



School of Education

EDST6771
Graphics and Multimedia
Technology Method 1

Semester 1, 2018

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6771 Graphics and Multimedia Technology Method 1 (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Convener: Kelly Bauer
Office Location: Please email to arrange an appointment
Email: k.bauer@unsw.edu.au
Availability: Please email to arrange an 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	http://classutil.unsw.edu.au/EDST_S1.html

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

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 approaches to learning and the use of a range of teaching strategies to foster interest and support learning

6. COURSE CONTENT AND STRUCTURE

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

Week	Lecture Topic	Tutorial Topic
1	What is Graphics and Multimedia Technology? 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	
26 Feb		
March		

<p>3 12 16 March</p>	<p>Designing and planning lesson sequences</p> <p>Curriculum options for developing sequence lessons in Graphics and Multimedia</p> <p>Selecting content and designing learning experiences to engage students</p> <p>Planning objectives and outcomes in elective courses</p> <p>Programming and lesson sequencing: key documents and guidelines</p> <p>Developing student competencies over a sequence of lessons in focus area or option within a module or elective</p> <p>Backward mapping</p>	<p>Developing lesson sequences</p> <p>Writing lesson sequences - embedding literacy and numeracy</p> <p>Designing and writing lesson sequences for Graphics and Multimedia within the Technology 7-10 Curriculum (Stage 4)</p> <p>Discussion planning for the elective courses in:</p> <ul style="list-style-type: none"> ○ Industrial Technology ○ Graphics Technology
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NPA areas A.4, C.3, C.14, A.5, A.6, B.4, C.6, F.4

Graphics and Multimedia Technology Education in Australia

A broad and critical knowledge and understanding of the technology discipline, including recent theory and practice related to principles and processes of production

4
19 23
March

**Classroom management and engaging with
the school community**

Investigating the correlation between
curriculum content, lesson plans,
assessment and classroom management in
Graphics and Multimedia

Managing disruptive student behaviour in
an ICT environment

6

9 13 April

<p>10 7 11 May</p>	<p>Curriculum Differentiation</p> <p>Ways of differentiating curriculum to meet the diverse needs of learners in a graphics and multimedia technology classroom</p> <p>Identifying and supporting students with special learning needs</p> <p>Designing activities for students with mixed abilities</p> <p>Education policies and theories of differentiation</p>	<p>Microteaching</p> <p>Differentiation strategies</p> <p>Addressing:</p> <ul style="list-style-type: none"> Numeracy Literacy EAL/D Students with special needs
<p>NPA areas</p> <p>11 14 18 May</p>	<p>D.1, D.9, E.7</p> <p>Assessment for Learning</p> <p>Assessment strategies and backward mapping</p> <p>Assessment as a reflective tool using Assessment for Learning strategies</p>	<p>Evaluating Teaching and Learning:</p> <p>Using self and peer evaluation for</p>

7. ASSESSMENT

Assessment 1 Lesson Planning

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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					

Assessment 2 Assessment: Planning a Unit of Work

S1 Assessment 2

(3 500 words, weighting 60%)

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity

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 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					

HURDLE REQUIREMENT
MICROTEACHING

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 Framework

Journals:

Advanced Photoshop
Before and After
CMYK
Communication Arts
Communication Research
Trends
Communication, Politics
and Culture
Communications: the

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.