

AT2 VCE MEDIA ARTS – UNIT ECA736

Deakin University

Statement of Intention

The focus for this assessment is Unit 4 Media production and issues in the media, specifically ***Area of Study Outcome 2: Agency and Control***. The VCE Media Arts Study Design 2018 provided the structure and framework for the sequencing and delivery of content for this unit.

The approach to the learning sequence has been established in AT1 ECA 736, which is from a socio-constructivist framework (Vygotsky 1978, Paiget 1954), that encompasses critical and embodied pedagogy to facilitate student learning from a critical and exploratory learning lens. This approach has enabled activities, assessment (SAC) and lessons to be tailored around ‘new pedagogies for deep learning’, which emphasises citizenship, digital communication as well as critical, dialogic, and collaborative learning (Fuse VIC 2019). Students will develop and utilise critical literacy and visual literacy skills (Luke and Freebody 1990) through engaging with www.media-education-portal.com as a tool for learning (akin to VCAA ICT standards in Literacy and AISTL 1.4 graduate standards).

I selected Unit 4 AOS 2 Agency and Control for the learning sequence as it incorporates current issues, relevant news articles about political and social events. Students are able to analyse how the ‘role of media influences society’ (SD 2017, p.5) as real-world examples supporting curriculum to provide theoretical framework. The curriculum explores powerful aspects of media enabling students to be active and passive audience members, as well as active learners/media creators whom reflect and critique a variety of media products.

Media influence theories (Brett Lamb 2017) will be the theoretical framework for approaching these analyses and will be explored and revisited throughout the learning sequence, to provide deep learning, (Fuse VIC 2019). Exploring the production, distribution, consumption and reception of media products will further enhance a vital skills for the 21st century media student.

Planning approach: How content relates to the curriculum

In planning for Unit 4, AOS 2, I have approached the VCE learning environment as a dialogic (Hattie 2012) and inquiry space (Dewey 1934) (Smit 2019 AT1 ECA 736). The learning sequence utilised a backward mapping technique, 'backward design model' (Wiggins and McTighe 2005, Churchill et al. 2019, p. 438) to link the curriculum to the SAC assessment tasks' requirements and VCCA delivery date. The weekly content and lesson plans was design around the assessment tasks for the Area of study, as such lessons often supported essential assessment-based skills (Churchill 2019, p. 247) such as a practice class debate in week 5 lesson 3, and written response or video diary homework task in week 7 lesson 2 has been created. The assessment tasks are the oral report/debate and rubric (see Appendix C and D), and the short written response questions (Appendix E) and marking criteria (Appendix F) . Hence, specific content has been structured to scaffold key skills and knowledge embedded within the study design based on VCE past examine samples (VCE SD 2017, VCE 2019) and intended learning outcomes.

I designed the learning sequence to scaffold students' knowledge and skills by prioritising 'assessment *as* learning', in which the assessment process is made explicit on the outset (Churchill 2019, p. 438). A column in the unit planner, identifies the 'Teaching plan' that maps out learning area/topic for the lesson and related to the study design learning outcomes (stated in column 'key skills and knowledge from study design'). Each lesson has a big idea/intended learning outcome (ILO) to encourage student autonomy and ownership for their learning. John Hattie highlights effective and purposeful learning is about goal setting and clear instruction (Hattie 2012).

Moreover, in AT1 ECA736, it identified that the content structure links the idea of individual students 'learning journey' to achieve curriculum (Study Design) outcomes. Learning journeys can be defined as:

'learning experiences' which engage students in learning that makes sense of their world through direct experience and where students have ownership of their study through a negotiated curriculum (Walter 2006, p. 1).

Therefore, this learning sequence and unit plan incorporates content (media case studies, examples, topics and resources) with learning activities (assessment tasks, class activities, homework tasks, and independent work) aimed at enhancing the effectiveness of senior learning and teaching by engaging in embodied activity linking and addressing the key knowledge and skills (SD 2017, p. 26-27); to support individual students 'learning experiences' that provide deep critical thinking and prepare students for their SAC assessment, end of year final exam and the world beyond the classroom.

