Introduction

Welcome

Welcome to Arts Education M.

The course is coordinated by Jeff Meiners and you will also work with contributions from other tutors: Bindi MacGill, Sue Harding, Karen Inwood

This course aims to provide you with the knowledge and understanding you need in order to start your journey as an effective arts educator.

The course is structured in TWO modules: Module 1: The arts in the curriculum and Module 2: Arts pedagogies.

Course readings, practical learning tasks, and summative assignments are designed to encourage you to critically reflect on arts pedagogies, to capitalize on your existing ‘funds of knowledge’, and to explore approaches to planning that connect learning in and through the arts to the curriculum as a whole in a way that makes sense within diverse teaching contexts.

South Australia has undertaken to roll out implementation of the new ACARA: The Arts curriculum across the state for Years F-10 from 2016. Consequently, in this course you will be working closely with that curriculum document. The Early Years Learning Framework is the platform for our studies for early years learning.

Our aim here is not so much to give you a blueprint of how to teach the arts based on our own methods but rather to equip you with the skills you will need to build a flexible, authentic, critically robust approach to arts education that will continue to develop throughout your career. To that end, we urge you to take a critical and reflective approach to all the readings and practical learning tasks. Actively seek to connect subject content, theories, and practices you encounter here with your prior knowledge. Follow the chain of references started in your assigned readings to develop a wider knowledge of the relevant literature. In so doing, you will lay the foundation of your own authentic approach to arts education.

The course Learnonline site will provide tasks within each Topic to help develop your understanding of arts education theories and practices, to support your work on the two assessment tasks, and to help you interact with other students collegially through online discussion. We urge you to support each other in your arts journeys and interests here. Share your experiences of arts learning and teaching, including resources. Do maintain your integrity and professionalism in the discussions as developing teachers.

We wish you well in your studies and hope that you find the course enjoyable, enriching, and professionally valuable.
Course Teaching Staff

Primary Coordinator: Mr Jeff Meiners
Location: School of Education
          G1-54
Telephone:  +61 8 8302 4434
Fax:    +61 8 8302 4394
Email:     Jeff.Meiners@unisa.edu.au
Staff Home Page:  people.unisa.edu.au/Jeff.Meiners

* Please refer to your Course homepage for the most up to date list of course teaching staff.

School Contact Details

School of Education
Postal Address:  GPO Box 2471
          Adelaide 5001
School Phone:   +61 8 8302 4133
School Website:  http://www.unisa.edu.au/Education-Arts-and-Social-Sciences/Education/

Additional Contact Details

Jeff Meiners's office address is G1-54, Magill Campus

Beyond the course online forums, if you wish to meet by appointment please email me to arrange a time.
Course Overview

Prerequisite(s)
There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)
There are no corequisite courses to be completed in conjunction with this course.

Course Aim
To study a range of arts forms in education as active student teacher/artists with critical consideration of arts content, methodologies, materials, processes and curricula to enable their implementation within educational environments.

Course Objectives
On completion of this course, students should be able to:

CO1. Demonstrate a critical understanding of dance, drama, media, music and visual arts in the arts curriculum
CO2. Demonstrate the skills to plan, implement and document authentic arts learning experiences
CO3. Critique a range of curriculum resources in the arts, including arts-related technologies
CO4. Demonstrate a critical understanding of arts-related cultural diversity
CO5. Demonstrate an understanding of Indigenous arts in contemporary Australia
CO6. Demonstrate the competencies to take into account the contribution of the arts to learners' well-being within contemporary social and cultural context
CO7. Apply ethical considerations in relation to learners' participation in the arts

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

<table>
<thead>
<tr>
<th>Graduate Qualities being assessed through the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>GQ1</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>CO1</td>
</tr>
<tr>
<td>CO2</td>
</tr>
<tr>
<td>CO3</td>
</tr>
<tr>
<td>CO4</td>
</tr>
<tr>
<td>CO5</td>
</tr>
<tr>
<td>CO6</td>
</tr>
<tr>
<td>CO7</td>
</tr>
</tbody>
</table>

