CONTACT INFORMATION

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Phone: 02 6125 8579

Office Hours:

Wednesday, 3:00 PM to 4:00 PM, CBE Building Room 2.23
Thursday, 11:00 AM to 1:00 PM, CBE Building Room 2.23
Students must book a time here.
If available times do not suit please email me.

Research School of Management: STUDENT OFFICE

Email: enquiries.rsm@anu.edu.au (mailto:enquiries.rsm@anu.edu.au)
Office: Room 1088, Level 1, LF Crisp Building 26
Website: https://www.rsm.anu.edu.au/ (https://www.rsm.anu.edu.au/)
Phone:
02 6125 6737
02 6125 9839

College of Business and Economics: STUDENT OFFICE

Email: info.cbe@anu.edu.au (mailto:info.cbe@anu.edu.au)
Office: Level 2, Building 26C
Phone:
1300 732 120 Within Australia
+612 6125 3807 International
DESCRIPTION

An understanding of the needs and behaviours of consumers is an intrinsic component of the development and implementation of successful marketing actions. Specific topics address the consumer decision process; situational and perceptual influences in consumer evaluation of marketing messages, products and services; motivation, learning and memory, personality, attitude and attitude change in marketing contexts; the influence of consumer demographics; and contextual influences on consumer behaviour, including that of the online consumer.

Requisites

Basic knowledge of marketing (coursework equivalent of MKTG7001 (http://programsandcourses.anu.edu.au/2016/course/MKTG7001) Marketing or relevant work experience)

LEARNING OUTCOMES

Upon successful completion of the requirements for this course, students will be able to:

1. explain and illustrate the three major influences on customer choice:
   - the process of human decision making in a marketing context;
   - the individual customers make up;
   - the environment in which the customer is embedded;

2. apply this understanding to marketing strategies of the supplier; and,

3. apply this knowledge to marketing decision making and activities

SCHEDULE

Research-Led Teaching

This course aims at giving students the thrill of discovery by offering a balance of theoretical background and practical exposure. The distinctive and research-led features of this course lie in its 'student-centred' and ‘learning by doing’ approaches to teaching and learning.

The course facilitates student engagement with research via:

- Research informed learning:

  A comprehensive introduction to a wide range of contemporary knowledge in consumer behaviour, an important research interest of the course convenor, particularly in relation to identity, celebrity, commitment and brand communities;

  An application of consumer behaviour theories through seminar activities that utilise various consumer research methods;

- Learning to do research:

  Independent research, using core consumer behaviour concepts, to analyse and synthesise academic research to understand and apply concepts in marketing practice.

Staff feedback

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include:
Seminar activities have been adjusted so the link to content is clearer.

Quiz changes:
- Format has been adjusted so each section designates what needs to be studied.
- Number of quizzes has been reduced.
- An extra week has been given between covering topics in the lecture and the seminar time to allow additional study.

Group assignment has been changed to reflect student's desire for more application to marketing. The components of the assignment have been reduced and earlier notification of requirements has been implemented.

