



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6771
Graphics and Multimedia
Technology Method 1

Semester 1

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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 Bidjigal 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
EDST6771 Graphics and multimedia technology Method 1 (6 units of credit)
Semester 1 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Karen Maras
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Phone: +61 2 9385 2542
Location: Room 116, Goodsell Building

Lecturer and Tutor: Amy Yongsiri
Email: a.yongsiri@unsw.edu.au
Meetings by appointment

3. COURSE DETAILS

Course Name	Graphics and Multimedia Technology Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Tue 18 (w1-4,5-10,N4, COFA D210)
Tutorial	Tue 19-21 (w1-4,5-10,N4, COFA D210)

Summary of Course

This course aims to build student understanding of key concepts, skills, and issues in graphics and multimedia technology education. The course will provide an overview of those syllabuses within the Technology 7-10 and Visual Arts curriculums where graphics and multimedia can be taught as a focus area or option. In particular, students will be encouraged to critically examine the content and structure of the Design and Technology Years 7-10, Industrial Technology Years 7-10, and Graphics Technology Years 7-10 syllabuses.

Students will develop their understanding of the processes of planning individual lessons and units of work, teaching a range of skills, using information and communication technology (ICT) and assessing student learning. Microteaching provides students with an opportunity to demonstrate an understanding of key competencies, receive feedback from peers and the lecturer and develop teaching practice.

Learning will be contextualised in relation to knowledge about the nature of graphics and multimedia technology and graphics and multimedia technology education in Australia. Microteaching is used to bring the planned lessons to life and provides students with an opportunity to demonstrate an understanding of key competencies, receive feedback from peers and the lecturer and to develop their teaching practice.

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

- Assessment timing has been staggered to minimise clashes with Visual Arts Method 1.
- A wider spread of workshops throughout tutorials focused on student developed visual resources.

Important information

Assessment: Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

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

Aims of the Course

This course aims to

- Increase a student's pedagogical content knowledge for Graphics and Multimedia Technology teaching
- Develop a student's understanding of effective classroom practice.

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the NSW Technology and Photographic and Digital Media syllabuses for Stages 4 and 5, and the National Priority Areas in education.	1,2
2	Plan and implement coherent, goal oriented lessons, lesson sequences and assessments that are designed to engage all students and address learning outcomes.	1,2
3	Design and implement assessments to engage students and meet learning outcomes.	2
4	Demonstrate knowledge and understanding of classroom practice related to teaching ICT.	1,2
5	Plan for and implement a range of literacy and numeracy strategies to meet the needs of all students and different approaches to learning.	1,2

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
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
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.	1,2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1,2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1

3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2
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
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	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	1
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
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	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

In addition to learning basic skills and concepts in graphics and multimedia technology education, students undertaking this course will think deeply about some of the most critical issues facing graphics and multimedia technology educators. The course is designed with a view to students eventually becoming excellent teachers who are able to continue to improve the quality of graphics and multimedia technology education in Australia. In addition to traditional lectures, the course also involves workshops where students will take part in simulated classroom activities, critical discussions, and reflective observations of graphics and multimedia technology education in practice.

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.
- Online discussions.
- 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

Refer to the course readings list on Moodle for the compulsory weekly readings.

Week Beginning	Lecture Topic	Tutorial Topic
1 (29 February - 4 March)	<p>What is Graphics and Multimedia Technology?</p> <ul style="list-style-type: none"> • Introduction to course aims and assessment procedures • Place of secondary graphics and multimedia technology in the continuum of learning in the Technology and Visual Arts syllabuses 7-10 • Overview of the NSW syllabuses <ul style="list-style-type: none"> ○ Design and Technology Yrs 7-10 ○ Industrial Technology Yrs 7-10 ○ Graphics Technology Yrs 7-10 ○ Photographic and Digital Media Yrs 7-10 ○ Visual Design Yrs 7-10 	<p>Discussion of previous experiences in Graphics and Multimedia education</p> <ul style="list-style-type: none"> • Discussion of technology and visual arts education backgrounds <p>Understanding the NSW syllabuses</p> <ul style="list-style-type: none"> • Objectives and outcomes • Organisation of content, including <ul style="list-style-type: none"> ○ Focus areas and modules ○ Options ○ Teaching Graphics and Multimedia as a focus area or option within the different syllabuses • Cross-curriculum content in education including: <ul style="list-style-type: none"> ○ ICT ○ Aboriginal & indigenous ○ Key competencies ○ Literacy & numeracy ○ EALD
Priority areas addressed	C.6, D.3, D.9, E.2, E.9, F.2 , A.5, C.1, D.1, F.1	
2 (7-11 March)	<p>Designing and planning lessons</p> <ul style="list-style-type: none"> • Role and value of graphics and multimedia technology in the broader school curriculum and the relationship between a material-specific technology • Planning objectives and outcomes in the mandatory course • Incorporating cross-curriculum content including ICT, literacy and numeracy, Aboriginal and Torres Strait Islander Education • ICT classroom management: safe working practices 	<p>Introduction to Assessment 1 Writing Lesson Plans</p> <ul style="list-style-type: none"> • Designing and writing a lesson plan for Graphics and Multimedia within the Technology 7-10 Curriculum (Stage 4) • Using BOSTES guidelines and support documents to assist in the planning of lessons • Workshop: Lesson ideas for teaching Graphics and Multimedia within Technology 7-10. Incorporating culturally significant practices in design to address student interests and backgrounds
Priority areas addressed	A.4, C.3, C.14, A.5, A.6, B.4, C.6, F.4	