Graduate Qualities
A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice
GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice
GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems
GQ4. can work both autonomously and collaboratively as a professional
GQ5. is committed to ethical action and social responsibility as a professional and citizen
GQ6. communicates effectively in professional practice and as a member of the community
GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content
Students will develop knowledge of Arts education theory and practices in the disciplines of dance, drama, media arts, music and visual arts; planning, implementing and documenting arts teaching and learning; using curriculum frameworks; the influence of socio-cultural factors on arts education. They will engage in critical reflection on the intrinsic and instrumental value of the arts across learning areas.

Teaching and Learning Arrangements
Workshop 4 hours x 8 days

Unit Value
4.5 units

Additional assessment requirements
Students must pass each assessment item to be considered for a pass in the course.

Further Course Information
PLEASE REFER TO THE COURSE HOMEPAGE TO SEE HOW THE COURSE IS STRUCTURED IN TWO MODULES FOR ONLINE AND INTERNAL STUDENTS

AITSL Professional Standards for Teachers

The Professional Standards for Teachers compiled by the Australian Institute for Teaching and School Leadership (AITSL) outline expectations for what teachers should know and be able to do across a range of levels of professional experience. Students undertaking this Program are expected to reach a satisfactory achievement against standards at the Graduate level by the end of their studies. The Arts Education course aligns with the following AITSL Professional Standards;

Professional Knowledge
1 Know students and how they learn
1.2 Understand how students learn
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

2 Know the content and how to teach it
2.1 Content and teaching strategies of the teaching area
2.2 Content selection and organisation
2.3 Curriculum, assessment and reporting
2.6 Information and Communication Technology (ICT)

Professional Practice
3 Plan for and implement effective teaching and learning
3.1 Establish challenging learning goals
3.2 Plan, structure and sequence learning programs
3.3 Use teaching strategies
3.4 Select and use resources
3.6 Evaluate and improve teaching programs

4 Create and maintain supportive and safe learning environments
4.1 Support student participation

Version 1 (14 February 2017)
4.2 Manage classroom activities
4.5 Use ICT safely, responsibly and ethically

5 Assess, provide feedback and report on student learning
5.1 Assess student learning

6 Engage in professional learning
6.1 Identify and plan professional learning needs

7 Engage professionally with colleagues, parents/carers and the community
7.4 Engage with professional teaching networks and broader communities
Learning Resources

Textbook(s)
You will need continual access to the following text(s) to complete this course. The library does not hold multiple copies of the nominated text books. It is strongly recommended that you purchase the book(s). An eBook version may be available but please check with the library as availability is limited and dependent on licence arrangements. http://www.library.unisa.edu.au

Dinham, J 2016, Delivering authentic arts education, 3rd edition, Cengage Learning, South Melbourne, VIC.

Reference(s)


Barnes, R, 2015, Teaching Art to Young Children 3rd Edn Routledge, New York


Gibson, R & Ewing, R 2011, Transforming the Curriculum through the Arts, Palgrave MacMillan, South Yarra.

Isbell, R, Raines, S, 2013, Creativity and the Arts with young Children 3rd edn Wadsworth, Cengage Learning, Belmont, CA, USA.


Russell-Bowie, D, 2011, MMADD About the Arts: an introduction to Primary Arts education, 3rd edn, Pearson Australia, Frenchs Fores.


**Materials to be accessed online**

learnonline course site

All other course related materials can be accessed through your learnonline course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: [https://my.unisa.edu.au](https://my.unisa.edu.au)
Assessment

Assessment Details
Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help and in myUniSA.

Use of recorded material
This course will involve the production of audio and/or video recordings of UniSA students. To protect student privacy, you must not at any time disclose, reproduce or publish these recordings, or related material, in the public domain including online, unless the videoed students give consent for reproduction, disclosure or publication. This requirement is consistent with University statutes, by-laws, policies, rules and guidelines which you agreed to abide by when you signed the Student Enrolment Declaration.

