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MDIA2008

Broadcast Media Practices

Semester Two // 2018

School of the Arts and Media // UNSW Arts and Social Sciences

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Course Overview

Staff Contact Details

Convenors

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School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Media*

This course provides you with practical skills in the capture and packaging of sound (voice and ambient sound) and image (moving images) in an online journalistic context. Future journalists will be expected to enter the profession with a 'grab bag' of skills across the written, visual and aural modes, and will also be required to be able to produce 'packaged' stories for publication on a variety of platforms. With a strong skills focus, this course provides you with hands-on experience with equipment for sound capture, image capture and online publishing. It will also expose you to deadline-driven assessments (starting in Week 1 and continuing on a weekly basis), set to emulate the intense and demanding working environment of multi-skilled journalists. Legal, professional and ethical issues in relation to broadcast journalistic practice will also be discussed.

At the conclusion of this course the student will be able to

1. Demonstrate practical/technical skills in the capture of sound in a journalistic context.
2. Demonstrate practical/technical skills in the capture of images (moving) in a journalistic context.
3. Demonstrate practical/technical skills in the packaging and publishing of sound/image in an online news context.
4. Develop an understanding of the deadline-driven demands of the journalistic context.

Teaching Strategies

This course provides students with practical skills in the capture and packaging of sound (voice and ambient sound) and image (moving images) in an online journalistic context. It will do this through hands on lab sessions (3 hours per week) with sound recording and image capture equipment where students will be expected to complete assessment tasks to deadline within those sessions. The labs will also provide students with equitable access to software for post-production work on their story packages. Special focus will also be given to the ethical implications in producing stories for the online environment and on the professional implications for the multi-skilled journalist in the 21st century newsroom.

The course provides students with a clear understanding of the legal, professional and ethical issues associated with collection and production of audio and visual material for broadcast, including issues relating to privacy, trespass, publication release approval, copyright, plagiarism and fair use. Students' knowledge and understanding of these issues will be tested as one element of the assessment of the various broadcast packages to be produced, with students required to attach to this work statements and documentation demonstrating that all such ethical and legal requirements have been met.

Students will develop narrative-theory and visual-communication-theory based insights into the communicative potential of their own and others' broadcast productions. This element of the course will be assessed via short accounts which students will attach to their broadcast packages and in which they will provide analyses of the communicative workings of these packages.

Assessment

There will be THREE pieces of assessment in this course, each focusing on developing different skills in the production of radio and televisual journalistic texts and in building a public profile through webhosting. Students will produce two portfolios in radio and video, consisting of a series of small individual and group tasks (e.g. demonstrating voice quality, interview skills etc.) along with a longer original piece of work, e.g. a feature story that brings these smaller tasks together. Ideally, students will produce a portfolio of skills that can be demonstrated to potential future employers.

FULL instructions on how to complete and structure each of the assessment tasks are posted on Moodle in the **Assessments** section. **You must download your own copy of the instructions.** Please make sure you READ the assessment instructions in full.

Deadlines for assessment tasks are generally **IN CLASS** on a weekly basis. No additional time or extensions will be offered on in-class tasks. Non-completion of a task will result in a UF for that particular task.

See course schedule for an overview of the course and assessment structure. Anyone who misses an assessed activity held within class contact hours should apply for Special Consideration via myUNSW and a new deadline will be set.

In order to store the raw data in preparation for the assessment tasks in this course, you are advised to purchase / bring to each class:

- an External Hard Drive (e.g. 500GB)
- a 32GB SanDisk for use in the zoom recorders and video cameras
- Headphones, to avoid distracting both yourself and others, as you will be working on editing sound and vision during class time.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Radio: Professional Portfolio	40%	Rolling deadlines	1,4
Video: Professional Portfolio	40%	Rolling deadlines	2,4
Webhosting	20%	22/10/2018 12:00 PM	3,4

Assessment Details

Assessment 1: Radio: Professional Portfolio

Start date: 24/07/2018 09:00 AM

Length: 4-minutes + related exercises

Details: Approx. 4 minutes.Written and oral feedback on individual elements of the portfolio (30%), based on whether/how the tasks address the assessment criteria. Aspects of the portfolio tasks completed in small groups of 2-3 students (10%). Grade/mark and extended comments included in

feedback sheet.

