School of Education

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6771 Graphics and Multimedia Technology Method 1 (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Convener: Thomas Masters
Email:

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Design, Technology and Photographic and Digital Media syllabuses for Stages 4 and 5, and the depth of subject knowledge required to implement the syllabus	1,2,3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1,2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1,2,3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1,2,3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1,2,3
6	Practise the ethical and professional values expected of teachers	1,2,3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and	

| 6.3.1 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | 3 |
| 7.1.1 | Understand and apply the key principles described in codes of ethics and conduct for the teaching profession | N/A |

NATIONAL PRIORITY AREA ELABORATIONS

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

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

·
    approaches to learning and the use of a range of teaching strategies to foster interest and support learning
·   Small group cooperative learning to .04 r2(ti)6(v)-5(e)-9(9-5(e)-594.96 842.5q43(27)6(v)-5003≥1430047≥90048(

EDST6771 Graphics and Multimedia UNSW 2020

technology education iea1.01 rse eF1 9d08866 0 594.90.000008es.

Graphics and Multimedia Technology Education in Australia

4

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

	Incorporating differentiation, assessment and innovative ICT strategies in Stage 5	Writing a program for a unit of work Microteaching

9	**Resourcing for ICT**
	Planning future professional development and resourcing for a unit of work.
	Planning for alternative pedagogy in a technology classroom (Flipped Learning, Project Based, Problem Based Learning)
		Workshop
		    Developing a project idea
		    Using ICT to engage students with subject content
		    Microteaching

10	**Curriculum Differentiation**
	
	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
		Strategies for differentiating subject content
		
		Preparing for Professional Experience
		    Becoming a reflective teacher through the feedback cycle
		
		    myExperience – online course evaluation

Professional Experience

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

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards

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.

Student Name: Student No.:
Assessment Task 1

CRITERIA	(-) ─────────☐ (+)

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:	zID:	Date:

Details

Method		Topic/level	

Standards	Comments

A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)

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)clear

Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)

Were tasks required of students modelle0 1 297.19 501.19 Tm0 g0 G -0.00888 Tc[the)]