Assessment Summary

<table>
<thead>
<tr>
<th>#</th>
<th>Form of assessment</th>
<th>Length</th>
<th>Duration</th>
<th>Weighting</th>
<th>Due date (Adelaide Time)</th>
<th>Submit via</th>
<th>Objectives being assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical reflection</td>
<td>2250 words equivalent</td>
<td>N/A</td>
<td>50%</td>
<td>See assessment activities for details</td>
<td>See assessment activities for details</td>
<td>CO1, CO2, CO3, CO4, CO5, CO6, CO7</td>
</tr>
<tr>
<td>2</td>
<td>Project</td>
<td>2250 words equivalent</td>
<td>N/A</td>
<td>50%</td>
<td>9 Jun 2017, 11:00 PM</td>
<td>learnonline</td>
<td>CO1, CO2, CO3, CO4, CO6, CO7</td>
</tr>
</tbody>
</table>

Feedback proformas
The feedback proforma is available on your learnonline course site. It can be accessed via the Feedback Form link in the Course Essentials block.

Assessments
Critical reflection (Graded)

Assessment Activities

<table>
<thead>
<tr>
<th>Name</th>
<th>Sub-weighting</th>
<th>Due date (Adelaide Time)</th>
<th>Submit via</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Education Quiz</td>
<td>25%</td>
<td>17 Mar 2017, 11:00 PM</td>
<td>learnonline</td>
</tr>
<tr>
<td>Critical Reflection ePortfolio</td>
<td>75%</td>
<td>17 Mar 2017, 11:00 PM</td>
<td>learnonline</td>
</tr>
</tbody>
</table>

Critical Reflection (2250 word equivalent* )50% (Due 17th March)

*equivalent: this means that the multi-modal nature of some sections of this task will not allow strict word counts.

Please note that original images of people may only be used if they have signed a UniSA talent release form which can be located on the course Learnonline site. No images of children or young people under 18 may be included. All other sources need to be referenced.

The Critical Reflection assessment task has different parts as follows:

Part A: Arts Education Quiz (25%) During the first Arts Intensive days and through your readings you will be introduced to the core elements and principles of each of the five arts subjects. In this first part of the assessment you are to complete an online quiz which will allow you to demonstrate your developing
understanding of these foundation concepts for each arts subject.

**Part B: Critical Reflection ePortfolio (75%).** You will also be supported in preparation of an Arts Education ePortfolio for this assessment. Additional guidance, including a number of online tutorials, will be available on the course Learnonline page. The Arts Education ePortfolio will provide a place for you to create a coherent multi-modal critical reflection that documents your initial learning about arts education in this course. The assessment task requires you to create an ePortfolio which acts as a tool to support future employment with the following THREE elements, each presented on a page of your ePortfolio:

1. My arts learning story video (25%)
2. Resources (25%)
3. Creative artefact (25%)

1. Video: 'My arts learning story' page (25%) (500 words equivalent*).
   Create a 3-4 minutes (max) video presentation of yourself, face to camera. In your video:
   - Introduce yourself
   - Present a succinct personal arts learning story. In your story, communicate the background you bring to becoming a generalist arts educator, your experience in the arts (both formal and informal); consideration of your values, attitudes, interests, skills and knowledge for teaching in one or more art forms that you feel you have personal strengths or interest in; why you feel less confident about teaching another art form.

   Your ePortfolio will communicate through a range of modes such as the written word, visual content (for example photography/video/graphics/animation), and sound (for example your voice/others' voices/music/sound effects). More guidelines will be provided in task descriptions and during lectures and tutorials.

