



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6771

Graphics and Multimedia
Technology Method 1

Term 1, 2020

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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 Bedegal 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)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Convener: Thomas Masters
Email: t.masters@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_T1.html

SUMMARY OF THE 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 Graphics Technology Years 7-10 syllabus.

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.

Please note: Successful completion of Graphics and Multimedia Method 1 and Graphics and Multimedia Method 2 will enable you to be accredited by NESA as a teacher of Industrial Technology with a specialisation in Graphics and Multimedia (ITGMM). These courses do not qualify you to be accredited in Design & Technology or Industrial Technology Automotive, Electronics, Metal and Engineering or Timber Products and Furniture.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- The structure and content of this course has been reviewed with an update of content for new Technology syllabus and an emphasis on Stage 4 Technology Mandatory added.

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 strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.	1,2,3
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	2,3
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2,3
2.2.1	Organise content into an effective learning and teaching sequence.	1,2,3
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2,3
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
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1,2,3
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2,3
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2,3
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	1,2,3
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2,3
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2,3
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1,3

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

- 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

Module	Lecture Topic	Tutorial Topic
1	<p>What is Graphics and Multimedia Technology?</p> <ul style="list-style-type: none"> ● Introduction to course ● 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 ○ Technology Mandatory Yrs 7-8 ○ 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 · Physical, social and intellectual development of students and how this affects engagement in learning
2	<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 · Teaching strategies for G&MM · How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students · ICT classroom management: safe working practices 	<p>Introduction to Assessment 1</p> <p>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 4/5) · Using NESA guidelines and support documents to assist in the planning of lessons · Workshop on teaching strategies for teaching Graphics and Multimedia within Technology 7-10. · Incorporating culturally significant practices in design to address student interests and backgrounds
3	<p>Designing and planning lesson sequences</p> <ul style="list-style-type: none"> · Curriculum options for developing sequenced lessons in Graphics and Multimedia · Selecting content and designing learning experiences to engage and challenge 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"> ○ Setting high expectations for learning ○ Strategies for making learning goals explicit for students ○ Writing lesson sequences - embedding literacy and numeracy ○ Designing and writing lesson sequences for Graphics and Multimedia within the Technology 7-10 Curriculum (Stage 4/5)

4	<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 • Selecting and preparing relevant resources (including ICT) • Addressing different learning needs of students through use of ICT • Peer assessment: Draft lesson plans • Evaluating a lesson • Peer discussion and feedback
5	<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
6	<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"> • Demonstration of microteaching 	<p>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 – strategies for inclusion, participation and engagement <p>Microteaching Workshop:</p> <ul style="list-style-type: none"> • How to structure instructions, questioning and transitions between activities • Models of microteaching in Graphics and Multimedia • Expectations for self and peer assessment
7	<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>Introduction to Assessment 2</p> <ul style="list-style-type: none"> • Situational analysis – identifying the needs of a school • Writing a situational analysis <p>Microteaching</p>
8	<p>Programming</p> <ul style="list-style-type: none"> • Scoping and sequencing the curriculum 	<p>Workshop</p> <ul style="list-style-type: none"> • Selecting and writing a scope and sequence for one stage

	<ul style="list-style-type: none"> Incorporating differentiation, assessment and innovative ICT strategies in Stage 5 	<ul style="list-style-type: none"> Writing a program for a unit of work <p>Microteaching</p>
9	<ul style="list-style-type: none"> 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) 	<p>Workshop</p> <ul style="list-style-type: none"> Developing a project idea Using ICT to engage students with subject content <p>Microteaching</p>
10	<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>Strategies for differentiating subject content</p> <p>Preparing for Professional Experience</p> <ul style="list-style-type: none"> Becoming a reflective teacher through the feedback cycle <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 learners in the mainstream classroom*. Portsmouth, Heinemann
- Gnezda, N. (2005). *Teaching difficult students: Blue jays in the classroom*. Lanham, Maryland: Scarecrow Education.
- Grandin, T. (2006). *Thinking in pictures: My life with autism*. New York: Vintage Books.
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Harrison, N (2008), *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Martin, K. (2008.) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Schirmacher, R. (2008). *Art and creative development for young children*. Victoria: Cengage Learning.
- Smith, S. L. (2001). *The power of the arts: Creative strategies for teaching exceptional learners*. Sydney: Paul H. Brookes Publishing Co.

