



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6772
Graphics and Multimedia
Technology Method 2

Semester 2

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST6772 Graphics and Multimedia Technology Method 2 (6 units of credit)

Semester 2 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Karen Maras
Office Location: John Goodsell, Room 116
Email: k.maras@unsw.edu.au
Phone: +61 2 9385 2542
Consultation Times: Wednesdays 1-4pm

Lecturer and Tutor: Kelly Bauer
Email: k.bauer@unsw.edu.au
Consultation Times: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	EDST6772 Graphics and Multimedia Technology Method 2	
Credit Points	6 units of credit	
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Tuesday 18:00 – 19:00 (Morven Brown 103)	Weeks 1-8
Tutorial/s	Tuesday 19:00 – 21:00 (Morven Brown 103)	Weeks 1-8

Summary of Course

The course will give students a firm understanding of the teaching of Graphics Technologies and Multimedia Technologies within the Continuum of Learning for Industrial Technology in New South Wales from Years 7 to 12 with an emphasis on planning sequences of learning in Years 11 and 12. Students will be encouraged to critically examine the content and structure of the Industrial Technology Stage 6 preliminary and HSC Syllabus. Students will also learn to plan units of work and assess them appropriately. This course provides students with the opportunities to learn and reflect on professional skills such as communicating their approach to graphics and multimedia technology learning and participating in professional organisations.

The main ways in which the course has changed since last time as a result of student feedback:

- Peer feedback strategies planned into tutorial time
- Assessment due dates have been planned to be due at least 2 days after Visual Arts Method 2 assessment tasks

Aims of the Course

This course aims to:

- Introduce students to the skills and knowledge required to teach graphics and multimedia technology in secondary schools.
- Examine high school graphics and multimedia technology curriculum, develop skills in teaching graphics and multimedia technology lessons and the importance of planning units of work.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome	Assessment/s
1 Discuss classroom strategies that recognize students' different approaches to learning	1,2
2 Develop appropriate and engaging resources for the Technology classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students	1,2
3 Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour	1,2
4 Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning	1, 2
5 Analyse specific teaching strategies and develop engaging materials to meet the needs of all students	1, 2

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard	Assessment/s
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1,2
1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2
2.2 Organise content into an effective learning and teaching sequence	1,2
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1,2
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	

2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1,2
3.3	Include a range of teaching strategies	1,2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1,2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1,2

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1,2
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1,2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1,2
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1,2
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1,2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Graphics Technologies and Multimedia Technologies as focus areas within the Industrial Technology Stage 6 Syllabus (Years 11-12) to secondary school students. During the course students will develop their knowledge of New South Wales syllabus documents, learn how to design lessons and units of work and explore issues in relation to the state of graphics and multimedia technology education in NSW. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the graphics and multimedia technology classroom. Emphasis will be given to the relationship between graphics and

multimedia technology, literacy and numeracy and the role and value of graphics and multimedia technology in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website.
- Peer teaching in a simulated classroom setting.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

These activities will occur in a classroom climate that is supportive and inclusive of all learners

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 26 July	<p>Overview of the course Planning the scope and sequence of learning in Year 11 and 12:</p> <ul style="list-style-type: none"> Stage 6 Industrial Technology syllabus and Stage 6 Design and Technology Syllabus, including aim, objectives, outcomes, content, course requirements and key terms BOS requirements and mandatory content <p>D1, B1, E3</p>	<p>Review of the Year 7-10 syllabus in the Technology K-12 Curriculum including:</p> <ul style="list-style-type: none"> Technology Mandatory Yrs 7-10 Industrial Technology Yrs 7-10 Graphics Technology Yrs 7-10 Stage 6 Industrial Technology and Graphic Technology Syllabuses (Graphics and Multimedia focus areas) Discussion about updates by ACARA and the National Curriculum <p>• Introduction to Assessment 1</p>
2 2 August	<p>Course structure for Industrial Technology Stage 6 HSC course and the interrelationship of the four sections:</p> <ul style="list-style-type: none"> Industry Study Design, Management & Communication Production Industry Related Manufacturing Technology <p>Selecting topics for Year 11 Preliminary course and correlations to the Year 12 Major Project</p> <p>C2, D1, D5</p>	<p>Planning a Scope and Sequence for Preliminary Option: Graphics Technology and Multimedia Technologies</p> <p>Models of pedagogy for teaching and assessing graphics and multimedia technology</p> <p>Range of strategies for teaching and assessing graphics and multimedia technology for practical, design and project-based learning</p>
3 9 August	<p>The role of the teacher in the: Design and creation of complex projects using contemporary graphics and multimedia techniques Development, management and communication of a major practical project and folio (Year 12) related to the chosen focus area:</p> <ul style="list-style-type: none"> Graphics Technologies, or Multimedia Technologies <p>C2, C6, D10, D11</p>	<p>Preparation and strategies for teaching and assessment in the following study areas:</p> <ul style="list-style-type: none"> Industry Study Design, Management and Communication Production Industry Related Manufacturing Technology <p>Peer Feedback on Assessment 1 Students to bring in their draft scope and sequence plans for peer feedback</p>

