PAWS AND PEDAGOGY: USING PET PHOTOS IN A LEARNING MANAGEMENT SYSTEM TO ENHANCE STUDENT ENGAGEMENT

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Abstract

In an era of hybrid and digital learning, maintaining consistent student engagement presents a formidable challenge, particularly in an asynchronous environment where students learn at their own pace and on their own schedule. This paper outlines a creative, low-cost teaching intervention, delivered to an introductory-level Macroeconomics course at Charles Sturt University in 2025. We use photos of staff pets to build rapport, foster a sense of community, and motivate students to regularly log into the online learning management systems (LMS) platform and read the subject content. This approach demonstrates how integrating light-hearted, emotionally resonant stimuli – such as pet photos – can serve as a low-effort relational strategy to deepen academic interaction and improve student engagement.

Key Words: asynchronous learning, building community, engagement, innovation, LMS, motivation, online learning, pets

JEL Classification: A20, A21, A22

Introduction

The simple yet profound joy that dogs bring to their owners, captured in popular culture in such places as Charles Schulz's *Peanuts* coming strip, has also been documented in the academic literature. Serpell (1991) found that pet ownership appears to contribute significantly to psychological well-being, offering companionship, reducing loneliness, and increasing life satisfaction. The emotional, social, and physical well-being associated with pet ownership can be contrasted with the environment often found in online courses. Several academic papers have addressed the issue of low student engagement in online courses, highlighting factors like reduced interaction (Afzal & Crawford, 2022), lack of peer connection, and challenges in maintaining motivation (Hollister et al. 2022). These papers emphasize that online learning environments can present unique challenges in fostering student engagement compared to traditional face-to-face settings.

Establishing a strong instructor presence through regular communication can significantly boost student engagement. Strategies may include sending welcome messages before the subject begins, providing timely feedback, and maintaining consistent interaction throughout the subject (Turk et al. 2024). This paper uses the simple joy associated with pet

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ownership to help stimulate student curiosity and engagement. The intervention was delivered to an introductory Macroeconomics subject at Charles Sturt University during semester one (Spring) 2025. Each week, the subject LMS (learning management system) announcement included a picture of one of the subject coordinator's pets along with a brief anecdote, fun fact, or subject-related pun that subtly linked the animal to key weekly content. The weekly post was released every Monday morning at 10am, providing both predictability and a gentle nudge for students to check the platform at the start of the academic week. To assess the effectiveness of this practice, we collected LMS engagement analytics. The data indicate that the weekly pet feature was consistently among the most viewed content on the LMS, with spikes in logins observed every Monday. Student emails to the subject coordinator often included references to the pets suggesting that the pictures made students feel more connected to the instructor and more inclined to engage with subject material.

This paper is the first of its kind to explore how humor, novelty, and emotional cues involving pets can positively influence student motivation. Furthermore, we provide a simple six-step guide for any instructor who would like to implement this intervention in their own classroom.

Literature Review

Learning Management Systems have become integral to the delivery of tertiary education, offering subject coordinators a centralized platform to disseminate knowledge, manage resources, and support student learning. As outlined by Swart (2016), LMS platforms serve four primary functions: (1) content delivery, (2) communication with enrolled students, (3) assessment of student learning, and (4) administration of academic activities and grades. The effectiveness, however, of these platforms is not solely dependent on their functionality, but rather on how they are designed, configured, and populated with content (Sun et al. 2004). Well-structured LMS environments can enhance educational effectiveness, whereas poor design can impede learning and disengage students.

In the context of increasingly flexible, on-demand education, LMS must support learning that can occur "anytime, anywhere" (Sun et al. 2004). With students managing multiple responsibilities and increasingly engaging with content asynchronously, LMS logins and overall engagement have become more irregular (Kuh, 2016). This inconsistency contributes to students feeling disconnected from both their peers and their instructors. A study by Khan et al. (2017) involving academic staff in online environments identified student engagement as the most significant challenge in digital learning, highlighting the urgent need for pedagogical strategies that foster active, ongoing interaction.

