

## STATEMENT OF INTENT

*My strength as an educator will be to encourage students to engage in critical thinking, while giving 'voice' to their creativity (Smit, ECL761, 2019).*

The VCE Media Arts study design represents a scope of study that appeals to my personal and professional philosophy; linking critical and creative thinking to practical real-world outcomes. I have taken a socio-constructivist framework (Vygotsky 1978, Paiget 1954), that embraces embodied and a critical pedagogy to facilitate student learning as a process, that can be critical and exploratory. The Study Design (SD) emphasise that stories are embedded in 'life and culture' working at a personal, local, national and global level (SD 2018, p. 5) has inspired me. Indeed the SD requirement and a teaching strategy which fosters creative communication opportunities and connection to global audiences, resonates with me. Stuart Hall (1997, 2013), Roland Barth (1997), David Bordwell (2019) and Kristen Thompson (2019) are theorist that provide a background to explore and examine representation, narrative and ideology. Real-world media examples have been utilised within the study design to enhance real-world connections to media institutions, producers and distributors—engaging students to reflect and critic on audience reception to variety of media products and forms, their agency, their participation and their engagement. Students will also develop and utilise critical literacy and visual literacy skills (Luke and Freebody 1990) to engage in a variety of technologies as tools for learning (ICT Literacy in VCCA and AISTL standards 1.4). ICT activities, assessments and learning platforms have been incorporated throughout Unit 3 and 4 .

As an emerging professional media educator, I plan to help students develop and refine their production skills through personal-professional (Kurby 2013) approach. My previous film and television industry experience as designer, art director and props person will be an asset to the students to access to my view of professional industry-based standards and practical problem-solving techniques to support the building of student resilience and the quality of their media products. In my design of the planner, I have emphasised the power of visual story-telling and mise-en-scene in a practical real-world way. As such this Unit 3 & 4 Planner integrates an embodied approach to

theory units and course work, connecting these with practical components to their Media products.

## **Approach to Planning**

In planning for Unit 3 & 4, I have approached the VCE learning environment as a dialogic (Hattie 2012), creative and inquiry-base (Dewey 1934) space. The activities and learning approaches will be cognisant of the demographic composition of the class and their cultural background as well as their learning styles. Building a culturally responsive classroom creates a “learning community” (Sobel et al. 2011, p. 12) that encourages respect for diversity, ideas and opinions (SBS 2016, p.1).

In designing these units, I have adopted the idea of a ‘learning journey’; the film texts, media examples and topic resources have been structured to support deeper critical thinking and understanding of these texts. Thereby allowing students to apply their understanding of these texts to their own media products. Activities and resources included in learning journey - such as mind maps and resource tables - are built into my approach to actively engage students and allow for growth. As Weatherly-Fell (2015) indicates, the three stages of planning that educators should consider into action. I have incorporated the three-stage approach into Unit 3 and 4. I have embedded group discussion, debate and workshops (small group activities; Barnes 1975) within the unit activities to facilitate deep learning. Also inquiry-based learning strategies have been adopted that includes, take-home questions for capture student critical response to open questions or problems, debating/oral presentations, and short-answer questions. Additionally, I have included independent research, study and reflection as part of their learning strategy so as to facilitate ‘critical, creative and reflective thinking’ (Churchill et al. 2019, p. 291), that helps with student decision making. I have planned for feedback sessions and to be used (through formative assessment) as evidence in ‘monitoring for quality’ (SD 2018, P. 7).

Part of my feedback in ECA 735 AT2 “formative assessment approach that is explicitly directed at assessing the formation of specific key skills and understandings”. Therefore, I have included this feedback, and applied it to planning for SAC assessment; by engaging with measurable assessments utilising key skills to shape content and assessment SAC while further using VCE past papers as frame questions for student response. Moreover, I have utilised Key Skills - as outlined in SD 2017 - as the basis for

the yearly plan. I have used the SAC exam questions as backward mapping technique to identify key learning required to across Unit 3 and 4.

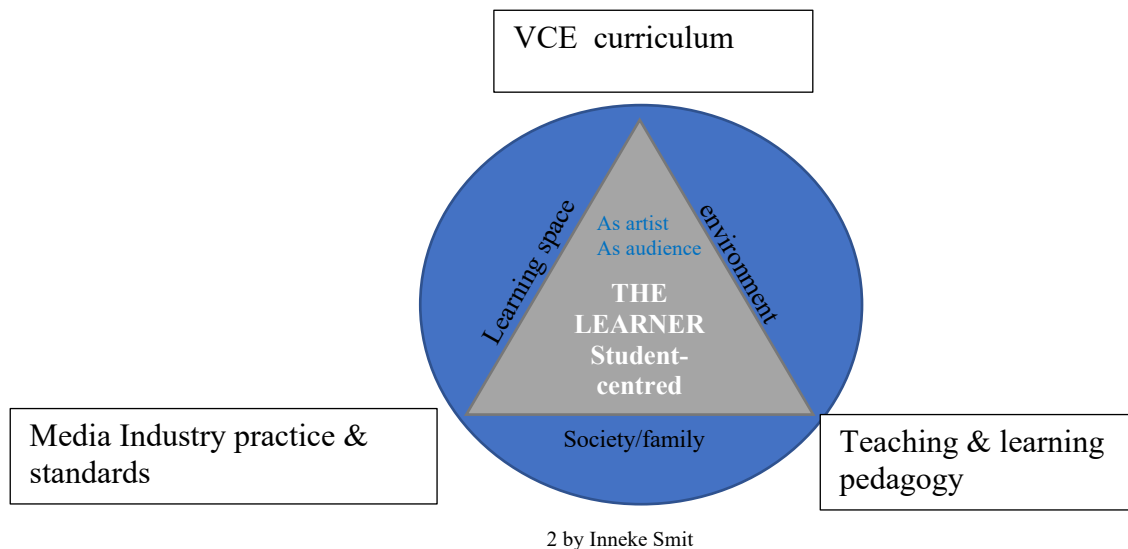
In Unit 3 Narrative and Ideology, the texts chosen to study is *Gone with the Wind* (1939, USA) and *Sweet Country* (2018, AUS). These films were selected because they illustrate historical, cultural, political and institutional context during the time of their production. How narrative and ideology is constructed within the text through themes, characters perspective and visual story-telling techniques that challenge race, class and gender ideologies. Both films can be explored from production, distribution, reception and consumption point of view; Hollywood Studio system (Gold Age of Hollywood MGM) versus the Independent Australian film industry (Indigenous filmmaker). Moreover, the text choices, film clips, media examples within this units aim to provide a historical overview and comment on Western and Romantic Epic genre; critically positioning Australian audiences within a global media network.