Key content

The key content in the learning sequence links to curriculum outcome; students will be able to "discuss issues of agency and control in the relationship between the media and its audience" (SD 2017, p. 27). To engage the student in meaningful learning, an integrated approach was utilised by incorporating relevant case studies aimed at a reflexive look at complexities of media within society. For instance, the first two weeks focuses on political reporting and changes in technology/platforms/of the ways the 'news cycle' has changed over the years. As well as 'How' media reports and represents political figures and how audiences engage with them. This inquiry-based approach enables students to compare, analyse and discuss the 'changes' in how audiences' relate (SD 2017, p. 27). Specific focus is on comparing Australia vs America; case studies include John Howard vs Trump, Murdoch vs Fox News. This content links into further case studies of gun control and gun violence across media platforms (such as video games, films, television) and how to regulate images/footage/content on public platforms. The Christchurch shootings is a case study that links to the globalised media and institutional responsibilities to 'protect' vulnerable audiences. Students can explore how the pressure from governments and the community has forced Facebook to regulate live streaming practices.

Moreover, the link to reality TV, specifically *Bondi Rescue* and crime doco-drama *Deadly Women*, enables the discussion and analyse of the legal and ethical issues associated with the production, distribution and consumption of such programs. Other notably learning content is Facebook's algorithm and audience attainment, (week 7 lesson 1) and social media influencers – Kim Kardashian West (week 8, lesson 1) and impact on media influencers to her millions of followers.

Overall, linking the representations of violence and the concept of a ‘tragedy’ ‘personal drama’ and life-events, opens inquiry-base discussion on how media platforms, media institutions, within a global context, impact audiences and the ways the government regulate content produced by media outlets.

Resources and Textbooks:

The Textbook (Mans-Jones et al. 2018) *Media Reframed VCE Unit 1-4* is the main text resource.

In www.media-education-portal.com will be a platform for VCE students to access. The portal with activities, articles, videos, and resources – is organised with one webpage per weekly content that covers three lessons per page to reflect the structure of the learning sequence. Resources and lesson materials are embedded within the Unit 4 AOS2 Yearly Planners.

Planning: When and Why learning sequence is structured?

The structure of the learning sequence covers 5 to 6 weeks with 1 week for revision. There are 2 x Double lessons (75mins) and 1 x single lesson (45 mins) per week. I have modified the earlier version of this structure by adding one double lesson since AT1. This extra time will facilitate a deeper learning, in which students can find a ‘voice’ to their response, and will promote diverse, ideas and opinions (SBS 2016, p.1). Thus the amended learning sequence structure has 3 lessons per week, where content relates to the key skills and terminology ‘discuss, analyse, evaluate’ (SD 2017, p. 27).

In the Planner (criterion 3), the content reflects the integration and application of these terms as part of the ‘learning journey’. Activities - such as creating mind maps supported with resource tables, group/class discussion, and class debate (Barnes 1975) will enable inquiry-based learning strategies (Churchill 2019, p.246) . I have planned for the use of feedback and exit cards (see appendix B) In these sessions use of these diagnostic tool(s) (Churchill 2019, p. 437) to provide feedback and ‘monitoring for quality’ (SD 2018, P. 7) which will ... ensure there is a standard integration of content to meet curriculum and learning outcomes stated in the Study Design and effectively enhancing senior learning and teaching.

Pedagogical approach for diverse learners:

Diverse Learners can be categorised by social, emotional and cognitive differences as well as cultural and ethnic differences (Churchill 2019, p. 247) requiring differentiated teaching strategies in which to cater and account for diverse student needs. Hattie (2009) and the HITS strategies provide supportive practices for diverse learners. I have provided options for the assessment tasks and lesson activities in this learning sequence to support diverse learners.