Cognitive Load Theory further illustrates that students' ability to process academic content is limited by their finite cognitive resources. When these resources are stretched by competing demands, LMS engagement often declines. Research suggests that incorporating emotionally resonant and engaging content can counteract this effect. Empathetic course design can increase student engagement and decrease student cognitive load (Saucier et al., 2022). Erdoğdu & Çakıroğlu (2021) find that subject coordinators who incorporated elements of humor, novelty, and surprise were more likely to sustain student interest and participation, thereby improving retention and engagement within LMS platforms. Sikkink (2025) builds on this

approach incorporating puzzles into LMS materials to increase student engagement in an online course. Similarly, Burdina and Bhatia (2025) employ an innovative assessment strategy that facilitates the integration of prior knowledge through structured social learning activities. Burke et al. (2025) adopt a gamified approach, drawing on elements from popular television game shows to enhance student engagement and improve knowledge retention.

The perceived persona and personality of teaching staff are key variables influencing student motivation and engagement. Positive and approachable instructors increase students' willingness to connect with subject material and participate more fully in the learning process (Lukowiak & Hunzicker, 2013). This reflects broader principles of social constructivism, which emphasize that students' cognitive development is enhanced through meaningful social interaction. The importance of community-building was underscored during the COVID-19 pandemic when Wooten et al. (2020) found that 85% of students who attended early-semester online social activities perceived themselves as more engaged with an introductory Microeconomics subject after the event. These findings align with Kuh's (2016) research, which links student engagement directly with increased interaction and clearer progress toward academic goals. Sharing stories and personal narratives in online spaces can deepen comprehension and create a richer, more connected learning experience.

To support cognitive functioning and equitable learning, LMS sites must be consistent in structure, clear in expectations, and flexible in delivery (Picault, 2021). Among the various tools available within LMS platforms, weekly subject announcements have emerged as a highly effective mechanism for promoting student engagement and reinforcing learning routines. Veluvali and Surisetti (2021) review how LMS can enhance student engagement in higher education. They examine the features and benefits of LMS platforms, highlighting how they support interactive learning, collaboration, and personalized instruction. The authors conclude that effective use of LMS can improve teaching quality, learner participation, and overall educational outcomes. Similarly, Garbers et al. (2023) report on a pilot randomized trial testing whether behavioral nudges can increase graduate public health students' engagement with course content. The study found that timely, low-cost digital nudges encouraged students to interact more consistently with online materials. The authors suggest that such strategies can be a practical way to boost participation and learning in higher education settings. These interventions have been shown to be particularly beneficial for students identified as academically at risk, with higher LMS interaction correlating with improved retention and assessment outcomes (Russell et al., 2020). When announcements and other instructional content follow a predictable structure throughout the semester, students are more likely to internalize subject expectations and self-regulate their study behavior accordingly.

The literature overwhelmingly points to the critical role of LMS design and instructor communication in shaping student engagement in digital and hybrid learning environments. Approaches that embed social, affective, and personalized elements – while maintaining academic structure and clarity – are especially effective in fostering meaningful and sustained participation. These findings provide a foundation for exploring innovative and low-cost strategies that enhance the relational and motivational functions of LMS platforms in higher education.

There is currently no direct empirical research on embedding pets, mascots or virtual animals, via images within LMS posts to influence student engagement. Most academic attention centers on LMS log data usage to measure engagement and predict performance (Goh, 2025; Maloney et al. 2022) and LMS features (e.g., gamification, feedback systems) and their relationship to motivation and learning outcomes (Lampropoulos & Sidiropoulos, 2024; Jaramillo-Mediavilla et al. 2024). This paper fills a void in the existing literature by presenting a step-by-step guide for instructors who would like to implement light-hearted, emotionally resonant stimuli – such as pet photos – to deepen academic interaction and improve student engagement.