<p>4 16 August</p>	<p>Assessment Approaches to assessment and feedback – monitoring student outcomes.</p> <p>Assessment and Reporting in Industrial Technology Stage 6 The role of feedback in developing a Major Project</p> <p>Reporting achievement for the HSC The HSC examination Board requirements for the HSC internal assessment mark</p> <p>Industrial Technology Graphics or Multimedia Technology HSC examination specifications</p> <p>C3, C5, C6 D13</p>	<p>Assessment, Moderation, Feedback, Reporting and the common grade scale in Industrial Technology</p> <p>Introduction to the hurdle requirement Assessment 1 due</p> <p>Introduction to Assessment 2</p>
<p>5 23 August</p>	<p>Resources used in the development of graphics and multimedia products Resources for teaching graphics technology and multimedia technology as a focus area within the Industrial Technology Stage 6 HSC course Resource management</p> <p>B4, C1, C12</p>	<p>Designing learning experiences: Exploring the nature and role of past, current and emerging technology in the graphics and multimedia industry Integrating technology into the teaching of graphics technology and multimedia technology</p> <p>Planning visits/excursions in developing learning experiences</p>
<p>6 30 August</p>	<p>Classroom management in Industrial Technology Management practices for technology teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing materials, equipment and other resources</p> <p>B7, B9</p>	<p>Practice of design and production in the context of the graphics and the multimedia industry</p> <p>Hurdle requirement due</p>
<p>7 6 September</p>	<p>The professional life of graphics and multimedia technology teachers Communication and relationships between teachers and students Professional Associations and developing networks amongst educators – National and International</p> <p>B7, F7</p>	<p>The Major Project: The role of the graphics and multimedia technology educator</p>

8 13 September	Impact and influence of the multimedia industry on the economy, society and the environment Legal, ethical and environmental requirements and considerations for the HSC Parental and community involvement in graphics and multimedia technology education A9, A11	Effective communication, professional expectations and school culture Job readiness and post-school opportunities Assessment 2 due
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7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Scope and Sequence	(indicative length 2000 words)	40%	1-5	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.6, 4.2, 5.1, 5.4	B4, C2, C3, C5, C6, D1, D5, D10, D11, F7	Week 4 Friday 19 August 5pm
Assessment 2 Unit of Work	(indicative length 3000 words)	60%	1-5	1.1, 1.2, 1.3, 12.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.6, 5.1, 5.4	B4, C1, C2, C3, C5, C6, C12, D1, D5, D10, D11, E1, F7	Week 8 Friday 16 September 5pm
Hurdle requirement Assessment, Feedback and Reporting		Hurdle requirement				During tutorial time Week 6 30 August

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1: Scope and Sequence Plan + Lesson

This assessment comprises two main parts.

Part A

Devise a scope and sequence chart for the curriculum of a high school for teaching either Graphics Technology or Multimedia Technology as a Focus Area within the Industrial Technology Stage 6 Preliminary Course.

In each unit, outline basic details about the following, using templates suggested in tutorials:

- Assessment strategies used
- Use of a wide range of ICT pedagogical approaches
- Effective teaching and learning strategies for meeting the needs of Aboriginal, Torres Strait Islanders, EAL/D students,
- Literacy and numeracy strategies to support students
- Resources / reference materials

Provide a rationale of up to 1000 words explaining why the sequence of units is structured in the way it is. Refer to the relevant BOSTES syllabus outcomes and support documents in developing the scope and sequence.

Further details about the specific high school you are to plan for will be provided in class.

Part B

From your scope and sequence chart, plan a lesson to be taught to a Stage 6 Industrial Technology class. Use the lesson plan template provided in class and also submit a rationale for the design of the lesson (about 200-300 words), outlining your choice of topic and why you chose the particular learning and teaching strategies.