<p style="text-align: center;">3 (14-18 March)</p>	<p>Designing and planning lesson sequences</p> <ul style="list-style-type: none"> • Curriculum options for developing a sequence lessons in Graphics and Multimedia • Selecting content and designing learning experiences to engage students • Planning objectives and outcomes in elective courses • Programming and lesson sequencing: key documents and guidelines • Developing student competencies over a sequence of lessons in focus area or option within a module or elective • Backward mapping 	<p>Developing lesson sequences</p> <ul style="list-style-type: none"> • Writing lesson sequences- embedding literacy and numeracy • Designing and writing lesson sequences for Graphics and Multimedia within the Technology 7-10 Curriculum (Stage 4) • Discussion planning for the elective courses in: <ul style="list-style-type: none"> ○ Industrial Technology ○ Graphics Technology
<p>A.4, C.3, C.14, A.5, A.6, B.4, C.6, F.4</p>		
<p style="text-align: center;">4 (21-25 March)</p>	<p>Graphics and Multimedia Technology Education in Australia</p> <ul style="list-style-type: none"> • A broad and critical knowledge and understanding of the technology discipline, including recent theory and practice related to principles and processes of production and the development of graphics and design as an industry • Role of Graphics and Multimedia in the broader curriculum • Nature and role of past, current and emerging technology in the graphics and multimedia industry • Role of professional associations in providing support and information on developments in curriculum 	<p>Using ICT to meet student needs</p> <ul style="list-style-type: none"> • Pedagogical approaches to the Technology syllabuses • Preparing relevant resources (including ICT) • Addressing different learning needs of students through use of ICT <p>Assessment 1</p> <ul style="list-style-type: none"> • Peer assessment: Draft lesson plans • Evaluating a lesson • Peer discussion and feedback
<p>Priority areas addressed</p>	<p>C.2, C.9, C.3, C.4, C.5, C.12, C.13</p>	

Mid-Semester Break

<p style="text-align: center;">5 (4-8 April)</p>	<p>Questioning</p> <ul style="list-style-type: none"> • Questioning as a strategy to build an inclusive classroom • Exploring social and ethical issues in Graphics and Multimedia through questioning • Using questions to encourage higher-order thinking and student reflection • Questioning as formative assessment 	<p>Workshop</p> <ul style="list-style-type: none"> • Developing higher order thinking • Design and creation of projects using contemporary multimedia techniques, publishing processes, communication and presentation media • Differentiation in teaching multimedia
<p>Priority areas addressed</p>	<p>B.1, B.3, B.5, B.7, B.10, A.1, B.4, D.10, D.13</p>	

<p>6 (11-15 April)</p>	<p>Classroom management and engaging with the school community</p> <ul style="list-style-type: none"> Investigating the correlation between curriculum content, lesson plans, assessment and classroom management in Graphics and Multimedia Managing disruptive student behaviour in an ICT environment Managing learning spaces including WHS practices Framing practical experiences in Graphics and Multimedia education Collaborative processes with staff, students and the local community <p>Introduction to Microteaching</p> <ul style="list-style-type: none"> What is Microteaching? 	<p>Assessment 1 due Investigating the needs to students</p> <ul style="list-style-type: none"> The flipped classroom Issues of SMART data to understand the levels of literacy and numeracy of students Working with EAL/D students, Aboriginal and Torres Strait Islander backgrounds <p>Microteaching Workshop:</p> <ul style="list-style-type: none"> Introduction to the Microteaching Hurdle Models of microteaching in Graphics and Multimedia
<p>Priority areas addressed</p>	<p>B.1, C.5, C.12</p>	
<p>7 (18-22 April)</p>	<p>Planning and Programming</p> <ul style="list-style-type: none"> Continuum of teaching and learning in the technology curriculum Planning and programming – Stage 4 Planning and programming – Stage 5, leading into Stage 6 	<p>Microteaching</p> <p>Introduction to Assessment 2</p> <ul style="list-style-type: none"> Situational analysis- identifying the needs of a school Writing a situational analysis
<p>Priority areas addressed</p>	<p>B.1</p>	
<p>8 (25 -29 April)</p>	<p>Programming</p> <ul style="list-style-type: none"> Scoping and sequencing the curriculum Incorporating differentiation, assessment and innovative ICT strategies in Stage 5 	<p>Microteaching</p> <p>Workshop</p> <ul style="list-style-type: none"> Writing a scope and sequence Writing a program for a unit of work
<p>Priority areas addressed</p>	<p>B.1</p>	