Figure 1: Picture of author's dog, Phoebe

Intervention in Action: Paw-grammed for Success - Structuring Weekly LMS Engagement

Effective student engagement in online and blended tertiary education requires more than functional LMS design; it demands intentional pedagogical strategies that foster connection, routine, and motivation. While LMS offer standardized tools for delivering content, communicating with students, and managing assessment, their impact depends on how these tools are used. This step-by-step guide outlines a simple, low-cost intervention designed to increase LMS engagement and strengthen student–instructor connection.

The intervention was trialed in an introductory Macroeconomics subject at Charles Sturt University in semester 1 (Spring) 2025. Each week, the subject coordinator posted a subject announcement featuring an image of one of their pets, paired with a short anecdote, fun fact, or content-related pun that subtly linked the animal to that week's learning focus. These announcements were published every Monday at 10am, providing a predictable routine and a light-hearted cue for students to log into the LMS and engage with the subject material. The

posts not only delivered key information and assessment reminders but also humanized the learning space, creating a tone of approachability and presence that students appreciated.

By embedding affective, humorous, and personalized elements within a consistent communication structure, the strategy addresses both emotional and cognitive dimensions of learning. It supports the formation of weekly study habits, encourages early-week engagement with subject material, and cultivates a learning environment where students feel the subject coordinator is approachable.

Step-by-Step Teaching Process

The following step-by-step guide outlines how this strategy can be implemented in a range of subject areas and teaching contexts, with practical suggestions for timing, structure, and student involvement—grounded in theory and informed by practice. We provide two weekly subject announcements in the appendix to serve as a guide.

Objective: To enhance student engagement, establish consistent communication, and promote a sense of community using weekly announcements featuring images of pets (instructors' and students') within the institutional LMS.

Required Materials and Resources:
- A curated collection of high-resolution pet images (instructor-owned and, later, student-submitted)
- LMS access with announcement functionality (e.g., Brightspace, Canvas, Moodle)
- LMS ability to disable picture sending on emailed announcements

Step 1: Pre-semester Engagement and Expectation Setting

Pedagogical purpose: Establishment of your presence to the student cohort and encouragement of early engagement through affective and routine-based cues.

    Goal: Capitalize on early student motivation and establish a communication routine.

    Timing: Week 0 (prior to commencement of semester).

    Actions: Check LMS settings to ensure that pictures will not be sent with announcement emails to students.

Post an introductory subject announcement titled *"Welcome to [Subject Name]!"* In the first paragraph, explaining that all key weekly updates, assessment guidance, and reminders will be provided in a single weekly post. In your announcement emphasize the expectation that all students will read these posts and benefit from the guidance. Include practical orientation tips: subject navigation, assessment overview, and what to complete before the first class or lecture. End the announcement with a light-hearted teaser involving your own pet, e.g.:

"We're looking forward to a great semester of [Subject Name]—just as much as my cats Tiger and Puss looked forward to their breakfast last week! 🐾 (image best viewed on [Subject Name] LMS homepage)"

Underneath this text insert a visually engaging image of the pet with alt text for accessibility. (See example below)

Figure 2: Author's cats, Puss and Tiger, waiting for their dinner

Step 2: Weekly Habit Formation and Pedagogical Framing

Pedagogical purpose: Reinforce cognitive engagement through emotional resonance, build routine (cue-based behavioral habit), and integrate academic and non-academic cues to improve recall and interaction.

Goal: Build a predictable rhythm for engagement and frame each week's content in a relatable context.

Timing: Weeks 1–12

Actions: To effectively engage with students and form habits and expectations ensure your announcement is made on the same day each week during the semester. Set a fixed time (e.g., Monday 10am) to release the weekly announcement.

You can structure each post to include:

- An overview of the weekly learning outcomes
- Real-world relevance of the week's topic (e.g., news event, personal anecdote)
- Reminders of tasks due (e.g., quizzes, readings, group check-ins)
- A thematic pet-related comment connecting to the content or the broader learning experience, e.g. *"Don't forget to reach out like my cat Puss here—he's trying to catch a mouse on a string, but you can catch me in my Tuesday help session. 🐭 📖"*

Ensure the image matches the thematic comment
- Include your availability and contact information as a footer beneath the image

Figure 3. This image of Puss stretching was used in LMS announcements to prompt student contact with the author

Step 3: Student Involvement and Peer Connection
Pedagogical purpose: This can be used to foster social cohesion, inclusivity, and shared identity among students; encourage regular LMS logins to check for personal recognition. This is particularly important for online educators who do not have face-to-face sessions to develop social cohesion.