Additional details:

Please note that assessment tasks for this component of the course **begin in WEEK 1, July 23 onwards.**

Submission notes: Weekly deadlines in class contribute to this assessment (20%)

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Video: Professional Portfolio

Start date: 04/09/2018 09:00 AM

Length: 4-minutes + related exercises

Details: Approx. 4 minutes.Written and oral feedback on individual elements of the portfolio (30%), based on whether/how the tasks address the assessment criteria. Aspects of the portfolio tasks completed in small groups of 2-3 students (10%). Grade/mark and extended comments included in feedback sheet.

Submission notes: In class weekly deadlines; refer to Moodle.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Webhosting

Start date: Not Applicable

Length: 2000 words

Details: 2000 words. This is the final assessment task.Written feedback will be given based on how/whether the assessment criteria are addressed. Grade/mark and extended comments included in feedback sheet.

Additional details:

There are two parts to this assessment: part A is a 1500 word essay and part B is an explanation and link to your professional portfolio (500 words). Refer to Moodle.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non□percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Seminar	**Topic 1: Radio | Introduction & Using the Voice in Radio Reporting** Equipment Proficiency Test; Accessing Editing Software. Assessment Task: Voice Recording (5%) towards Radio Portfolio. **To be submitted IN CLASS** NOTE CONTRIBUTING ASSESSMENT TASKS BEGIN WEEK 1.
	Reading	**Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.** CHAPTER 1: Radio in Australia CHAPTER 3: Using the voice
Week 2: 30 July - 5 August	Seminar	**Topic 2: Radio | Knowing your audience** Writing for radio; the job of the lead-in; The role of ambient sound in radio Assessment Task: Writing Links (lead-in) (5%) towards Radio Portfolio **To be submitted IN CLASS**
	Reading	**Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.** CHAPTER 4: Writing for radio CHAPTER 6: Audio Production
Week 3: 6 August - 12 August	Seminar	**Topic 3: Radio | Interviewing the public** Types of interview; collecting ambient sound Assessment Task: Group vox pop (10%) towards Radio Portfolio

		To be submitted IN CLASS
	Reading	**Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.** CHAPTER 5: Interviewing
Week 4: 13 August - 19 August	Seminar	**Topic 4: Radio | Bringing it all together** Interviewing key talent/press conference logistics Assessment Task: 4-minute Feature Story that combines all of the elements of topics 1-4. (20%) of Radio Portfolio **DUE: Monday 20 August, 12noon**
	Reading	**Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.** CHAPTER 7: The radio story
Week 5: 20 August - 26 August	Seminar	**Topic 5: Ethics and Law in Broadcast Journalism** Participation in online discussion of relevant case studies.
	Assessment	Radio Feature Story (20%) towards Radio Portfolio DUE: Monday 20 August, 12noon
	Reading	**Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.** CHAPTER 15: Broadcast journalists and the law CHAPTER 16: Broadcast journalists and ethics
Week 6: 27 August - 2 September	Seminar	**Topic 6: Video | Introduction: Combining words and images** Equipment Proficiency Test, Accessing Editing Software and Tutorials Testing on-camera presence: Voice, posture and grooming
	Reading	**Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.** CHAPTER 2: Television in Australia