   Microsoft has the free windows movie maker available on Windows 8.1 and earlier: [https://vimeo.com/album/3369125](https://vimeo.com/album/3369125)

   You are able to upload videos to YouTube and designate them as ‘unlisted’: [https://vimeo.com/album/3369125](https://vimeo.com/album/3369125)

2. Resources page (25%) (500 words total)
   Select and present a concise summary of three resources selected from the following sources that will support your arts teaching:
   a) the Song Room's Arts Live online arts education resources;
   b) a unit of inquiry from the set text by Judith Dinham 'Delivering authentic arts education' (choose one unit of inquiry from Part 3 of the text);
   c) a journal article (peer reviewed) of your own choice on an aspect of arts education.

   Address the following guiding questions: How would it be useful in your teaching? How does it inform your practice?

3. Creative Artefact page (25%) (1000 words equivalent*)
   Design, create and present a coherent multi-modal ePortfolio page that documents your learning about arts education from the first workshop series. The page will communicate through a balanced range of modes which may include the written word, via visual content (for example photography/video/graphics/animation), and sound (for example your voice/others' voices/music/sound effects). Your ePortfolio needs to include:
   - summary critical reflection on your learning with examples from the practical experiences in the course;
   - consideration of your role as an arts educator and the use of arts pedagogies for effective learning with diverse students;
   - reflection on issues that impact on arts education in contemporary Australia;
   - references to course readings including relevant curriculum documents and policies.

**Assessment criteria**

**Part A (25%):** Successful completion of Arts Education quiz

**Part B (75%):**
1) Video presentation that includes: Introduction; succinct personal arts learning story with consideration of values, attitudes, interests, skills and knowledge for teaching in one or more art forms; why you feel less confident about teaching another art form.

2) Summary analysis of three resources selected from the identified sources with critical statements about each resource explaining how the resources may support teaching diverse learners.

3) A coherent multi-modal Creative Artefact ePortfolio page with: communication through a balanced range of modes; summary critical reflection on arts education learning from first workshop series; consideration of your
role as an arts educator and the use of arts pedagogies for effective learning with diverse students; reflection on issues that impact on arts education in contemporary Australia; references to course readings including relevant curriculum documents and policies.

**Advice for preparing, designing and presenting your ePortfolio**

Do include:
- original writing informed by course readings and other quality sources (direct quotes are not included in the word limit), original photographs/video/sound recordings.
- 11 or 12 point font size and standard consistent font style;
- hierarchical headings;
- white/blank space (rather than cramming content);
- page maximum of 2 screen lengths;
- a separate page for all references including images and video.

Avoid:
- lengthy direct quotes, use of YouTube videos and photographs without clear explanations as to their purpose and significance for your ePortfolio;
- font size below 11 point;
- light or multi-coloured text;
- underlining of text, unless used for links (this convention is reserved for links).

**Return of Assessment 1**: The marks for the Critical e-Portfolio will be available 2-3 weeks after submission.

**Project (Graded)**

**Arts curriculum project (2250 words) (Due Friday 9th June)**

This project focuses on planning for three different arts education ‘subjects’ and includes a number of parts as follows:

**Part A: Microteach group learning experience/lesson plan (15%) (words not included) and 450 words individual evaluation (15%) = 30%**

**Part B: Detailed lesson plan (30%) related to a selected context for your teaching (600 words)**

**Part C: Unit of Inquiry overview of 4-6 learning experiences/lessons (40%) (1200 words)**

The assessment requires you to apply your critical understanding of three arts subjects drawn from the Australian curriculum (Dance, Drama, Media Arts, Music and Visual Arts), their core elements and practices and their role in the curriculum, to plan for arts learning as an arts curriculum project. The plan will provide you with a foundation that could be adapted and implemented in future professional experience placements in your study program.

The assignment aims to develop your understanding of planning and evaluating arts subject lesson or learning experiences as well as unit planning within the context of the Australian Curriculum or the Early Years Learning Framework. This assessment task acknowledges that you are a beginning teacher with a developing body of knowledge that can be strengthened by identifying and communicating goals for your role as a professional arts educator with preschool children (ECE specialisation only) or school students (Graduate Qualities 1,6).

**Part A: Microteach group learning experience/lesson plan (25%) (words not included) and 450 words individual evaluation (25%)**

Present your microteach group learning experience/lesson plan and write a 450 words personal evaluation of your teaching.