    Goal: Increase student engagement and participation by showcasing student contributions.
    Timing: Week 3 (invitation), Week 4 onwards (implementation)
    Actions: In your week 3 announcement invite students to submit photos of their pets with a "Pet Profile," including:

- Pet Name
- Pet Age
- Favorite Food
- How the pet got its name
- The funniest or most memorable thing the pet has done

Make sure to clarify that pet profiles will be shared with student anonymity in future weekly subject announcements. In week 4, begin incorporating student-submitted pet profiles in weekly announcements, featured below the main subject content.

Rotate through student pets weekly, maintaining suspense and curiosity—students will log in to see if their pet has been featured. For example:

Figure 4: Example of a pet profile for LMS announcements

Pet Name: Tiger

Pet Age: 10 years old in November

Favourite Food: Gourmet chicken

How the pet got its name: My daughter insisted on a cat named Tiger

The funniest or most memorable thing the pet has done: Tiger used to run off and hang out in drains with foxes when he was little

Step 4: Mid-Semester Break Pawse!

Pedagogical purpose: This announcement is a gentle student wellbeing prompt, through the active modelling of positive behavior. It maintains instructor presence during a period of reduced formal activity and helps reinforce the legitimacy of taking restorative breaks as part of a sustainable learning routine.

> **Goal:** Support student wellbeing and continuity of engagement during the mid-semester break by using the weekly announcement to model and encourage rest, while maintaining a sense of instructor presence.
>
> **Timing:** Week prior to mid-semester break.
>
> **Actions:** In your weekly announcement make sure you acknowledge the upcoming mid-semester break, explicitly encouraging students to take time to rest and reset. Use a relevant pet photo to gently reinforce the message. For example, a pet sleeping, relaxing in the sun, or curled up with a blanket, with a caption such as:

"Remember to take time to enjoy a break with friends during the upcoming mid-semester vacation. Like my dog Dusty enjoying a baseball game with a friend."

Figure 5: Author's dog, Dusty, at a baseball game, featured in the pre–mid-semester break announcement

This is a useful way to remind students that taking time out to relax is an important part of study success. You can also include a brief overview of what's coming after the break to maintain cognitive continuity without placing academic pressure on students during this time.

Step 5: Fur-miliar Faces and Student Wellbeing

Pedagogical purpose: Students are more likely to seek help when they feel a sense of trust, relatability, and safety. The pet image and narrative act as a low-stakes affective bridge, making students more receptive to sensitive or challenging topics**.**

> **Goal:** Promote awareness of student wellbeing services and normalize help-seeking behavior by embedding supportive resources within a personalized, emotionally engaging context.
> **Timing:** Week 7 or 8, when many students begin experiencing increased academic pressure or signs of disengagement.

> **Actions:**

- Post a Monday announcement focused on student wellbeing, framed with empathy and support.
- Feature a pet photo that reinforces the message. For example, a cat wrapped in a blanket or a dog relaxing with a caption such as:

"Sometimes taking a break with a mate makes all the difference on a tough day. As we head into the final weeks of the semester and we are all getting a bit tired, taking time out with a friend - even if it is just for a nap like Dusty and Phoebe - can make everything a lot easier to manage".

Figure 6: Phoebe and Dusty having a nap together used in an announcement to promote student wellbeing

In your announcement it is useful to acknowledge the stress many students may be feeling mid-semester. Remind students that you are available if they need academic support. You should also provide hyperlinks to university wellbeing services (e.g., counselling, peer mentoring, financial support, and study support), with links and brief descriptions. Include this information above the picture of the pet and the friendly caption to reduce the stigma around accessing help.