		CHAPTER 10: Broadcast News
Week 7: 3 September - 9 September	Seminar	**Topic 7: Video | Extended speech** Writing for TV; the role of the intro; takings heads and shot type Assessment Task: Writing and Presenting the Piece-to-camera (5%) towards Video Portfolio (filming in pairs, but assessed individually) **To be submitted IN CLASS**
	Reading	**Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.** CHAPTER 12: TV and Current Affairs **Bender, JR, Davenport, LD, Drager, MW and Fedler, F 2009, *Reporting for the Media*, 9th edition, Oxford University Press, New York/Oxford.** Chapter 18: Writing for broadcast
Week 8: 10 September - 16 September	Seminar	**Topic 8: Video | Location Shots/Shooting B-Roll** The role of location shots/B-Roll; the walk through shot-types, and camera techniques Assessment Task: Shooting Location shots & B-Roll (5%) towards Video Portfolio (Filming/Editing and submitting as pair work) **To be submitted IN CLASS**
	Reading	**Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.** CHAPTER 12: TV and Current Affairs **Willett, A 2013, *Media Production: A Practical Guide to Radio & TV*, Routledge, London** Chapter 10: Shot sizes, moves and framing
Week 9: 17 September - 23 September	Seminar	**Topic 9: Video | Interviewing** Using talent in your story; what do they bring to your story?

		Assessment Task: Vox Pops & Interviews (5%) towards Video Portfolio (Group Task) **To be submitted IN CLASS**
	Reading	**Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.** CHAPTER 5: Interviewing **Montgomery, M 2012, 'The broadcast news interview: questions of discourse', in S Allan, ed, *The Routledge Companion to News and Journalism,* Routledge, London**. Chapter 31: the broadcast news interview
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Assessment	This session will be given over to you to carry out the final editing and submission of the main Video Feature Story on Secret Sydney (25%) towards Video Portfolio ALL FILMING MUST BE COMPLETED BEFORE THIS SESSION Assessment Task: Secret Sydney (25%) **To be submitted IN CLASS**
Week 11: 8 October - 14 October	Seminar	**Topic: Webhosting 1** The transmediated self, professionalism and online identities Assessment Task: ESSAY: Web interfaces: A philosophical discussion (10%) **DUE: Monday 22 October, 12noon**
	Reading	**Hirst, M 2011, *News 2.0: Can Journalism Survive the Internet?,* Allen & Unwin, Sydney.**

		Chapter 6: Journalism in the age of YouTube Elwell, JS 2014, 'The transmediated self: Life between the digital and the analog', *Convergence: The International Journal of Research into New Media Technologies*, vol. 20, no. 2, 233–249.
Week 12: 15 October - 21 October	Seminar	**Topic: Webhosting 2** Creating a web-based professional portfolio Assessment Task: Web-based Professional Portfolio (10%) **DUE: Monday 22 October, 12noon**
	Reading	**Kolodzy, J 2013, *Practicing Convergence Journalism: An Introduction to Cross□Media Storytelling*, Routledge, London/New York.** Chapter 9: The Multimedia Story

Resources

Prescribed Resources

COURSE BOOK

This book is available for purchase as an e-book (much cheaper) and via the UNSW bookshop:

Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, 3rd edition, Oxford University Press, South Melbourne.

This book will be supplemented by readings sourced from journals and books, most of which will be available through the library catalogue or in our Moodle site. The Library list for MDIA 2008 can be accessed via Leganto (the green icon) in Moodle. Some of these resources will be offered as e-readings. In other instances you will need to go to the library and borrow the books. All journal articles will be available through the library e-Journal catalogue ONLY.

OTHER RECOMMENDED READING

The following reading list offers a taste of some of the resources that have informed the teaching of this course. We recommend you dip into these resources to supplement your understanding of the key concepts and themes discussed in the course. You can access these resources through the UNSW Library Collection.

Alysen, B 2012, *The Electronic Reporter: Broadcast Journalism in Australia*, UNSW Press, Sydney.

BBC College of Journalism, http://www.bbc.co.uk/academy/collegeofjournalism, available through the UNSW Library Database.

Bender, JR, Davenport, LD, Drager, MW and Fedler, F 2009, *Reporting for the Media*, 9th edition, Oxford University Press, New York/Oxford.

