



School of Education

EDST6771  
Graphics and Multimedia  
Technology Method 1

Term 1 2021

## Contents

1. LOCATION	.3
2. STAFF CONTACT DETAILS	3
3. COURSE DETAILS	.3
STUDENT LEARNING OUTCOMES	.4
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS	.4
NATIONAL PRIORITY AREA ELABORATIONS	5
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	.. .5
5. TEACHING STRATEGIES	5
6. COURSE CONTENT AND STRUCTURE	6
7. RESOURCES	9
8. ASSESSMENT	...11

### 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 people as the traditional custodians of the lands upon which we learn and teach.

**1. LOCATION**

Faculty of Arts, Design & Architecture

School of Education

EDST6771 Graphics and Multimedia Technology Method 1 (6 units of credit)

Term 1 2021

**2.**

## 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 characteristics of students and how these may affect learning	1,2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2,3
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning	

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-		

## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
	<b>What is Graphics and Multimedia Technology?</b> Introduction to course Place of secondary graphics and multimedia	

4	<p><b>Graphics and Multimedia Technology Education in Australia</b></p> <p>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</p> <p>Role of Graphics and Multimedia in the broader curriculum</p> <p>Nature and role of past, current and emerging technology in the graphics and multimedia industry</p> <p>Role of professional associations in providing support and information on developments in curriculum</p>	<p><b>Using ICT to meet student needs</b></p> <p>Pedagogical approaches to the Technology syllabuses</p> <p>Selecting and preparing relevant resources (including ICT)</p> <p>Addressing different learning needs of students through use of ICT</p> <p>Peer assessment: Draft lesson plans</p> <p>Evaluating a lesson</p> <p>Peer discussion and feedback</p>
5	<p><b>Questioning</b></p> <p>Questioning as a strategy to build an inclusive classroom</p> <p>Exploring social and ethical issues in Graphics and Multimedia through questioning</p> <p>Using questions to encourage higher order thinking and student reflection</p> <p>Questioning as formative assessment</p>	<p><b>Workshop</b></p> <p>Developing higher order thinking</p> <p>Design and creation of projects using contemporary multimedia techniques, publishing processes, communication and presentation media</p> <p>Differentiation in teaching multimedia</p>
6	<p><b>Classroom management and engaging with the school community</b></p> <p>Investigating the correlation between curriculum content, lesson plans, assessment and classroom management in Graphics and Multimedia</p> <p>Managing disruptive student behaviour in an ICT environment</p> <p>Managing learning spaces including WHS practices</p> <p>Framing practical experiences in Graphics and Multimedia education</p> <p>Collaborative processes with staff, students and the local community</p>	<p><b>Investigating the needs to students</b></p> <p>The flipped classroom</p>
<p><b>Introduction to Microteaching</b></p> <p>Demonstration of microteaching</p>		

<p>9 (Online, F2F, asynch)</p>	<p><b>Programming</b></p> <p>Scoping and sequencing the curriculum Incorporating differentiation, assessment and innovative ICT strategies in Stage 5</p>	<p><b>Workshop</b></p> <p>Selecting and writing a scope and sequence for one stage Writing a program for a unit of work Microteaching</p>
<p>10</p>	<p><b>Resourcing for ICT</b></p> <p>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)</p>	<p><b>Workshop</b></p> <p>Developing a project idea Using ICT to engage students with subject content Microteaching</p>
<p>11</p>	<p><b>Curriculum Differentiation</b></p> <p>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>	<p><b>Strategies for differentiating subject content</b></p> <p><b>Preparing for Professional Experience</b></p> <p>Becoming a reflective teacher through the feedback cycle</p> <p>myExperience    online course evaluation</p>

**Professional Experience**



## 7. 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.
- NSW Education Standards Authority (2019). *Design and Technology Year 7-10*. Sydney, NSW
- NSW Education Standards Authority (2019). *Graphics Technology Year 7-10*. Sydney, NSW
- NSW Education Standards Authority (2019). *Industrial Technology Year 7-10*. Sydney, NSW
- NSW Education Standards Authority (2017). *Technology Mandatory Year 7-8*. Sydney, NSW
- NSW Education Standards Authority (2004). *Photographic and Digital Media Year 7-10*. Sydney, NSW
- NSW Education Standards Authority (2004). *Visual Design Year 7-10*. Sydney, 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.
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language*

## 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

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes
-----------------	--------	--------	---------------------------

## **Assessment Details**

### **Assessment 1: Lesson Planning**

(c. 2000 words, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 5 class, either Graphics Technology or Industrial Technology Multimedia. The lesson plan must follow a standard SED format and be presented using the template provided.

## 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.**