Step 6: Clawing to the Finish Line

Pedagogical purpose: This post serves as both a motivational nudge and a moment of levity, helping reduce stress while keeping students oriented toward their academic goals.

> **Goal:** Re-motivate and uplift fatigued students in the lead-up to exams or final assessments through humor, encouragement, and a reinforcing sense of instructor presence.
> **Timing:** Final week of teaching or week before exams.
> **Actions:** In your weekly Monday announcement acknowledge the challenges facing students as they enter the final stretch of the semester. Many will be mentally and physically exhausted, so now is a great time to encourage students to stay focused, positive, and supported. You can help students by featuring a lively, energetic pet photo. For example, a dog mid-jump, a cat scaling a bookshelf, or a pet enthusiastically playing, with a caption such as:

"Here's Tiger totally focused and taking on a toy mouse like a pro. Not long now, stay focused like Tiger, you've got this!"

Figure 7. Tiger featured in a student announcement promoting focus during the final weeks of semester
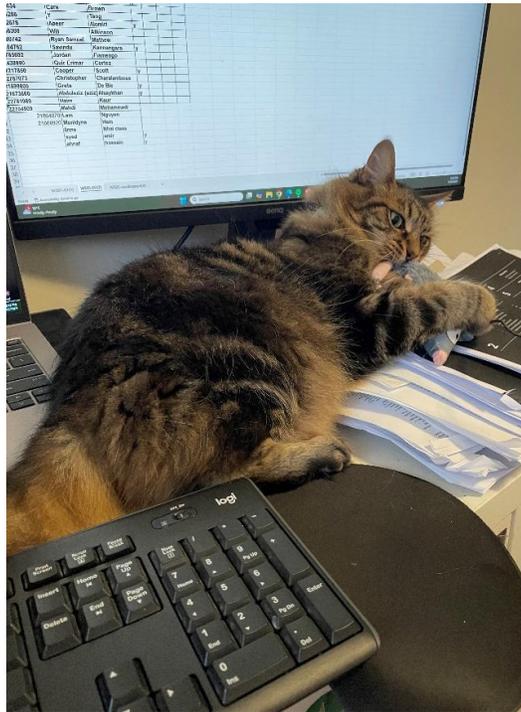
This can be a gentle way to affirm and motivate students through language, validating students' effort and resilience over the semester, while gently reminding them of remaining tasks (e.g., final submission dates, exam prep resources). You can include tips for managing exam stress (e.g., spacing study sessions, getting adequate sleep) and remind students of support services still available, such as online consultations or peer revision workshops.

Student Feedback

The effectiveness of the weekly pet-themed announcement strategy was evaluated using both quantitative and qualitative data in a foundation-level Macroeconomics course. Daily student logins were used as a proxy measure for announcement views and course site engagement. The analysis revealed a notable increase in LMS traffic on the day announcements were posted, as illustrated in the figure below. On average, student logins rose by 41% on the day the post was released and remained elevated by 7% the following day, compared to the baseline daily average course site access throughout the semester. This pattern suggests a consistent and positive behavioral response to the intervention, indicating that students formed a habitual engagement with the LMS aligned to the timing of the weekly posts.

Figure 8: LMS login data for foundation Macroeconomics students at Charles Sturt University.