<p>9 (2-6 May)</p>	<p>Curriculum Differentiation</p> <ul style="list-style-type: none"> • Ways of differentiating curriculum to meet the diverse needs of learners in a graphics and multimedia technology classroom • Identifying and supporting students with special learning needs • Designing activities for students with mixed abilities • Education policies and theories of differentiation 	<p>Microteaching</p> <p>Differentiation strategies Addressing:</p> <ul style="list-style-type: none"> • Numeracy • Literacy • EAL/D • Students with special needs
<p>Priority areas addressed</p>	<p>D.1, D.9, E.7</p>	
<p>10 (9-13 May)</p>	<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Assessment strategies and backward mapping • Assessment as a reflective tool using Assessment for Learning strategies 	<p>Assessment 2 due</p> <p>Evaluating Teaching and Learning:</p> <ul style="list-style-type: none"> • Using self and peer evaluation for students • Evaluating student outcomes <p>Preparation for Professional Experience</p> <ul style="list-style-type: none"> • Revision of effective teaching practices • CATAI reminder
<p>Priority areas addressed</p>	<p>D.5, B.4</p>	
<p>Professional Experience</p>		
<p>11 (20-24 June)</p>	<p>Reflections on PE1 Workshop Feedback on PE1:</p> <ul style="list-style-type: none"> • Highlights and challenges • Areas you improved the most • Areas requiring further improvement • Useful strategies • Inspiring use of ICT and other contemporary teaching resource • Goals for Semester 2 	

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Assessment 1 Planning a Series of Lessons	1500 words (indicative)	40%	1-10	1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 6.3	B.1, B.4, C.3, C.5, C.12, D.10	Week 4 (draft for peer assessment) 22/3/16 5:00 PM Week 6 (final) 12/4/15 5.00 PM
Assessment 2 Planning Assessment Strategies and Marking Criteria	2000 words	60%	1-10	1.2,1.3,2.1,2.3, 3.1, 3.2, 3.3,3.4,6.3	C.4, C.6, C.7, E.6	Week 10 10/5/15 5.00 PM

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5.00pm. Students 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.

Return of Assessment Tasks

Assessments are normally returned via Moodle.

Submission of Assessment Tasks

Electronic copies of an assessment task are to be submitted to the allocated Turnitin Submission Box online via Moodle.

You are strongly advised to aim to submit early, as submissions received one minute after the specified due time will be stamped as late and will incur a late penalty.

Assessment Details

Assessment 1 – Lesson Planning

Plan a series of **three** sequenced lessons on Graphics and Multimedia for Year 7 to be taught as a focus area within the:

- Design and Technology Yrs 7-10 syllabus
- Use the lesson plan template provided in the UNSW student handbook to assist in developing this sequence of lessons.
- Part of **one** of the lessons *which includes an aspect of literacy/numeracy* will be taught in the microteaching workshops.
- Use the term template below as a starting point:

SUBJECT: DESIGN AND TECHNOLOGY	YEAR: 7
CORE UNIT: Activity of Designers	
Focus area of design: Graphical Design	
In your sequence of lessons identify <i>one</i> designer and design work.	
Unit length:	10 weeks

Considerations:

It is suggested that the lesson sequences include both research and practical aspects

- Consider how you may incorporate the notion of ethical design which could include social and environmental sustainability

1. Rationale

- Attach a rationale (500 words) or explanation of your approach to the lesson plans, why you designed them in the way you did, why you chose the particular strategies and where you envisage these lessons sitting in the unit of work.

2. Lesson Sequences and Lesson Plans

- Plan to include literacy or numeracy cross-curriculum content in your lessons, to assist students to achieve learning outcomes (BOSTES, K-10 Curriculum Framework).
- Be sure to use a wide range of ICT pedagogical approaches and include reference to topics, concepts and readings from the hurdle requirement module: *Creating a Contemporary Classroom – Hands on with Digital Technologies*.

