# School of Education

EDST6772 Graphics and Multimedia Technology Method 2

Term 2 2021

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### STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW Design, Technology and Photographic and Digital Media syllabuses, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Design, Technology and Photographic and Digital Media
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Design, Technology and Photographic and Digital Media to all key stakeholders
6	Identify the characteristics of an effective Design, Technology and Photographic and Digital Media teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

AUSTRALIA	IN PROFESSIONAL STANDARDS FOR TEACHERS
Standard	
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	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to thTm [(i)3.11

This subject aims to develop in each student the ability to effectively teach Graphics Technologies and Multimedia Technologies as focus areas within the Industrial Technology Stage 6 Syllabus (Years 11-12) to secondary school students. During the course students will develop their knowledge of New South Wales syllabus documents, learn how to design lessons and units of work and explore issues in relation to the state of graphics and multimedia technology education in NSW. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the graphics and multimedia technology classroom. Emphasis will be given to the relationship between graphics and multimedia technology, literacy and numeracy and the role and value of graphics and multimedia technology in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

- 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.
- 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

How

**Human Communication Research** 

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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://ndm.si/edu

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/

#### **Professional Associations**

NSW Visual Arts & Design Educators Association, <a href="http://www.vadea.org/">http://www.vadea.org/</a> Technology Educators Association, <a href="http://www.teansw.com.au/">http://www.vadea.org/</a>

Institute of Industrial Arts Technology Education, <a href="http://www.iiate.asn.au/">http://www.iiate.asn.au/</a>

ICTENSW http://www.ictensw.org.au

	: Create a scope and sequence, including learning outcomes, for a Year 11 Preliminary cla	เรร
(	nree terms).	

: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions within of the terms. Your scope and sequence must indicate when the task will occur. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating <u>one</u> aspect which could be further improved.

Using the scope and sequence you prepared for Assessment 1 and also the feedback you have received, prepare a unit of work for Stage 6 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach effectively.

The unit of work should indicate all the formative assessment strategies which will provide students with feedback about:

- a. What they can already do well
- b. What they still need to improve

# UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST6772 GRAPHICS AND MULTIMEDIA TECHNOLOGY METHOD 2.

Student Name: Assessment Task:	Student No:		
		(-)	- (+)

## Assessment, Feedback and Reporting

STUDEN	T TEACHER		
Name:	zID:		Date:
Details			
Method		Topic/level	
<ul> <li>Ha</li> </ul>	s the purpose of the assessment task been described appropr s the task been annotated appropriately to indicate what chan uirement could be improved?		
	es the marking rubric/style provide diagnostic information for t	he student?	

• Does the feedback allow the assessment to be used for formative purposes?

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