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Week 1</td>
<td>Introduction</td>
<td>Introduction&lt;br&gt;Situational Influences</td>
</tr>
<tr>
<td>Seminar Week 2</td>
<td>Decision Making 1</td>
<td>Decision making 1:&lt;br&gt;Problem recognition&lt;br&gt;Information search&lt;br&gt;Activity 1: Burning house</td>
</tr>
<tr>
<td>Seminar Week 3</td>
<td>Decision Making 2</td>
<td>Decision making 2:&lt;br&gt;Evaluating alternatives&lt;br&gt;Outlet selection and purchase&lt;br&gt;Post-purchase process&lt;br&gt;Activity 2: Choosing noodles</td>
</tr>
<tr>
<td>Seminar Week 4</td>
<td>Individual Influences 1</td>
<td>Quiz 1: Topics week 1 - 3&lt;br&gt;Consumer perception&lt;br&gt;Activity 3: Super fun night</td>
</tr>
<tr>
<td>Seminar Week 5</td>
<td>Individual Influences 2</td>
<td>Learning and consumer involvement&lt;br&gt;Activity 4: Smartphone mapping</td>
</tr>
<tr>
<td>Seminar Week 6</td>
<td>Individual Influences 3</td>
<td>Consumer Needs and Motivations&lt;br&gt;Personality and Self-concept&lt;br&gt;Activity 5: Me, my selfie and I</td>
</tr>
<tr>
<td>Seminar Week 7</td>
<td>Individual Influences 4</td>
<td>Nature of Consumer Attitudes&lt;br&gt;Activity 6: Make me stop!&lt;br&gt;Using Stuff: 5 min video (Due Tuesday 9am)</td>
</tr>
<tr>
<td>When</td>
<td>Topic</td>
<td>Notes</td>
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<td>------------</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>Seminar</td>
<td>External Influence 1</td>
<td>Quiz 2: Topics week 4 - 7 Social Influences on Buyer Behaviour Activity 7: Celebrified</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td>Ch 8</td>
</tr>
<tr>
<td>Seminar</td>
<td>External Influence 2</td>
<td>Consumer Influence and Diffusion of Innovations Using Stuff: Analysis presentation</td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td>Ch 15</td>
</tr>
<tr>
<td>Seminar</td>
<td>External Influence 3</td>
<td>The Family Social Class and Consumer Behaviour Activity 8: East End Boys and West End Girls</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td>Ch 9,10</td>
</tr>
<tr>
<td>Seminar</td>
<td>External Influence 4</td>
<td>Culture Activity 9: Trash talk</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td>Ch 11</td>
</tr>
<tr>
<td>Seminar</td>
<td>External Influence 5</td>
<td>Culture (cont.) Subculture Cross-cultural influences Activity 10: Cultural identity circles Using Stuff: Written report (Due Friday 4pm)</td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td>Ch 12,13</td>
</tr>
<tr>
<td>Seminar</td>
<td>N/A</td>
<td>Quiz 3: Topics weeks 8 and 12 End of semester party TBC</td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
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</tbody>
</table>

**MATERIALS**

Additional Readings are placed on Wattle.

**Consumer Behaviour**

Author: Schiffman, L., O'Cass, A., Paladino, A., and Carlson, J.
Publisher: Pearson
Edition: 6th
Availability: Co-op bookstore

**Referencing Requirements**

As an aid for students to be consistent in their group assignments it is recommended that you use the referencing style guide for the Journal of Consumer Research (pp.6-8): http://www.ejcr.org/newstylesheet.pdf. This guide can also be used as a standard for how to format your report. Please note that this is a recommendation rather than a requirement. However, it has helped students in the past as inconsistent referencing styles are
### ASSESSMENT OVERVIEW

#### Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>40%</td>
<td>LO1</td>
<td>This assessment is designed to test students ability to recognise and recall the concepts and theories of consumer behaviour.</td>
</tr>
<tr>
<td>Seminar</td>
<td>20%</td>
<td>LO3</td>
<td>This task is designed to expose students to numerous consumer research techniques, methods of analysis and implications for marketing practice. In class activities will show students different ways of understanding the behaviour of others in order to highlight the dangers of self-referencing in marketing decision making.</td>
</tr>
<tr>
<td>Using Stuff</td>
<td>40%</td>
<td>LO2, LO3</td>
<td>This assignment is designed to allow students to understand how consumer behaviour theories are represented in practice. Critical analysis is required to determine the consumer behaviour issues, potential marketing solutions and value creation.</td>
</tr>
</tbody>
</table>

#### Grading Scale

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
</tbody>
</table>
Quiz: Content Review Quizzes 40%

Quizzes will be conducted 3 times throughout semester (see Course Schedule) during seminar times.

- Quiz 1
  - Value: 10%
  - Week 4
  - Time: 30 minutes, beginning at the start of seminar
  - Content Review:
    - Introduction
    - Situational Influences
    - Decision Making Process

- Quiz 2
  - Value: 15%
  - Week 8
  - Time: 1 hour, beginning at the start of the seminar
  - Content Review:
    - Internal Influences (weeks 4-7)

- Quiz 3
  - Value: 15%
  - Week 13
  - Time: 1 hour, beginning at the start of the seminar
  - Content Review:
    - External Influences (weeks 8-12)

Quizzes will be formatted as follows:

1. Multiple choice questions - Based on text book
2. Short answer questions - Based on lecture material
3. Short answer question - Based on seminar activity

Quizzes are closed book. Any cheating will result in an automatic 0 grade for that quiz and possible academic misconduct action.

Late arrivals will only be allowed 15 minutes after the commencement of quiz time.

Students will only be able to do a make-up quiz if they provide documentary evidence to explain an absence. Evidence will need to be provided per Special Consideration policy. If consideration is granted you will need to book a time with the coordinator to sit an alternate quiz.