Attach all resources that will be used during the lesson including the lesson plan, presentations, worksheets and any other relevant materials.

Include details of specific literacy and numeracy needs and strategies that will be used to support the learning of students.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6772 GRAPHICS AND MULTIMEDIA TECHNOLOGY METHOD 2.

Student Name: _____ Student No.: _____
Assessment Task: Assessment 1 – Scope & Sequence Plan & Lesson Plan

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Syllabus documents, links to outcomes, lesson format • Issues in relation to Industrial Technology education 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Synthesis of information • Creative teaching strategies 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Reference to resources in a range of relevant areas 					
Structure and organisation of response <ul style="list-style-type: none"> • Lesson plan format • Clear discussion of the development of Industrial Technology education in NSW 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of communication in academic English • Appropriate acknowledgement of resources and references 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Assessment 2: Devise a Unit of Work with an Assessment Task for the Stage 6 HSC Course

Devise a 10-week Unit of Work with an Assessment Task for teaching either Graphics Technology or Multimedia Technology as a Focus Area within the Industrial Technology Stage 6 HSC Course. Consider these 4 areas of study:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

Further details about the class that this unit is designed for will be provided in your tutorial.

The Unit must include:

1. Unit description or rationale: this is critically important because it allows you to describe how you have put together the activities and why you have chosen to address the Syllabus outcomes in the way you did. Length: 300-500 words.
2. A description of each lesson. 50-100 words each is recommended; it is not necessary to describe every 'step' of every lesson. Refer to samples provided in tutorials.
 - Include a column describing evidence of learning for each activity.
 - Include a column referring to attached resources or other Internet resources, text books or special equipment required for the class.
 - Include details of specific literacy and numeracy needs and strategies needed to inform teaching of secondary graphics and multimedia technology.
3. All visual material, worksheets, and presentations you will use.
4. A major assessment task. Follow the guidelines provided in class for preparing an assessment task for Stage 6, including details regarding moderation of the assessment. Provide a rationale in the assessment task outlining the significance of the task in this unit
5. A plan for an Industrial Technology classroom. Use a map provided in class of a classroom with an associated storage room and cupboards. Allocate the physical resources of the Industrial Technology classroom in a way that is conducive to learning, accessible to students, safe, and protective of the equipment. Submit a diagram and a 300 word description.

Strategies for building the Unit of Work will be provided in class.

Assessment Criteria

1. Appropriate level of difficulty and timing of activities for Stage 6
2. All relevant outcomes are addressed as per Industrial Technology syllabus
3. Activities selected with an awareness of the class, including differentiation strategies
4. Engaging resources
5. Evidence of including ICT strategies and links to electronic and internet resources

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6772 GRAPHICS AND MULTIMEDIA TECHNOLOGY METHOD 2.

Student Name: _____ Student No.: _____
 Assessment Task: Assessment 2 – Devise a Unit of Work with an Assessment Task

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Syllabus followed and specific outcomes utilised • Clear lesson structures 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Creative lessons • Engaging resources 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Incorporation of ICT and links to wider resources 					
Structure and organisation of response <ul style="list-style-type: none"> • Sequential lessons, adhering to the setting 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of communication in academic English • Appropriate acknowledgement of resources and references 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

HURDLE REQUIREMENT

FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (eg NSPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.

View some work samples that teachers in your subject area have aligned to grades A to E at [BOSTES](#) or [ACARA](#) workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process.

The assessment process consists of two components.

1. A collection of five or six authentic student responses to at least two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text ensure anonymity by removing student names and destroying the samples at the end of the course. ensure anonymity by removing student names and destroying the samples at the end of the course.

- include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
- annotate the task to indicate what worked well and what needs changing if it were to be used again
- include the marking scheme/rubric for each task
- provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
- include a key for marking symbols
- find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance
- provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and

overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

- indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by BOSTES and ACARA.

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

STUDENT TEACHER	
Name:	zID: Date:
Details	
Method	Topic/level
AITSL Standard 5 Assess, provide feedback and report on student learning	
<p>A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)</p> <ul style="list-style-type: none"> Has the purpose of the assessment task been described appropriately? Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved? Does the marking rubric/style provide diagnostic information for the student? 	
<p>B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)</p> <ul style="list-style-type: none"> Does the feedback allow the assessment to be used for formative purposes? Is feedback expressed in appropriate language for the age/stage of the students? Does the feedback <ul style="list-style-type: none"> -acknowledge the student's areas of strength? -identify areas where the student needs to do more work? -indicate strategies to help the student improve? 	
<p>C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)</p> <ul style="list-style-type: none"> Is the difference between ranking and moderation understood? Does the student recognise the importance of following marking guides/rubrics? Can the student listen professionally to the opinions of others? Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint? 	
<p>D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)</p> <ul style="list-style-type: none"> Has the student analysed and evaluated the schools' global assessment data? Has the student collected a range of the students' past performance data? Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected? Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching? 	
<p>E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1)</p> <ul style="list-style-type: none"> Are feedback and reporting understood as separate tasks? Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning? Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades? 	
Comments:	

