



## UNSW Course Outline

# EDST6771 Graphics and Multimedia Technology Method 1 - 2024

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## General Course Information

Course Code : EDST6771

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate, Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

*This is a hybrid course. It is available to both undergraduate and postgraduate students. The course*

*content, delivery and assessment will be identical for both groups of students.*

In this course, you will begin to learn how to teach Graphics and Multimedia Technology in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

# Course Learning Outcomes

Course Learning Outcomes
CL01 : Identify foundational aspects and structure of the NESA Graphics and Multimedia Technology Syllabus and the depth of subject knowledge required to implement the syllabus
CL02 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
CL03 : 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
CL04 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
CL05 : Design and evaluate formative assessment strategies and use assessment information to improve learning
CL06 : Practise the ethical and professional values expected of teachers

Course Learning Outcomes	Assessment Item
CL01 : Identify foundational aspects and structure of the NESA Graphics and Multimedia Technology Syllabus and the depth of subject knowledge required to implement the syllabus	<ul style="list-style-type: none"><li>• Lesson plan</li><li>• Unit of work outline</li></ul>
CL02 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	<ul style="list-style-type: none"><li>• Lesson plan</li><li>• Unit of work outline</li></ul>
CL03 : 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	<ul style="list-style-type: none"><li>• Lesson plan</li><li>• Unit of work outline</li></ul>
CL04 : Select appropriate resources, including ICT, to engage students and expand learning opportunities	<ul style="list-style-type: none"><li>• Lesson plan</li><li>• Unit of work outline</li></ul>
CL05 : Design and evaluate formative assessment strategies and use assessment information to improve learning	<ul style="list-style-type: none"><li>• Lesson plan</li><li>• Unit of work outline</li></ul>
CL06 : Practise the ethical and professional values expected of teachers	<ul style="list-style-type: none"><li>• Lesson plan</li><li>• Unit of work outline</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

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
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- 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 Blackboard website
- Online discussions
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

# Other Professional Outcomes

## 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
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
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
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
2.2.1	Organise content into an effective learning and teaching sequence.	1,2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages.	1
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 expand curriculum learning opportunities for students.	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1,2
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
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage 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 and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	*
	* Covered during the course	

## NATIONAL PRIORITY AREA ELABORATIONS

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

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Lesson plan	40%	Due Date: 20/03/2024 05:00 PM
Unit of work outline	60%	Due Date: 17/04/2024 05:00 PM

## Assessment Details

### Lesson plan

#### Assessment Overview

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

## Course Learning Outcomes

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- CL03 : 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
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- CL06 : Practise the ethical and professional values expected of teachers

## Detailed Assessment Description

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.

- 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?
- 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 Length

2000 words

## Assessment information

RUBRIC/FEEDBACK SHEET

EDST6771 UNSW SCHOOL OF EDUCATION

## Assessment Task 1: Lesson Plan

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> <li>• Student recognises the value and purpose of a rationale within the context of a lesson plan</li> <li>• Student identifies syllabus outcomes in the lesson plan</li> <li>• Student makes a clear link between syllabus outcomes and lesson goals. Student makes clear demonstrations of these through lesson strategies</li> <li>• Student uses formative assessment strategies to enrich student learning and gauge understanding</li> </ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> <li>• Lesson plan is extensive in detail and based on an appropriate concept</li> <li>• Demonstrated understanding of principles for effective teaching, the NSW Quality Teaching framework, and the School Excellence Framework</li> <li>• Lesson uses subject specific meta-language and/or numeracy concepts in a meaningful way</li> <li>• Teaching strategies are effective and engaging</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>• Student has demonstrated strong theoretical links for their choices and references them appropriately</li> <li>• Pedagogy is effective and relevant to students and in line with ideas and theory taught in lectures and tutorials</li> </ul>	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> <li>• Lesson plan is the correct SED format and communicates intent clearly and effectively</li> </ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> <li>• Writing shows an excellent command of Australian English grammar conventions, including spelling, syntax, and punctuation</li> </ul>	
General comments/recommendations for next time:	
<p>Lecturer: Recommended: /20 (FL PS CR DN HD)</p>	<p>Date: Weighting: 40%</p>
<p>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 contextualise 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.</p>	



## **Hurdle rules**

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## **Unit of work outline**

### **Assessment Overview**

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

### **Course Learning Outcomes**

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### **Detailed Assessment Description**

In the rationale:

- 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.