3. Microteaching

- **One** of the lessons *which includes an aspect of literacy/numeracy* for explicit teaching will be taught in the microteaching workshops.
- Try to incorporate a variety of activities and demonstrate that most of the lessons use integrated activities. The rest of the students in the class will pretend to be students of the targeted age group, thus simulating a real classroom environment (see Microteaching below).

4. Resources

- Include an appendix of appropriate resources including images and a bibliography that outlines all the articles used using APA referencing as per UNSW policies

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6771 GRAPHICS AND MULTIMEDIA TECHNOLOGY METHOD 1

Student Name:
 Assessment Task 1

Student No.:

CRITERIA	(-) ————— □ (+)				
Understanding of lesson planning and sequences					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
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.

HURDLE REQUIREMENT

MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the suggested template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 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.

Microteaching Feedback Form for Pre-service Teacher



Name:	zID:	Date:
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Details	
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Method		Topic/level	
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<p>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</p> <ul style="list-style-type: none"> Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1) 	
<p>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</p> <ul style="list-style-type: none"> Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) Were instructions, explanations and questioning techniques effective? (3.3.1) Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1) 	
<p>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</p> <ul style="list-style-type: none"> Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) Were activities well organised and direction clear? (4.2.2) Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1) 	

<p>Comments:</p>

Lecturer:

Date:

Satisfactory /Unsatisfactory (circle)

Assessment 2 – Assessment: Planning a Unit of Work

Design and write a **10-week unit of work** suitable for Stage 5 (Yrs 9 & 10) schooling.

Select *one* syllabus and *one* focus area for these tasks.

Syllabus	Focus areas (select ONE)
<ul style="list-style-type: none"> • Industrial Technology 	<ul style="list-style-type: none"> • Multimedia • Photography
<ul style="list-style-type: none"> • Graphics Technology 	<ul style="list-style-type: none"> • Graphic Design and Communication

1. **Select** a particular school for which these two tasks are designed.
It is suggested that you select a school that you have visited or the school that you will be going to in PE1. Use the *My School* website to supplement information about the school.
2. **Situational Analysis:** Provide a brief description of the school you have chosen as your case study in a situational analysis (300 words). The situational analysis should include:
 - a. A brief overview of the school population, the school philosophy of education
 - b. Context to prior learning
3. Write a **rationale** explaining the sequence of learning activities including assessable aspects in the unit of work.
4. Design and write a **scope and sequence** for the unit. Refer to models examined in tutorials to structure the scope and sequence.
5. Design and write a **program/ unit of work**. Include both practical and research based activities.
6. Provide a description (300 words) of how the program is differentiated to support EAL/D students and students with special needs.
7. Include an appendix of appropriate resources including images, presentations and a bibliography that outlines all the articles used using APA referencing as per UNSW policies.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6771 GRAPHICS AND MULTIMEDIA TECHNOLOGY METHOD 1

Student Name:
 Assessment Task 2

Student No.:

CRITERIA	(-) _____ □ (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
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

Creating a Contemporary Classroom – Hands on with Digital Technologies

Active participation in 2 x 1.5 hour sessions taken by a specialist in technology enabled learning and teaching to help prepare student teachers to understand and use digital technologies in their contemporary classrooms, and assessed by Method lecturers.

These sessions are a mandatory aspect of the course that will take place outside of the course lecture and tutorial times.

These technologies will include:

Session 1

- Presentation tools and classroom equipment including interactive whiteboards;
- Online sites, tools and communities including blogs, wikis, iTunesU, icourses etc;

Session 2

- Web based enquiry learning resources, including webquests;
- One-to-one technologies including ipads, netbooks and notebooks and the technologies which support shared learning on individual devices; and
- Resources to create contemporary lessons see: [Flipped classroom](#)

Resources

The Flipped Classroom,
<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

Rural & Distance Education NSW: A local resource presenting both frameworks,
<http://rde.nsw.edu.au/tpack-samr>

Teaching Teachers for the Future - What is TPACK? , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/> to create and share resources and lessons they create.

8. RESOURCES

Required Readings:

A list of required readings for each week will be on Moodle.

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. (2004). *Photographic and Digital Media Year 7-10*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies, NSW. (2004). *Visual Design Year 7-10*. Sydney, NSW, Australia: Board of Studies NSW.

Further Readings:

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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
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- 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://www.cooperhewitt.org/>
- Filmmaker IQ <http://filmmakeriq.com/>
- 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/>
- Department of Education and Communities Curriculum Support http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/7_10/technology/

Websites of Professional Associations:

- Design and Technology Teachers Association <http://dattaaustralia.com/>
- Institute of Industrial Arts Technology Education <http://www.iiate.asn.au/>
- Technology Educators Association Inc (TEA) <http://www.teansw.com.au/>
- Visual Arts & Design Educators Association <http://www.vadea.org/>