Different versions of each quiz are used to prevent exam misconduct. Raw marks will be moderated to account for differences between versions.
Practice quiz materials are available on Wattle.

**Activity: Seminar Activities 20%**

There are three components to this assessment. See the Course Schedule for details of the 10 activities that are required to be completed throughout semester.

1. **Preparation activity**: This must be completed and submitted to Wattle by 11am Thursday. There are no marks attached to this part.

   These tasks are designed to be completed by a naïve respondent and as such do not require any reading or referencing to course or academic material. For example, Seminar Activity 1: Burning house - requires you to take a photo of and list all of the objects you would rescue if your house was burning down.

   You will need to bring a hard copy version (or soft-copy on a device that can be shared) to class.

2. **In-Class activity**: Based on your preparation activity, groups will be formed and you will be given questions and tasks to complete within a set time period during the tutorial.

   Each in-class activity is worth 1 mark each (Value = 10%), awarded for each in-class activity completed, that responds to requirements correctly.

   In order to be awarded marks for completing the in-class activity you must have submitted the preparation activity.

   You must be in attendance and participating in a group no more than 5 minutes after the start of the activity in order to achieve full marks. Late attendance will result in an incomplete mark.

**Assessment Rubric**

<table>
<thead>
<tr>
<th>Assessment Components</th>
<th>Marking Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation activity</td>
<td>Non, late or irrelevant submission = Not eligible for grade</td>
</tr>
<tr>
<td>In-class activity</td>
<td>No individual submission = 0 marks</td>
</tr>
</tbody>
</table>

**Hurdle requirements**: You must complete the preparation activity to qualify for a mark for the in-class activity

3. **Follow-up question**: At the end of each activity a follow-up question will be given. These questions will be based on the material covered but seek to extend student's learning outcomes to how material affects marketing practice and understanding. Students are required to complete only 1 (one) follow-up question. Value = 10%

   **Requirements**:

   Submission: One week following the seminar activity (midnight on the following Thursday) to Turnitin on Wattle.

   Content: One page maximum answer in a Word document. Any references, images, tables,
etc. to appear from page 2 and are not included in page limit.

**Assessment Rubric**

<table>
<thead>
<tr>
<th></th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>P</th>
<th>F</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct and complete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/5</td>
</tr>
<tr>
<td>Evidence of Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/3</td>
</tr>
<tr>
<td>Readability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/10</td>
</tr>
</tbody>
</table>

**Group: Using Stuff 40%**

Groups of 4-5 people from your seminar group. A process of on-going peer assessment will be implemented to ensure that groups are functioning and that contributions are fairly distributed. See Wattle for more details.

Using Stuff requires you to video a volunteer using a product. Note this is not an interview about a product or videoing people shopping for a product. Hints and tips: http://blog.usabilla.com/top-ethnographic-research-videos/ (http://blog.usabilla.com/top-ethnographic-research-videos/). Additional information about the video will be provided in class and on Wattle.

You are then required to analyse this video to identify how the person’s behaviour is influenced by attributes of the product, the situation, personal preferences or social influences.

You will then analyse the video content to identify the relevant consumer behaviour concepts and then apply this information to develop a marketing solution.

In a report you will detail your specific concept for marketing implementation, such as a new product, design, feature, or package for the product. You need to justify your concept choices based on theory or the information identified in the video. You also need to identify what value your concept will deliver to consumers.

There are three components to be completed for this assignment:

1. **5 minute video 10%**

   In week 4 you are required to make a 5 minute version of your Using Stuff Video. You need to identify what is the product being used. Upload this to Wattle by Tuesday 9am of week 7.

   Your video content should address the following questions:
   - What product is being used?
   - How is the product used?
   - Why is this product used?
   - Why were other potential substitutes not used?
   - How / from whom did the volunteer learn to use the product?
   - When is the product used? When is it not used?
   - Where is the product used? Where is it not used?
   - What are the problems the volunteer has with the product?

   Assessment is based on the thoughtfulness of video content and composition.