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment One	<i>Written</i>	<i>2/09/2016</i>
Assessment Two	<i>Written</i>	<i>04/10/2016</i>
Hurdle requirement	<i>Written</i>	<i>16/09/2016</i>

8. RESOURCES

Required Readings:

You are required, for this course, and in the future, to have copies of the syllabus documents. It is highly recommended that you buy them or have them printed and bound yourself.

Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2009). *Shape of the Australian Curriculum: The Arts*. Sydney, NSW, Australia: ACARA.

Board of Studies, NSW. (2003). *Design and Technology Year 7-10*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2003). *Graphics Technology Year 7-10*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2003). *Industrial Technology Year 7-10*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2008). *Industrial Technology Stage 6*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2009). *Design and Technology Stage 6*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2010). *Assessment and Reporting in Industrial Technology Stage 6*. Sydney, NSW, Australia: Board of Studies NSW.

Further Readings:

Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

Ewing, R. (2010). *The arts and Australian education: Realising potential*. Victoria: Australian Council for Educational Research.

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia.

Furniss, G. J. (2008). Celebrating the art making of children with autism. *Art Education*, 61 (5), 8-12.

Gnezda, N. (2005). *Teaching difficult students: Blue jays in the classroom*. Lanham, Maryland: Scarecrow Education.

Grandin, T. (2006). *Thinking in pictures: My life with autism*. New York: Vintage Books. Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

Harrison, N (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.

Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.

- Schirmacher, R. (2008). Art and creative development for young children. Victoria: Cengage Learning.
- Smith, S. L. (2001). The power of the arts: Creative strategies for teaching exceptional learners. Sydney: Paul H. Brookes Publishing Co.

Journals:

Advanced Photoshop
Before and After
CMYK
Communication Arts
Communication Research Trends
Communication, Politics and Culture
Communications: the European journal of communication research
Computer Arts
Computer Arts Projects
Continuum: Journal of Media and Cultural Studies
Convergence: the journal of research into new media technologies
Critical Studies in Television
Design Issues
Design Studies
Digital Arts
Framework: the journal of cinema and media
Games and Culture: a journal of interactive media
How
Human Communication Research
I.D.
International Journal of Advanced Media and Communication
International Journal of Art & Design Education
International Journal of Virtual Technology and Multimedia
Journal of Aesthetic Education
Journal of Children and Media
Journal of Communication
Journal of Design History
Journal of Design Research
Journal of Multimedia
Layers Magazine
Multimedia Information & Technology
Multimedia Technology
.Net
New Media and Society
Photoshop Creative
Print
Senses of Cinema
Studies in French Cinema
Television and New Media
The Communication Review
Visible Language
Web Designer

Websites:

Australian Museums and Galleries Online <http://amol.org.au/>
Bauhaus Archive Museum of Design <http://www.bauhaus.de/english/bauhaus1919/index.htm>
Board of Studies NSW <http://www.boardofstudies.nsw.edu.au/>
Cooper Hewitt National Design Museum (USA) <http://ndm.si/edu>

Museum of Computer Art <http://moca.virtual.museum/>
Museum of Contemporary Art, Sydney <http://www.mca.com.au/>
Museum of Modern Art <http://www.moma.org/>
National Gallery of Victoria Collection <http://www.ngv.vic.gov.au/collection/>
National Library of Australia <http://www.nla.gov.au/catalogue/pictures/>
Object – Australian Centre for Craft & Design <http://www.object.com.au/>
Powerhouse Museum <http://www.powerhousemuseum.com/>
State Library of NSW <http://www.sl.nsw.gov.au/>
The National Fine Art Education Digital Collection <http://fineart.ac.uk/>
NSW Visual Arts & Design Educators Association, <http://www.vadea.org/>
Technology Educators Association, <http://www.teansw.com.au/>
Institute of Industrial Arts Technology Education, <http://www.iiate.asn.au/>
ICTeNSW, <http://www.ictensw.org.au>