Subject Logins semester 1, 2025 (March-June)
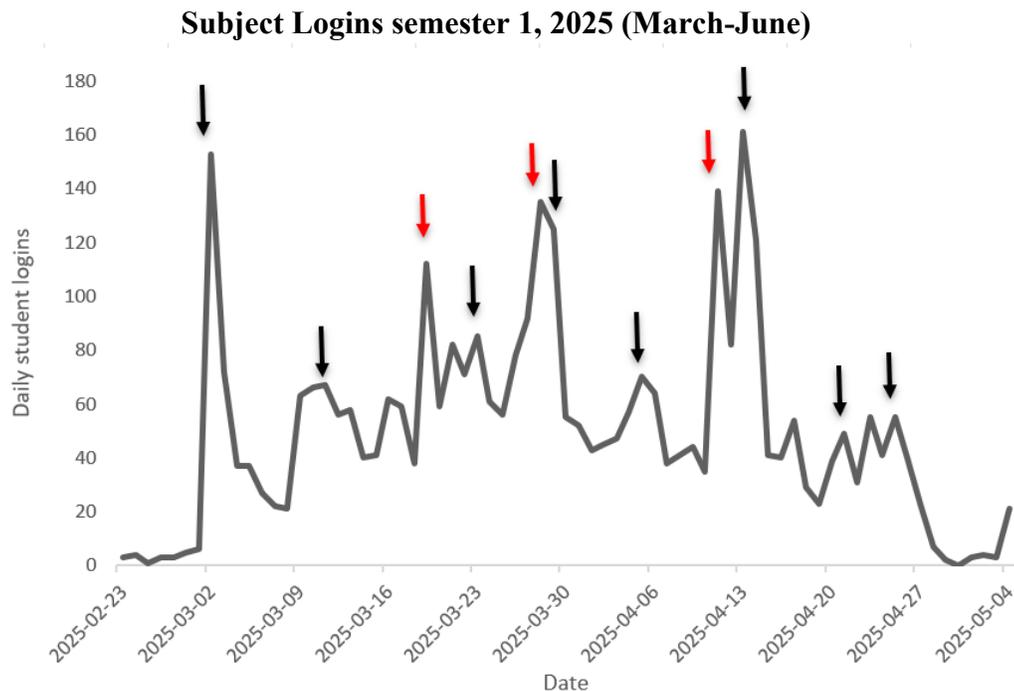
Legend

↓ Announcement released   ↓ Assessment due or grades released

To supplement these findings, a mid-semester anonymous student survey was conducted via the LMS site to capture qualitative feedback. Many responses affirmed the affective dimensions of the strategy. Typical comments included:

"I'm enjoying the approachability of the lecturer" (Student 1, April 2025)

"I'm loving how light and fun the online content is" (Student 2, April 2025)

These comments suggest that the informal, personalized tone established through the weekly announcements contributed to a learning environment perceived as both approachable and engaging. The use of humor and personal elements – specifically through references to pets – appeared to support social presence and foster a sense of connection between students and teaching staff.

Additional anecdotal evidence of increased relational engagement was observed in student email communications. Several students opened their academic queries with personal references to the subject coordinator's pets, suggesting an emotional connection had been established. For instance:

"I hope you and the family and pets are doing well. I received a 7-day automatic extension for assessment 3 but…" (Student 3, June 2025)

"Thank you for sharing photos of your dog (Phoebe) and reminder that you forgot to send a photo of cat (Puss). Even though we haven't seen any photos of your cat Puss, we still believe they are so cute that we all want to hug them. Unfortunately, I have some issues with the subject… Looking forward to your reply and photos of your cat Puss" (Student 4, March 2025).

These relational cues illustrate how the inclusion of non-academic content, strategically embedded within core communications, can reduce perceived hierarchical barriers and promote help-seeking behaviors.

Below, we include a variety of formal and informal feedback received after the conclusion of the course. Formal feedback was solicited in the form of a brief follow-up survey sent four weeks after the completion of the course. Participation was voluntary. Nineteen students completed the survey, a response rate of 8.52%. All student responses reported that subject announcements motivated them to log on to Brightspace. Students not only appreciated the affective dimension of the weekly pet posts but also recognised the pedagogical clarity and organizational consistency of the announcements.

"The settings of the subject announcements are clear and straightforward, and I can always find the information I want to obtain in an instant." (Student 5, July 2025)

Figure 9: Post-course student survey feedback for foundation Macroeconomics students at Charles Sturt University.

The subject announcements motivated me to log on to Brightspace.

