

EDST6771

Graphics and Multimedia Technology Method 1

Term 1, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Brenden Davidson	<a href="mailto:brenden.davidson@unsw.edu.au">brenden.davidson@unsw.edu.au</a>			

### School Contact Information

School of Education  
Arts, Design and Architecture

## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are situated on the traditional lands of the Bidjigal and Gadigal peoples who are the traditional custodians of the land. We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique and enduring cultures which deepen and enrich the life of our nation and community.

## Course Details

Units of Credit 6

### Workload

150 hours including class contact hours, readings, class preparation, etc.

### Summary of the Course

This is a hybrid course. It is available to both undergraduate and post content, delivery and assessment will be identical for both groups of s

In this course, you will begin to learn how to teach Graphics and Mult contexts. You will use relevant syllabus documents to develop innovat You will learn and practise a range of effective teaching strategies de learners in a safe and supportive classroom environment. You will lea innovative resources to assess and improve learning in the discipline and numeracy skills across the curriculum. Through self and peer eval present yourself in a professional, supportive manner.

### Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA Graphics Syllabus and the depth of subject knowledge required to implemen
2. Evaluate how student characteristics affect learning and evaluate students with different characteristics and from diverse backgrou
3. Use a range of strategies to plan and teach effective lessons to e relevant syllabus outcomes and ensure a safe learning environme
4. Select appropriate resources, including ICT, to engage students a opportunities
5. Design and evaluate formative assessment strategies and use ass improve learning
6. Practise the ethical and professional values expected of teachers

### Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, intellectual development and characteristics of students and h affect learning.	
1.2.1	Demonstrate knowledge and understanding of research into ho learn and the implications for teaching.	
1.3.1	Demonstrate knowledge of teaching strategies that are respon learning strengths and needs of students from diverse linguist religious, and socioeconomic backgrounds.	
1.4.1	Demonstrate broad knowledge and understanding of the impact cultural identity, and linguistic background on the education o Aboriginal and Torres Strait Islander backgrounds.	

	teaching to meet the specific learning needs of students across a range of abilities.	
2.1.1	Demonstrate knowledge and understanding of the structure of the content and teaching strategies	1, 2
2.2.1	Organise content into an effective learning and teaching sequences and lesson plans.	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design sequences and lesson plans.	1, 2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2
2.6.1	Implement teaching strategies for using ICT to extend learning opportunities for students.	1, 2
3.1.1	Set learning goals that provide achievable challenges for students with diverse characteristics.	1, 2
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1, 2
3.3.1	Include a range of teaching strategies.	1, 2
3.4.1	Demonstrate knowledge of a range of resources including ICT to support students in their learning.	1, 2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1, 2
4.1.1	Identify strategies to support inclusive student participation in classroom activities.	1, 2
4.2.1	Demonstrate the capacity to organise classroom activities and direct learning.	1, 2

## National Priority Area Elaborations

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

## Teaching Strategies

- Explicit teaching, including lectures, to demonstrate an understanding of learning approaches to learning and the use of a range of teaching strategies to support learning.
- Small group cooperative learning to understand the importance of context and to demonstrate the use of group structures as appropriate to support learning goals.
- Extensive opportunities for whole group and small group dialogue to provide students the opportunity to demonstrate their capacity to communicate with members of an education community, and to demonstrate their knowledge of teaching methods for whole group and small group learning.

- Structured occasions for reflection on learning to allow students improve teaching practice.



A feedback sheet will be provided.

Additional details

In the rationale:



RUBRIC/FEEDBACK SHEET  
 EDST6771 GRAPHICS AND MULTIMEDIA TECHNOLOGY  
 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson plan

Specific Criteria	(-)		>(+)		
Understanding of the question or issue and the key concepts involved					

Specific Criteria					

RUBRIC/FEEDBACK SHEET  
 EDST6771 GRAPHICS AND MULTIMEDIA TECHNOLOGY  
 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of work outline

Specific Criteria	(-)		>(+)		
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of theory, research and practice and principles for effective teaching</li> <li>• Clarity and accuracy in the use of key terms and concepts in lesson and unit planning</li> <li>• Clear statement of syllabus outcomes covered by the unit as a whole</li> </ul>					

Specific Criteria	(-)		>(+)		
<ul style="list-style-type: none"> <li>• Describe prior knowledge that students must have to begin this unit and discuss how this prior knowledge could be assessed</li> <li>• Demonstrate suitability of chosen concepts, texts, tutorials/demonstrations and practical activities. Discussion of potential student engagement is deep and relevant</li> <li>• Justify choice of content and teaching strategies in relation to the needs and abilities of the class</li> </ul>					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> <li>• Demonstrate a deep understanding of material, research and ideas presented in Graphics/M0.000ntenic463552 531.848714 77.545696 531.940</li> </ul>					

lecturers may also contextualise and/or amend the ~~the~~ ~~respective~~ ~~criteria~~.  
tentative only, subject to standardisation processes and approval by the  
and Teaching Committee.

# Attendance Requirements

School of Education Attendance Requirement

		<ul style="list-style-type: none"><li>• Physical, social and intellectual development of students and how affects engagement in learning</li></ul>
2	Lecture	Designing and planning lessons <ul style="list-style-type: none"><li>• Role and value of graphics and</li></ul>

	Tutorial	Developing lesson sequences





8 Method Break		
9 (Online, F2F,	asynchronous	Programming

# Resources

## Prescribed 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 recommended that you buy them or have them printed and bound yours

Learning.

- Smith, S. L. (2001). *The power of the arts: Creative strategies for teaching*. Sydney: Paul H. Brookes Publishing Co.

## Journals

- Advanced Photoshop
- Before and After
- CMYK
- Communication Arts
- Communication  
Research Trends
- Communication, Politics

- Object Australian Centre for <http://www.Design.com.au/>

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment, please contact External Support on 9385 3331 or email them on [external@tel](mailto:external@tel). Their hours are 8:00am - 10:00pm on weekdays and 9:00am - 5:00pm on weekends. If you are unable to submit your assignment due to a fault with Turnitin, you must retain your ticket number from External Support (along with any screenshots) and include this as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone them, you will not.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

UNSW groups plagiarism into the following categories:

**Copying** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas,

## Academic Information

Due to evolving advice by NSW Health, students must check for updates to learning for all Arts, Design and Architecture courses this term (via Moodle provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
-