I have utilised the 'backward design model' (Wiggins and McTighe 2005) to enable planning for assessment and the 'measurable' ways to assess student work. This framework facilitated the importance of 'critical, creative and reflective thinking' (Churchill et al. 2019, p. 291) enabled linking to Bloom's Taxonomy Stage of Learning revised by Anderson and Krathwohl (2001) by answering the question how can the student demonstrate their understanding? and how can they apply their learning? (what will the student 'do' after this lesson and/or learning sequence?). Hence, teaching strategies can be developed from the need to provide evidence of learning (Churchill et al. 2019, p. 241). The SAC assessment has specific debate rubric which will enable students to read and take accountability for their learning. By dividing the SAC into two assessment tasks, caters for diverse learners and those more dialogic learners through discovery and questioning and vocabulary (Churchill et al, 2019 p. 285), comparability for students who apply learning through written formal response processes and skills (Churchill et al, 2019, p. 239). Therefore, due to the nature of the Media Arts Study Design, applying case studies and media theories is an essential skill and requirement. The SAC assessments enables purposeful learning by offering an opportunity to verbally respond through a debate scaffolding students' skill development in writing and responding using relevant media theories and case studies as evidence to support their answers.

VCE Study Design Aims unit 4 AOS2

	Assessment
SAC/SAT	
	<u>Unit 4: AOS 2</u> Agency and control debate 5% Agency and control short answer .. 10%
VCAA	VCE END OF YEAR EXAM

Analysis of ICT and website as pedagogical tool

The Media Arts Study design encourages students to consider media forms from a variety of perspectives, which includes how narratives are constructed, technology influences audience reception and the process of the media production, distribution and consumption. (SD 2017 p. 5) Hence, in order for students to interact and engage at “a personal, local, national and global level (SD 2017, p. 5) developing skills in digital literacy and critical literacy will enable students to navigate and connect with the world.

The rationale for incorporating ICT into the learning sequence resides in the need to develop students’ skills as ‘digital citizens’ (Churchill et al 2019, p. 271). New Pedagogies for Deep learning (Fuse 2019), highlight the important of meaning-making within the digital landscape. It is fundamental that to be an ‘effective’ teacher, using technology as a platform for educational content is crucial for 21st century learning and is part of the VCAA general capabilities such as ICT literacy (VCAA 2019) and the Australian Curriculum (ACARA) issue expectations and standards for educators. Hence, I plan to continue to further develop www.media-education-portal.com to create meaningful and relevant content, as part of a pedagogical approach for my teaching practice as well as offering a tool for student learning.

However, the challenges faced with ICT usage and application is the time it takes for educators to filter, curate and upload content on digital platforms. Embedding time management strategies in curriculum planning and design to allow for curation and upload will be needed. Further challenges for student learning opportunities is the equity issue in the use of ICT, can the student access the internet, a computer - the technology – outside the school? The learning challenges relates to connectivity issues and the skills and confidence of the learner to navigate the technology (Churchill et al. 2019, p. 344). Deploying teaching strategies to mitigate these challenges would include in-confidence identifying student’s at risk through the school’s counselling processes and implementing actions to facilitate access to ICT; workshops for students who need ‘skills’ update. Utilise classroom time or virtually within the digital space, by flipping learning through a webpage section within www.media-education-portal ‘how to use instructions’ with videos, demonstrations that provide direct instructional goals (Churchill et al. 2019, p. 272) - making the process explicit for student use.

The media portal website can enhance the effectiveness of senior learning and teaching through this flipped classroom approach. Students can read and study learning resources/materials in their own time and the classroom space becomes about exploring ideas and relationships in media landscape.

Furthermore, as evidenced by the Victoria state government, professional and safe use of digital content will also need to be embedded in ICT use within the learning space by practicing safe and responsible use of digital technologies to “support school communities to understand the behaviours and processes that will help them to act in a safe and responsible manner when using digital technologies” (VIC 2019). Akin to Victorian curriculum, I have used ICT and designed an online media education portal that integrates ICT into the learning sequence, based on the following principles:

- Promoting the ‘value of individual responsibility and actions’
- Engaging ‘respect for, and appreciation of, social and ethical protocols and practices’
- Understanding the public nature of ‘online activities and the potential impact on others, including limiting the risks to one’s self and others in a digital environment’
(NSW ICT Statement 2019)

Lastly, incorporating alternative and other technological applications into ICT learning such as online quizzes, monkey survey, video conferencing and diary, and links to other online media platforms – all reflects a 21st century learning approach that applies technology and is multimodal. These approaches will improve and enhance content to be authentic and meaningful thereby engaging students. Using media education portal as a platform will support learning, by extra activities and extra video/resources will be available for students to learn at their own-pace. It is my intention to create a web resource that is comprehensive and useful for all students no matter their level of their media education, prior knowledge or skills level. Students will be able to access content at their own discretion and in their own time

