cs" • refer to Week 6 Reading List	• *Topic 8 Moodle* – readings and activities (expected) • *Toward assessment task 2:* Create **digital curation collection** with **curator insight**

Week 9: Online collaboration and professional learning - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
ONLINE COLLABORATION AND PROFESSIONAL LEARNING 2	*Links and readings in Moodle, including:* • Lunevich, L. (2021). Critical Digital Pedagogy and Innovative Model, Revisiting Plato and Kant: An Environmental Approach to Teaching in the Digital Era. • Refer to Week 9 Reading List	• *Topic 9 Moodle* – readings and activities (expected) • *Toward Assessment Task 2:* Complete **curated collection**, collaboration and networking Start **mini-unit design**

Week 10: ICT learning design and learning narratives - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
LEARNING DESIGN WITH ICT • Learning narratives	*Links and readings in Moodle* • refer to Week 10 Reading List	• *Topic 10 Moodle* – readings and activities (expected) • *Toward Assessment Task 2* Design **mini-unit** Complete **ICT plan** for mini-unit (to be included in your mini-unit plan) Complete **Student Narrative**

Week 11: Professional learning expectations and standards - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

| PROFESSIONAL LEARNING
• Standards and reflection
NEW TECHNOLOGIES | Links and readings in Moodle, including:
• AITSL standards - ICT elaborations
• New Media Consortium (2016). Horizon Report, K-12 Edition
• refer to Week 11 Reading List | • Topic 11 Moodle – readings and activities (expected)
• Toward assessment task 2: Complete **reflection on AITSL standards 6.2 and 7.4** and **online collaboration experience.** |

Week 12: Assessment preparation and submission - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
e-PORTFOLIO, FEEDBACK AND REFLECTION		**e-LEARNING DESIGN PORTFOLIO** Due: Week 12 Friday (31 May 2024) 11:45 pm AEST

Assessment Tasks

1 Analysis of Digital Technologies (Online Written & Presentation)

Assessment Type
Written Assessment

Task Description

Task Overview
DOCUMENTING AND REFLECTING ON YOUR RESEARCH
This assessment task will be completed in your Moodle blog in response to your exploration of newly discovered digital tools that could transform learning and teaching in your classroom. References to key literature are required in each of your blog posts 2-5.
Blog Post 1
Write an introductory post that discusses your position as a digital pedagogue, your beliefs about digital learning and teaching, and your mindset as you navigate this unit.
Blog Post 2 (due 23/3)
Research the SAMR model and its possible application in your classroom. Use your developing knowledge of this framework to identify examples of how technology might be used in your classroom at each level of the model. You should ensure that your suggestions support not only lower-order but also higher-order thinking in your students.
Blog Posts 3 (due 30/3) and 4 (due 5/4)
You are to select, experiment with, and evaluate the potential use of TWO (2) different digital tools that could be used innovatively in your classroom. Apply your findings to draw together what you have learned about each tool, writing a focused reflection that outlines your exploration of the functionality and potential for transformational digital pedagogy. In doing so, you are to provide an overview of the technical aspects of each of the chosen tools.
What can the tool offer for education in terms of technical aspects?
What do the tools that you have explored allow you and your students to do?
Can you multi-author? Do you have privacy settings?
Can you customise outcomes?
What other technical considerations are important? Is it easy to use?
What experience is needed to operate it? What are the implications for your own professional learning?
Can it be shared? How?
Include significant evidence of your exploration using methods that are related to the classroom. It is expected that sufficient evidence is provided to support your claim of technical skill (such as a range of uploaded images, video or other files, links to external content, etc.).
Suggest how this tool could be used to transform learning through the redesign of a traditional task using the SAMR framework.
Blog Post 5
Research and identify the legal, safe and ethical protocols that should be considered when your own students are working with these technologies. What key aspects should you consider of each tool? With reference to literature, identify the pedagogical benefits of working with tools such as these. Focus not only on your own use but more importantly your students' use of ICT for learning. Consider your students creating with this technology, rather than being mere consumers.
Blog Post 6
Provide a culminating reflection on your professional learning about digital learning and teaching by:
addressing the impact and intent of engagement with the resources and activities of this unit on your beliefs, knowledge and skills with regard to digital pedagogy and eLearning, and how you can use ICTs to engage students in their learning

(APST 3.4), as well as implement teaching strategies for using ICT to expand curriculum learning opportunities for students (APST 2.6).

identifying how your learning in this unit has supported your understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching (APST 4.5):

how your learning will support future learning;

evaluating your professional learning, with justified examples of how online interaction with others (providing and responding to feedback through blog comments), has enhanced/could enhance your professional growth and understanding of online professional learning as a teacher.

PEER FEEDBACK (timely alignment with progressive due dates)

You are required to comment on the posts of at least 2 peers. The purpose of commenting is to make a timely contribution to the learning of others but also to learn from the diverse exploration and reflection that has occurred. Late commenting or posting of your own reflections, beyond the time frame of each activity, will limit your capacity to demonstrate the professional networking requirement of this task. Improvements can be made to your posts following formative peer feedback and discussion, up until the final AT1 due date.

You must use one of the provided Models of Effective Peer Feedback to guide your comments.

Evidence can be provided through links to other blog posts and comments, or through the insertion of screen captures. Late submission of these tasks will not be permitted except by arrangement with the Unit Coordinator. Systematic and regular blog postings and participation in course activities are essential.