Boyd, A, Stewart, P and Alexander, R 2008, *Broadcast Journalism: Techniques of Radio and Television News*, Focus Press,

Bull, A 2010, *Multimedia Journalism: A Practical Guide*, Routledge, New York.

Craig, DA 2011, *Excellence in Online Journalism*, Sage, London.

Dubber, A 2013, *Radio in the Digital Age*, Polity Press, Cambridge.

Elwell, JS 2014, 'The transmediated self: Life between the digital and the analog', *Convergence: The International Journal of Research into New Media Technologies*, vol. 20, no. 2, 233–249.

Gitner, S 2016, *Multimedia Storytelling,* Routledge,New York.

Jukes, S, McDonald, K and Starkey, G 2018, *Understanding Broadcast Journalism*, Routledge, London/New York.

Kern, J 2008, *Sound Reporting: The NPR Guide to Audio Journalism and Production*, Uni of Chicago Press, Chicago.

Hirst, M 2011, *News 2.0: Can Journalism Survive the Internet?,* Allen & Unwin, Sydney.

Kolodzy, J 2013, *Practicing Convergence Journalism: An Introduction to Cross-Media Storytelling*, Routledge, London/New York.

Meikle, G and Redden, G (eds) 2011, *News Online: Transformations and Continuities*, Palgrave Macmillan, New York.

Montgomery, M 2012, 'The broadcast news interview: questions of discourse', in S Allan, ed, *The Routledge Companion to News and Journalism,* Routledge, London.

Phillips, G, Lindgren, M and Bishop, R 2013, *Australian Broadcast Journalism*, Oxford University Press, South Melbourne.

Ray, V 2003, *The Television Handbook: An Insider's Guide to being a Great Broadcast Journalist,* Macmillan, London.

Starkey, G & Crisell, A 2009, *Radio Journalism*, Sage, London.

Willett, A 2013, *Media Production: A Practical Guide to Radio & TV*, Routledge, London.

Recommended Resources

LYNDA online tutorials (lynda.com)

The computers we will be using for editing sound and image come equipped with the Adobe CC package. Therefore we recommend (but do not prescribe) that you use Premiere Pro and Audition from the CC suite to edit your sound and video files for your assessment tasks.

If you would like to undertake additional tutorials in learning how to master this software, we have access to excellent tutorials on the website lynda.com. UNSW has a licence to access these tutorials. Please follow the instructions and prompts via THIS LINK: https://it.unsw.edu.au/catalogue/lynda.html at the UNSW website to gain FREE access to these tutorials.

We recommend the Premiere Pro CC Essential Training: The Basics, and Audition CC Essential Training with Ashley Kennedy

BBC College of Journalism (access via UNSW Library)

We have online access to the substantial resources provided by the BBC College of Journalism.

In particular, we recommend you access the **SKILLS** section which offers tutorial videos on a wide range of key journalistic skills such as writing headlines, interviewing, pitching a story, video skills (including using smartphones), audio skills.

Please take the time to watch the relevant tutorials BEFORE you embark on your radio and video projects.

Highly Recommended:

You should continue your engagement with the Australian news media and with international news media organisations that offer a range of perspectives on current world events that are shaping the news. ABC *NewsRadio*, ABC *Radio National* and ABC *News24* offer in-depth coverage of world news and current affairs through their radio and TV news programs. Triple J Hack is also good for current affairs aimed at the youth demographic.

We also recommend that you engage with a wide range of podcasts, in order to familiarise yourself with different audio styles. We recommend:

In the Dark from APM Reports

Serial

S-Town

Unladylike

Course Evaluation and Development

Periodically, student evaluative feedback on the course is gathered, using among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. We encourage you to keep notes during the semester on aspects of the course that you think have worked particularly well, and on areas that you feel we need to improve/adjust. We ask that you give detailed feedback through the MyExperience system at the end of the semester.

Image Credit

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