19 responses

● True
● False

100%
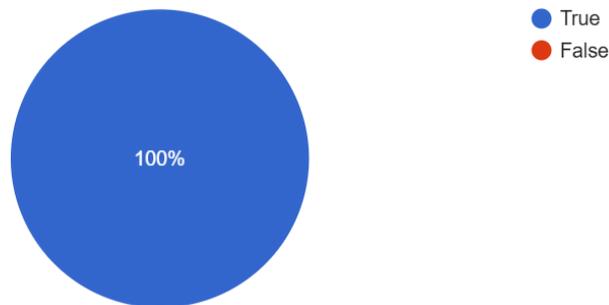
Over 84% of students agreed that the use of pet pictures increased their engagement with the subject. This result highlights that the inclusion of pet imagery did not detract from the academic purpose of the announcements but instead complemented the instructional design.

"There are many adorable pet pictures and your daily updates, as well as course content notifications. The notifications are detailed and helpful, greatly assisting us." (Student 6, July 2025)

The reference to both *"adorable pet pictures"* and *"detailed and helpful"* notifications suggests that the affective and informational elements of the posts were integrated in a way that enhanced both emotional engagement and cognitive access.

Figure 10: Post-subject student survey feedback for foundation Macroeconomics students at Charles Sturt University

Thinking back over the semester, did the subject announcements which included pet pictures make you engage more strongly with the subject?

19 responses
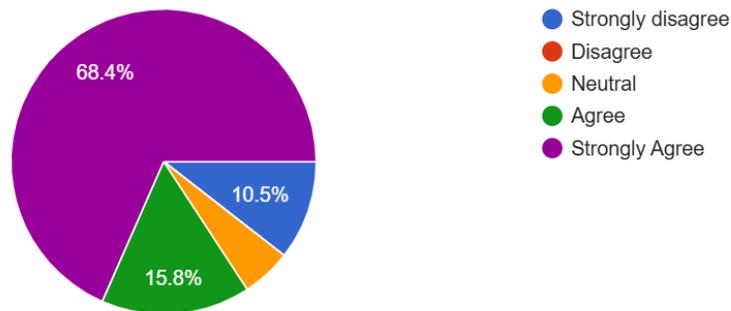
In summary, the data suggest that the pet-themed announcement strategy not only increased routine engagement with the LMS platform but also contributed to a more humanized and supportive learning environment. By leveraging low-stakes, affective content as a gateway to subject material, the strategy demonstrates the potential of minor, creative pedagogical interventions to enhance both student motivation and perceived instructor approachability. Future research could further explore the longitudinal impacts of such interventions on academic performance, retention, and wellbeing outcomes.

While this paper highlights the promise of pet-themed announcements, several limitations should be noted. In large classes, students may feel less included if their submissions are not showcased, which could diminish the sense of connection. In addition, cultural differences in attitudes toward pets may shape how students perceive or respond to this strategy, meaning its effectiveness may vary across diverse cohorts and contexts. These considerations suggest that while the approach shows potential, its scalability and transferability should be examined more carefully in future research.

Conclusion

This paper reframes LMS logins and subject interaction as an experience of connection rather than compliance. In doing so, it contributes to an emerging body of pedagogical practice that embraces authenticity, emotion, and inclusivity as core to effective teaching, especially in the digital space. Sometimes, the simplest nudge – like a picture of a dog in sunglasses – can spark engagement that lasts all semester.

Effective engagement uses strategic interactions that tap into the emotions of students. Using pictures of pets, combined with whimsical or amusing comments linked to weekly subject tasks, activates the student cognitive process and builds a connection between subject coordinator and students, enabling students to reach out to the subject coordinator with questions and concerns more readily.

While the strategy does not replace core teaching practices or rigorous content delivery, it provides a valuable scaffold to support students, especially in the critical early weeks of the semester. It is also scalable and discipline-agnostic, with potential applications across faculties from nursing and engineering to humanities and law. Furthermore, this intervention can easily be extended to include an end of semester survey where students vote for their favorite pet, with the winning pet's owner receiving a gift card.