Assessment Due Date

Week 6 Friday (19 Apr 2024) 11:45 pm AEST

This assignment includes three nested tasks, which are due weekly in Weeks 3, 4 and 5 for peer feedback. See Unit Profile Schedule. Together with the formative peer interactions and Reflective Synopsis, the full task is due in Week 6.

Return Date to Students

Week 8 Monday (29 Apr 2024)

This assignment will be returned to students with sufficient time to allow for academic support and advice where necessary, prior to the submission of the next assessment task.

Weighting

50%

Assessment Criteria

- Propose learning strategies that are inclusive and learner-centred.
- Participate in and contribute to the development of a professional online learning community.
- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs.
- Design and create learning plans in which learner engagement is transformed by the use of ICT.
- Model and support safe, legal and ethical practice.

Referencing Style

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

Submission

Online

Submission Instructions

Learning Outcomes Assessed

- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs
- Design and create learning plans in which learner engagement is transformed by the use of ICT
- Propose learning strategies that are inclusive and learner-centred
- Model and support legal, safe and ethical practice in learners
- Participate in and contribute to the development of a professional online learning community.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

2 e-LEARNING DESIGN PORTFOLIO

Assessment Type
Portfolio

Task Description

Task Overview

When you plan a sequence of learning experiences, it is always founded upon the nature of the content, the learning outcomes, and your values and beliefs about effective classroom pedagogy and learning.

This task is designed to make explicit to the reader your decision-making process and thinking as you work towards the engagement of your learners in a short sequence of lessons in your classroom, and how you will implement teaching strategies for using ICT to expand curriculum learning opportunities for students (APST 2.6). The designed learning sequence should meet the descriptors of learning at the Modification and Redefinition levels of SAMR as have been expanded upon in Assessment 1. It should demonstrate high-end digital pedagogy, and complex, problematic, authentic learning.

The learning sequence will be drawn from an idea/site/resource you have discovered in your growing collection of resources (Padlet). The assessment task uses digital curation as a collaborative process through which you will share, and possibly find your selected resource.

As part of the process of finding and selecting resources, you will create and share, and engage with others through the creation of a digital, curated collection of artefacts on a Padlet site. As with Assessment 1, this task is built upon timely and active participation in the unit and its activities.

As a group, you are interdependent, and you will demonstrate and evidence this professional engagement through interchanges in your curated digital collections of teaching ideas. This interchange will inform a final reflection on your professional engagement as it is aligned with AITSL Graduate Standards 6.2 and 7.4.

Your decision-making processes will be scaffolded through a series of tasks, embedded in the Moodle materials. Each of the tasks will result in the creation of a portfolio artefact which will be uploaded and stored in your ePortfolio. Together, these artefacts will justify your decisions as you plan your learning series and will act together as a collection of items that are presented in your portfolio to demonstrate your insight.

Your portfolio will culminate in a learning narrative, which is written from the perspective of a learner in your classroom. It is the story of the key events experienced by your learner as they proceed through the learning sequence. It will evidence the actioning of the plans that you have drawn together.

Your work will be presented as a Moodle Portfolio, however, it is anticipated that it will likely include artefacts (linked and embedded) that may be presented on other online sites.

TASK DETAILS
The portfolio artefacts are created regularly throughout Weeks 6 – 12. Details and models will be presented in Moodle materials each week. The portfolio must include the following, in a form of your choice:
An overview of how digital technologies can integrate with the Australian Curriculum: General Capabilities for your discipline area.
A link to a curated collection of digital resources, in which a single resource/artefact is selected to underpin the design of a learning sequence that maximises the potential of digital pedagogy. If you combine more than one element, identify both/all of them.
A link to your curator's insight which is attached to your single resource/artefact (or your nominated collection) in your curated collection that shares your insight into the value of the artefact(s) to support transformative learning design, and how it will be used in your classroom context.
The development of a learning sequence, based on this selected resource/artefact that reflects your developing digital pedagogy, as well as the use of digital technologies to transform learning as identified in your ICT alignment plan with evidence of your knowledge of a range of ICT resources that engage students in their learning (APST 3.4). You should show how you will implement teaching strategies for using ICT to expand curriculum learning opportunities for students (APST 2.6), as well as demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching (APST 4.5).
A brief profile of a representative student in your class, including their learning needs.
A narrative, written from the perspective of the student (written in first person), showing how your students will "live" the digital pedagogy that you have identified in your planning.
a reflection on your professional learning and networks that support AITSL Graduate Standards 6.2 and 7.4
The total length of this task is anticipated to be the equivalent of 3000 words.
As in Assessment Task 1, these artefacts are considered documentation of your learning from Topics 6 – 10. It is not intended that they are only created for assessment purposes. Thus, it is anticipated that they are generated progressively throughout the term in response to the unit materials and activities.

Assessment Due Date
Week 12 Friday (31 May 2024) 11:45 pm AEST

Return Date to Students

Feedback on this final assessment response will be provided following University Assesment policy.

Weighting
50%

Assessment Criteria

- Propose learning strategies that are inclusive and learner-centred.
- Participate in and contribute to the development of a professional online learning community.
- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs.
- Design and create learning plans in which learner engagement is transformed by the use of ICT.
- Model and support safe, legal and ethical practice

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Develop and evaluate strategies to differentiate learning in ICT-rich learning environments to meet individual learning needs
- Design and create learning plans in which learner engagement is transformed by the use of ICT
- Propose learning strategies that are inclusive and learner-centred
- Model and support legal, safe and ethical practice in learners
- Participate in and contribute to the development of a professional online learning community.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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