Unit 4: Agency and Control incorporates real-world examples achieved by referencing relevant current issues, news articles, events from a political and social lens. For students to analyse how the 'role of media influences society' (SD 2017, p.5), real-world examples provide a strong theoretical framework throughout these units. Media influence theories (Brett Lamb) will be the theoretical framework for approaching these analyses. Hence, aspects of representations, ideology and audience agency will be explored and revisited at times, through exemplified located in real-world, lived-experience (Churchill et al. 2019, p. 197) .

### **Strategies and Pedagogical approach:**

To be an effective senior secondary teacher, I believe learning is as about meaning-making for both student and the teacher; and that the mind and body constructs meaning through a physical act of knowledge. This is an embodied pedagogical approach to content, curriculum and content delivery (workshops, debates, video presentations) is akin to the influence of Vygotsky (1978), Piaget (1954) Dewey (1997) and Beecham (2013). I will utilise Bloom's Taxonomy Stage of Learning (1954), as revised by Anderson and Krathwohl (2001) for designing learning activities and monitoring student learning. Further I will clarify what good performance is in respect to goals, criteria and standards. Use of Bloom's Taxonomy amended will assist student

understanding of good performance before, during and after an assessment task. These stages can be likened to *structure, frameworks and expectations* (Hattie 2012) . This approach is built into Yearly planner and lesson delivery, so the student can take ownership of their learning and ensuring they have access to and an understanding of the Media Study Design 2017. Moreover, this 21st century approach applies technology and multimodality. These will improve and enhance my effectiveness as a teacher through meeting VCCA general capabilities such as ICT literacy, intercultural and ethical understanding. Aspects of education that *Amplify* and *Melbourne Declaration* (2008) identify that student empowerment is about having a voice and platform to construct/shape that 'voice'. VCE SD identifies developing and enabling student employability skills (p. 7) this interpreted is Media industry profession practice and standards. Hence, below highlight my pedagogical approach to VCE Media:



### Resources and Textbooks:

The content within the VCE Study design has been shaped on my 1<sup>st</sup> placement school structure which is; 1 x Double (90mins) and 1 x single (50 mins) per week. If I attend another school, I can tweak the lesson structure and content to work with those allocated times.

My approach with the documentation content and layout is based on previous experience managing large scale content. My preference is working from a concise master document as the 'source of truth' that encapsulates all the relevant information into one document.

Unit 3 and 4 Yearly Overview planner with topics and key dates (that can be submitted to student/parents).

- a) Unit 3 and 4 detailed Yearly Planner (with resources, topics homework, content, activities). Lesson plans and rubric will be developed at a later stage.
- b) Annotated list of resources as guide the study design.

The resources are embedded within the Unit 3 and 4 Yearly Planners, utilising real-world textbooks, website/article and resources. Textbook (Dunscombe et al. 2018) *Heinemann Media* 2018, 3<sup>rd</sup> Ed, and (Mans-Jones et al. 2018) *Media Reframed VCE Unit 1-4* are the two major resources. Online copy will be available for students.

The webpages: <https://www.media-education-portal.com/lesson-resources-for-vce-students.html> will be as platform for VCE educational resource layout per week and topic.

### VCE Study Design Aims

This study enables students to (VCE MEDIA 2017-22 P, 6):

- investigate and analyse their and others' experience of the media
- examine the relationship between audiences and the media
- understand the codes and conventions that are used to construct media narratives and products
- develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application
- develop an understanding of the nature, roles, structure and contexts of creation and distribution of media forms and products
- analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged
- develop an understanding of the relationship between the media and audiences that produce and engage with it
- develop the capacity to investigate, examine and evaluate debates around the role of contemporary media and its implications for society
- develop skills in critically understanding the significance and aesthetics of the media
- develop and refine skills in the design, production, evaluation and critical analysis of media products in a range of contexts and forms for different audiences.

	Assessment
SAC/SAT	<b>Unit 3: Narrative and Ideology</b> Video presentation ..... 5% Short answer response ..... 10%
	<b>Unit 3: Production</b> Development ..... 10% Design Plan ..... 10%
	<b>Unit 4:</b> Final production plan ..... 10% Agency and control debate ..... 5% Agency and control short answer .. 10%
	<b>TOTAL : 60%</b>
VCAA	
	<b>VCE END OF YEAR EXAM</b>
	<b>TOTAL : 40%</b>
<b>GRAND TOTAL</b>	<b>100%</b>

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