REFERENCES:

- AISTL 2017, Australian Institute for Teaching and School Leadership Limited, *Australian Professional Standards for Teachers*, website, retrieved 19th May 2019, <<https://www.aitsl.edu.au/teach/standards>>
- Anderson, L. W., & Krathwohl, D. R. 2001, *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.
- Barnes, D 1975, "Learning in Small Groups", from *Communication to Curriculum*, Penguin, Harmondsworth, UK pp. 34-78
- Churchill, R, Godinho, S, Johnson N, Keddie, A, Letts, W, Lowe, K, Mackay, J, McGill, M, Moss, J, Nagel, M, Shaw, K, Rogers, J, 2019, *Teaching Making a Difference*, Fourth edition, John Wiley & Sons Pty Ltd, QLD.
- Dewey, J 1934, *Art as Experience*, Minton, Balch, New York
- Fuse 2019, *New Pedagogies for Keep Learning (Map)*, State of Victoria, Department of Education and training), Webpage, retrieved May 2019, <<http://fuse.education.vic.gov.au/Resource/ByPin?Pin=Q9L8XK&SearchScope=All>>
- Freebody, P, & Luke, A 1990, 'Literacies Programs: Debates and Demands in Cultural Context', *An Australian Journal of TESOL*, vol. 5, no. 3, pp. 7-16.
- Guidelines 2018, *Debating Competition guidelines*, sdn debating, retrieved 13th October 2019, <http://www.sdndebating.com.au/competition-guidelines.html>)
- Hall S, Evans J, Nixon S 2013, 2nd ed, *Representations, Culture and Signifying practices*, Sage Publications.
- Hall, S 1997, *Representation: Cultural Representations and Signifying Practices*, Sage Publications, Open University Walton Hall
- Hattie, J 2012, *Visible Learning for Teachers: Maximising Impact on Learning*, Routledge, Taylor and Francis: London and New York.
- Lamb B, 2013, *Lesson Bucket*, media communication theories, retrieved 9th July 2019, <<https://lessonbucket.com/vce-media/units-3-4/agency-and-control/communication-theories/>>
- Mason-Jones, H , Hoban B, Humphries L, 2018 *Media Reframed: VCE units 1-4*, Cambridge University Press.
- Ministerial Council on Education, Employment, Training and Youth Affairs 2008, *Melbourne Declaration of Educational Goals for Young Australians*, Department of Education, Melbourne
- NSW 2019, NSW Education Standards, *ICT Understanding the curriculum*, retrieved 17th October 2019, <<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/integrating-ict-capability>>

Paiget, J , 1954, *The construction of reality in the child* (New York: Basic Books, 1954) (London: Routledge and Kegan Paul, 1955)

SBS 2016, Teachers Notes, *SBS National Youth Week 2016 Education Resource*, Foundation for Young Australians, sbs.com.au, Youth week, p. 1.

SD Media 2017, *Victorian Educational Certificate Media Study Guide*, Victorian Curriculum and Assessment Authority, VCAA Publications, Melbourne

Smit 2019, Smit I, AT1 *Curriculum Development*, ECA 736 Medi Arts, Deakin University 20 August 2019

Wiggins, G., & McTighe, J. 2005, *Understanding by Design (expanded 2nd edition)*. Alexandria, VA: ASCD.

Walter J2006, *Values Education for Australian Schooling: Increasing student engagement – the theory behind Learning Journeys*, , Caulfield Grammar School, online article, retrieved 9th October 2019, <http://www.curriculum.edu.au/verve/_resources/Walter_Learning_Journeys.pdf>

VCE SD 2017 Exam papers, samples, retrieved 8th October 2019, <https://www.vcaa.vic.edu.au/Documents/exams/media/media-samp-w.pdf>

VCE 2019, past examine papers VCE, VCAA, retrieved august 2019, <https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Media.aspx>

VIC 2019, Education Victoria, *Curriculum support VCAA*, retrieved 13th October 2019, <https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/techsupport.aspx>

Vygotsky, L. , 1978, Interaction between learning and development. Readings on the development of children, 23(3), 34-41.