Beyond weekly announcements, there are several ways instructors might extend this approach to strengthen student–instructor rapport. For example, displaying pet photos or lighthearted personal images before the start of in-person classes could create a welcoming atmosphere and encourage informal conversation. Similarly, faculty participation in campus events that involve pets, or other personal elements could provide additional opportunities for connection outside the classroom. While these extensions fall outside the scope of analysis in this paper, acknowledging them highlights the broader potential for integrating small, personal touches into teaching practice as a means of fostering approachability and engagement.

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Appendix

In the section below, we provide two examples of announcements made by one of the authors in their course LMS (Brightspace). Note: only the author's name and email address are redacted. One announcement is for week 0 (introduction); the second is an example of a weekly in-semester announcement.
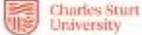
Charles Sturt University | S-ECO228_202530: Macroeconomics

Subject Admin   Content   Communication ∨   Assessment ∨   My Subject ∨   Resources ∨   Help ∨

Announcements › Welcome to Macroeconomics

Welcome to Macroeconomics ∨

Nicola Thomas posted on 20 February 2025 4:35 PM • ⓘ Edited

Hi,

Welcome to macroeconomics, in this subject I will unpack some of the factors that go into running Australia's economy and the impact that the Federal Government and Reserve Bank of Australia (RBA) have on ordinary people's choices.

I will make a post at the start of each week in the announcements section which will contain all the important information for this subject. It is crucial that you read these posts if you want to know about the assignments and anything else.

I'm here to help, and I love my economics! I've worked as a senior economist in an environmental consulting firm trying to make a difference to the natural environment through work for government agencies around Australia. Please get in touch with any questions across the semester or to say hello. Email is the best way to get a quick response from me. Here is a picture of my youngest dog, Phoebe who is 11 months old (best viewed in Brightspace). I will run an online revision session before the exam, and it is likely she will join us!

You will need to work through the content in each topic regularly. The assessments are designed to test your knowledge at various stages across the semester. I encourage you to put the due dates in your calendar before the semester starts.

I will be posting articles in the announcements to help you apply the theory to economic concepts. I use The Conversation. It is written by academics but on everyday topics. Here is one to kick things off - Official interest rates have been cut, but not everyone is a winner.

All the best,

Charles Sturt University | S-ECO228_202530: Macroeconomics

Subject Admin   Content   Communication ⌄   Assessment ⌄   My Subject ⌄   Resources ⌄   Help ⌄

Announcements › Macroeconomics Week 4

Macroeconomics Week 4 ⌄

posted on 24 March 2025 10.37 AM • Edited

Hello,

Welcome to Week 4, and this is a big one! Please read the important information below and contact me if you have any questions.

Assessment 1

I read all your assessments and moderated your grades. These grades have been released. Most student groups did some very good work; I am very impressed with the quality of responses that were submitted. Where marks were lost were on some of the depth of the explanation, you did not provide all the key points that were found in the answers that Peter shared with you before he finished his teaching on campus.

Assessment 2

Assessment 2 is due March 30 at 11:59pm AEDST. Please submit your work through the Brightspace assessment two portal. Please note that you have unlimited submissions up to the due date and that the last submission will be the one saved by Brightspace for grading.

You can use any file name when submitting your work, just make sure you submit the correct file! I often have students submit work for a different subject because they do not have a good file naming system. A good practice is to use the subject code and assessment number as a file name e.g. *ECO228 Assessment 2*. *Please note, that this is a suggestion it is not mandatory.*

All submissions will be processed through Turnitin software to check for plagiarism, so please make sure you reference all sources from which you gather information in your work. CSU uses APA referencing style, for more information on how to correctly reference please visit the library Writing and referencing - Library site.

Women in Economics Seminar

The Australian Economics Society has an online webinar to discuss how female students can develop careers in economics after you graduate. Women are traditionally underrepresented in economics. The webinar is a free event and you are welcome to sign up and attend.

To find out more: WEN: Where a career in economics can take you!

Finally....

Life can be challenging and sometimes you just want to chill out and watch TV. Here is my other cat, Tiger. He likes sleeping in his cardboard box pretend TV... (best viewed in Brightspace)

Have a great week and please email me with any questions,