**Part B: Detailed lesson plan (30%) related to a selected context for your teaching (600 words)**

Choosing one of the teaching and learning scenarios which are provided, plan a lesson or learning experience for an arts subject different to the one selected for your microteach plan.

**Part C: Unit of Inquiry overview of 4-6 learning experiences/lessons (40%) (1200 words)**

Using the same teaching and learning scenario for Part B, present a unit of inquiry overview comprising a sequence of four to six lessons or learning experiences to develop students’ skills and understanding in another arts subject.
- You should use the microteach, lesson or learning experience and unit plan templates provided.
- The plans should include goals, content, teaching strategies and identified resources required to provide well-organised and sequential learning experiences for the selected arts subjects with reference to relevant curriculum documents.
- Provide relevant, meaningful and appropriate arts learning experiences for diverse learners in the class.
- Include consideration of safe and ethical practices that support learners’ well-being and successful participation in the arts in relation to the selected teaching scenario.
- Include a section which explains how you plan to undertake evaluation of your teaching and students’ learning, assessment of specific arts learning and documentation of the processes and products of students’ arts learning.

- Work submitted for marking in another course will NOT be accepted for marking in this course. While not a breach of the current Academic Integrity Policy, the expectation of the Arts teaching team is that you design experiences for a specified context, addressing the criteria for successful planning for arts learning.

**PLEASE NOTE:** you will probably write more words for your plans but some of this detail will include necessary organisational content, references to curriculum documents

Please see the Assessment Resource folder for templates.

**Criteria For Assessment**

Students will be expected to:

- evaluate microteach plan with reference to a range of arts pedagogies and readings (30%)
- articulate goals, content, teaching and assessment strategies for a detailed arts lesson or learning experience in relation to a specific learning context and in relation to the needs of diverse learners (30%)
- plan sequential authentic arts education experiences that show scaffolded sequential progression in student learning across an arts unit of inquiry (40%)

See the assessment rubric for more detail.

*The teaching team expects your work to be presented in a professional manner congruent with your status as Masters students and pre-service teaching professionals. That means all documents should be neatly formatted, checked for typographic errors and/or any errors in spelling and punctuation. Please use a standard font such as Arial, Helvetica, or Times. (Please no Comic Sans!) You will find it hard to achieve a mark of D or above if your work appears sloppy or unprofessional. The university's Language, Literacies and Learning unit provides a wealth of support and resources in the event that you need help with any aspect of your English language skills.*

Return of Assessment 2: The anticipated return date for Assessment 2 is 3-4 weeks after submission date.

**Exam arrangements**

There is no examination in this course

**Supplementary Assessment**

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2)

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and
Important information about all assessment

All students must adhere to the University of South Australia’s policies about assessment: http://w3.unisa.edu.au/policies/manual/default.asp.

Students with disabilities or medical conditions

Student with disabilities or medical conditions or students who are carers may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: http://w3.unisa.edu.au/policies/manual/default.asp.

Students can register for an Access Plan with UniSA Disability Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Disability Hub for more information: http://www.unisa.edu.au/Disability/Current-students.

Students are advised there is a deadline to finalise Access Plan arrangements for examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/.

Deferred Assessment or Examination

Delete all bold text and the statement below which is not applicable to your course

STATEMENT 1

Deferred assessment or examination is available for the course

STATEMENT 2

Deferred assessment or examination is not available for this course. APPM 7.6.4

Special Consideration

STATEMENT 2

Special consideration is not available for this course. APPM 7.7.4

Variations to assessment tasks

Variation to assessment methods, tasks and timelines may be provided in:

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

Special circumstances, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).
Extra time in exams (ENTEXT) and the use of a dictionary may be available to some students (for example, Indigenous Australian students and those of non-English speaking background) as follows:

- extra time for reading or writing. This will be an extra ten minutes per hour for every hour of standard examination time, and
- the use of an English language or bilingual print dictionary (without annotations). (APPM 7.2.2)


Marking process
All assignments will be marked and moderated by the tutors and course coordinator.