   **Assessment Rubric**
**Assessment Rubric**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content 50%</strong></td>
<td>A detailed overview of usage</td>
<td>A reasonable overview of usage</td>
<td>A minimum overview of usage</td>
<td>Does not overview usage in a way that is comprehensible</td>
</tr>
<tr>
<td><strong>Composition 50%</strong></td>
<td>Aesthetically interesting and information is clearly understood</td>
<td>Aesthetically OK and information is clearly understood</td>
<td>Information is clearly understood</td>
<td>Information is not clearly understood</td>
</tr>
</tbody>
</table>

2. **Analysis 10%**

In seminars in week 9 groups will do a 10-15 minute presentation detailing the process and initial findings from their analysis of their videos. This presentation will be used as a chance for feedback on the project. A final version of the analysis is to be included as an appendix to the final report (detailed below). This is the version that will be graded.

Details of the analysis process will be placed in Wattle. Also, after the quiz in week 8 the analysis process will be reviewed in class (after the quiz). Groups will have the chance to start their analysis with guidance from the lecturer.

3. **Written report 20%**

Due: Week 12 Friday midnight (20th May, 2016)

Requirements: Maximum 2,500 words Word document submitted to Turnitin.

**Content:**

- Introduction
  - What is your product/situation?
  - What is your concept?
  - Why this is important?
- Analysis of video
  - What are the issues in using the product highlighted by the video?
- Are these important?
- Theoretical support?
- Concept for Marketing implementation
  - What is your solution? (new product, design, feature, or package for the product)
  - Justify your choices
- Value proposition
  - What value are you delivering to consumers?

### Assessment Rubric

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> 5%</td>
<td>Addresses content in a very succinct and engaging manner</td>
<td>Addresses content in a succinct and engaging manner</td>
<td>Minimally addresses content / is not succinct and engaging manner</td>
<td>Does not addresses content</td>
</tr>
<tr>
<td><strong>Analysis of video</strong> 20%</td>
<td>Highlights key issues and identifies their importance</td>
<td>Highlights issues and identifies their importance</td>
<td>Highlights issues or identifies their importance</td>
<td>Does not highlight issues or their importance</td>
</tr>
<tr>
<td><strong>Concept for marketing implementation</strong> 30%</td>
<td>Solution is well explained and justified</td>
<td>Solution is explained and justified</td>
<td>Solution is explained but with minimal justification</td>
<td>Solution is unclear or not justified</td>
</tr>
<tr>
<td><strong>Value Proposition</strong> 30%</td>
<td>Value identified and supported</td>
<td>Value identified but with minimal support</td>
<td>Value identified with no support</td>
<td>No clear value identified with no support</td>
</tr>
<tr>
<td><strong>Theoretical support and justification throughout 15%</strong></td>
<td>&gt;20 quality academic references, correctly referenced</td>
<td>&gt;15 quality academic references, correctly referenced</td>
<td>≥10 quality academic references, correctly referenced</td>
<td></td>
</tr>
</tbody>
</table>

Estimated return date: Grades will be returned 2 weeks following the presentation

### COURSE EXPECTATIONS

#### Announcements

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.
Tutorial and/or Seminar registration

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

Extensions and penalties


You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.
Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.

Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au. You will be notified by your lecturer if an extension has been approved.

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Resubmission of assignments

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

Returning assignments

All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or
- via the course Wattle site.

Referencing requirements

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the Academic Skills website: https://academicskills.anu.edu.au/resources/handouts/referencing-basics
Deferred examinations

A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:

- Complete the form at http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations
- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au
- Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.

Finalisation of Marks and Grades

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

ANU POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/

Key policies include:

- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy
**Academic Integrity**

Students are expected to have read the ANU's *Code of Practice for Student Academic Integrity* before the commencement of their course. ([https://policies.anu.edu.au/ppl/document/ANUP_000392](https://policies.anu.edu.au/ppl/document/ANUP_000392))

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate *pro formas* and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the *Discipline Rules* of the ANU ([http://about.anu.edu.au/__documents/rules/disciplinerules.pdf](http://about.anu.edu.au/__documents/rules/disciplinerules.pdf)).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at [http://academichonesty.anu.edu.au/](http://academichonesty.anu.edu.au/)

**Assessment Requirements**

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website ([http://online.anu.edu.au/help_support/turnitin](http://online.anu.edu.au/help_support/turnitin)).

**Student Feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

Student Support Services

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

- the Counselling Centre at http://counselling.anu.edu.au/ (http://counselling.anu.edu.au/)

Library

- Information about the library can be found at http://anulib.anu.edu.au (http://anulib.anu.edu.au/)
- For free training in information skills and computer skills see http://anulib.anu.edu.au/research-learn (http://anulib.anu.edu.au/research-learn)/