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
- I.D.
- 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/>
- ICTENSW ictensw.org.au

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

Reflections of pre-service teachers, <http://www.tff.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.

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. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1 Lesson Plan	2,000 words (indic.)	40%	1,2,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 1.4.1, 2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F..4	Wednesday 25/3/2020 By 5.00pm
Assessment 2 Unit of Work	3,500 words	60%	1,2,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	Wednesday 6/5/2020 By 5.00pm
Assessment 3 Microteaching	10 minutes	S/U	1,3,4,5,6	1.2.1, 1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B.1 D, 1, 5 F.4	As allocated in tutorials

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. 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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1: Lesson Planning

(2,000 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.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment 2: Unit of Work

(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
- outlines only for the other teaching materials required.

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.

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: <ul style="list-style-type: none"> ● Student recognises the value and purpose of a rationale within the context of a lesson plan ● Student identifies syllabus outcomes in the lesson plan ● Student makes a clear link between syllabus outcomes and lesson goals. Student makes clear demonstrations of these through lesson strategies ● Student uses formative assessment strategies to enrich student learning and gauge understanding 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> ● Lesson plan is extensive in detail and based on an appropriate concept for a Stage 5 class ● Demonstrated understanding of principles for effective teaching, the NSW Quality Teaching framework and the School Excellence Framework ● Lesson uses subject specific meta-language and/or numeracy concepts in a meaningful way ● Teaching strategies are effective and engaging 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> ● Student has demonstrated strong theoretical links for their choices and references them appropriately ● Pedagogy is effective and relevant to students and in line with ideas and theory taught in lectures and tutorials 					
Structure and organisation of response <ul style="list-style-type: none"> ● Lesson plan is the correct SED format and communicates intent clearly and effectively 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> ● Writing shows an excellent command of Australian English grammar conventions, including spelling, syntax and punctuation 					
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.**

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

Student Name:
Assessment Task 2

Student No.:

CRITERIA	(-) _____ (+)				
<ul style="list-style-type: none"> ● Understanding of the question or issue and the key concepts involved ● Understanding of the task and its relationship to relevant areas of theory, research and practice and principles for effective teaching ● Clarity and accuracy in the use of key terms and concepts in lesson and unit planning ● Clear statement of syllabus outcomes covered by the unit as a whole ● Clear statement of content statements derived from these outcomes ● Explicitly stated learning goals for the unit as a whole ● Variety of teaching strategies including formative assessment, group work and incursion/excursion/performance ● Effective and engaging use of industry standard ICT ● Potential for student engagement with the material ● Incorporation of literacy/numeracy metalanguage and strategies ● Assessments clearly linked to syllabus outcomes and learning goals 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> ● Plan and assess for effective learning by designing lesson sequences using knowledge of the NSW Graphics Technology/Industrial Technology Syllabus documents or other curriculum requirements of the Education Act ● Design an overview of a unit, which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs ● Describe prior knowledge that students must have to begin this unit and discuss how this prior knowledge could be assessed ● Demonstrate suitability of chosen concepts, texts, tutorials/demonstrations and practical activities. Discussion of potential student engagement is deep and relevant ● Justify choice of content and teaching strategies in relation to the needs and abilities of the class 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> ● Demonstrate a deep understanding of material, research and ideas presented in Graphics/Multimedia Method lectures and professional readings 					
Structure and organisation of response <ul style="list-style-type: none"> ● Use appropriate overall structure and format of response ● Use a logical sequence with clear and coherent organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> ● Writing shows an excellent command of Australian English grammar conventions, including spelling, syntax and punctuation 					
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.**

Microteaching Feedback Form for Pre-service Teacher



STUDENT TEACHER

Name:	zID:	Date:
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Details	
Method	Topic/level

Standards	Comments
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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) 	
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<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) 	
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<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) 	
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Comments:

Lecturer:

Date:

Satisfactory/Unsatisfactory (circle)