Extensions
Extensions will only be granted when:

a) a "Request for Extension" has been submitted to the learnonline site with the stated extenuating circumstances and these are deemed acceptable by the course coordinator. Do not make extension requests to the class tutor.

b) the request is received a minimum of 2 days prior to the due date of the assignment except in unexpected or extenuating circumstances deemed acceptable by the course coordinator.

Supporting evidence must be provided. Refer to the Assessment Policies and Procedures Manual (APPM, sections 7.3.1 and 7.8 to 7.11
Requests will be responded to via the learnonline site.

Late submission of assignments
Unless an extension has been requested by the student and granted by the Course Coordinator due to exceptional circumstances, assignments can be submitted up to three exact days after the due date and time, but will be marked from a P2 maximum grade. Late submissions will not be accepted after 3 days. A zero grade will be applied.

Re-marking
A re-mark will take place under the following conditions;

a) the student will first contact the assessor concerned to discuss the original mark normally within five working days of the return of the assignment
b) where the student is dissatisfied with the result of the discussion the student may formally request a re mark to the Course Coordinator
c) the Course coordinator will arrange for the work to be re-marked and communicate the new grade to the student. A grade allocated in the re-marking process is final, even if lower than the initial grade.

Feedback on assessment items will be provided on the Feedback forms available from the learnonline site. The feedback sheets detail the assessment criteria for assignments 1 & 2 and relate to the Graduate Qualities.

Academic Integrity
Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To
ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin [http://www.turnitin.com](http://www.turnitin.com).


**Submission and return of assessment tasks**

See above under Assessment details.

**Action from previous evaluations**

The course coordinator and tutors are keen to respond to student evaluations of the Arts Education course. Students are encouraged to complete the online evaluation instrument which will be available at the end of the course.

There have been a number of changes to this course in response to previous evaluations including assessment tasks.

**Further Assessment Information**

Both assessment tasks must be passed in order to successfully complete the course.
## Study Period 2 - 2017

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Notes</th>
<th>Assessment Details (Adelaide Time)</th>
<th>Public Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20 - 26 February</td>
<td><strong>Intensive Workshop series 1</strong></td>
<td>9.00-4.30 for intensive days: see Rotation plan for times + ePortfolio support sessions. Please note: no workshops on Wednesday 22nd February due to Orientation Day</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>27 February - 5 March</td>
<td>see course homepage to select x5 one hour study group times over the next weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>06 - 12 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>13 - 19 March</td>
<td></td>
<td>Critical reflection: Critical Reflection ePortfolio due 17 Mar 2017, 11:00 PM</td>
<td>Adelaide Cup Day 13 Mar 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Critical reflection: Arts Education Quiz due 17 Mar 2017, 11:00 PM</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>20 - 26 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>27 March - 2 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>03 - 9 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10 - 16 April</td>
<td><strong>Intensive Workshop series 2</strong></td>
<td>See Rotation plan for times No workshops on Employment Day scheduled Monday 10th April</td>
<td>Good Friday 14 Apr 2017</td>
</tr>
<tr>
<td></td>
<td>17 - 23 April</td>
<td>Mid-break</td>
<td></td>
<td>Easter Monday 17 Apr 2017</td>
</tr>
<tr>
<td>9</td>
<td>24 - 30 April</td>
<td></td>
<td></td>
<td>Anzac Day 25 Apr 2017</td>
</tr>
<tr>
<td>10</td>
<td>01 - 7 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>08 - 14 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>15 - 21 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>22 - 28 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>29 May - 4 June</td>
<td>Project due 09 Jun 2017, 11:00 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 15   | 05 - 11 June | \[15\] 12 15 - 21 May  
|      |             | 13 22 - 28 May  
|      |             | 14 29 May - 4 June  
|      |             | 15 05 - 11 June  
|      |             | Project due 09 Jun 2017, 11:00 PM |