**Assessment Length**

3000 words

**Assessment information**

RUBRIC/FEEDBACK SHEET

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Assessment Task 2: Unit of Work Outline

Specific Criteria	Fail ----- > High Distinction
<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> <li>• Clear statement of content statements derived from these outcomes</li> <li>• Explicitly stated learning goals for the unit as a whole</li> <li>• Variety of teaching strategies including formative assessment, group work and incursion/excursion/performance</li> <li>• Effective and engaging use of industry standard ICT</li> <li>• Potential for student engagement with the material</li> <li>• Incorporation of literacy/numeracy metalanguage and strategies</li> <li>• Assessments clearly linked to syllabus outcomes and learning goals</li> </ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Design an overview of a unit, which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs</li> <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/Multimedia Method lectures and professional readings</li> </ul>	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> <li>• Use appropriate overall structure and format of response</li> <li>• Use a logical sequence with clear and coherent organisation</li> </ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> <li>• Writing shows an excellent command of Australian English grammar conventions, including spelling, syntax, and punctuation</li> </ul>	
General comments/recommendations for next time:	

Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
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## **General Assessment Information**

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

### **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	What is Graphics and Multimedia Technology? <ul style="list-style-type: none"> <li>• Introduction to course</li> <li>• Place of secondary graphics and multimedia technology in the continuum of learning in the Technology and Visual Arts syllabuses 7-10</li> <li>• Overview of the NSW syllabuses 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</li> </ul>
	Tutorial	Discussion of previous experiences in Graphics and Multimedia education <ul style="list-style-type: none"> <li>• Discussion of technology and visual arts education backgrounds</li> <li>• Understanding the NSW syllabuses</li> <li>• Objectives and outcomes</li> <li>• Organisation of content, including Focus areas and modules Options Teaching Graphics and Multimedia as a focus area or option within the different syllabuses</li> <li>• Physical, social and intellectual development of students and how this affects engagement in learning</li> </ul>
Week 2 : 19 February - 25 February	Lecture	Designing and planning lessons <ul style="list-style-type: none"> <li>• Role and value of graphics and multimedia technology in the broader school curriculum and the relationship between a material-specific technology</li> <li>• Planning objectives and outcomes in the mandatory course</li> <li>• Teaching strategies for G&amp;MM</li> <li>• How culture, cultural identity, and linguistic background impact Aboriginal and Torres Strait Islander students</li> <li>• ICT classroom management: safe working practices</li> </ul>
	Tutorial	Introduction to Assessment 1 - Writing Lesson Plans <ul style="list-style-type: none"> <li>• Designing and writing a lesson plan for Graphics and Multimedia within the Technology 7-10 Curriculum (Stage 4/5)</li> <li>• Using NESA guidelines and support documents to assist in the planning of lessons</li> <li>• Workshop on teaching strategies for teaching Graphics and Multimedia within Technology 7-10</li> <li>• Incorporating culturally significant practices in design to address student interests and backgrounds</li> </ul>
Week 3 : 26 February - 3 March	Lecture	Designing and planning lesson sequences <ul style="list-style-type: none"> <li>• Curriculum options for developing sequenced lessons in Graphics and Multimedia</li> <li>• Selecting content and designing learning experiences to engage and challenge students</li> <li>• Planning objectives and outcomes in elective courses</li> <li>• Programming and lesson sequencing: key documents and guidelines</li> <li>• Developing student competencies over a sequence of lessons in focus area or option within a module or elective</li> <li>• Backward mapping</li> </ul>
	Tutorial	Developing lesson sequences <ul style="list-style-type: none"> <li>• Setting high expectations for learning</li> <li>• Strategies for making learning goals explicit for students</li> <li>• Writing lesson sequences - embedding literacy and numeracy</li> <li>• Designing and writing lesson sequences for Graphics and Multimedia within the Technology 7-10 Curriculum (Stage 4/5)</li> </ul>
Week 4 : 4 March - 10 March	Lecture	Graphics and Multimedia Technology Education in Australia <ul style="list-style-type: none"> <li>• 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</li> <li>• Role of Graphics and Multimedia in the broader curriculum</li> <li>• Nature and role of past, current and emerging technology in the graphics and multimedia industry</li> <li>• Role of professional associations in providing support and information on developments in curriculum</li> </ul>
	Tutorial	Using ICT to meet student needs <ul style="list-style-type: none"> <li>• Pedagogical approaches to the Technology syllabuses</li> <li>• Selecting and preparing relevant resources (including ICT)</li> <li>• Addressing different learning needs of students through use of ICT</li> <li>• Peer assessment: Draft lesson plans</li> <li>• Evaluating a lesson</li> <li>• Peer discussion and feedback</li> </ul>
Week 5 : 11 March - 17 March	Lecture	Questioning <ul style="list-style-type: none"> <li>• Questioning as a strategy to build an inclusive classroom</li> </ul>

		<ul style="list-style-type: none"> <li>• Exploring social and ethical issues in Graphics and Multimedia through questioning</li> <li>• Using questions to encourage higher order thinking and student reflection</li> <li>• Questioning as formative assessment</li> </ul>
	Tutorial	Workshop <ul style="list-style-type: none"> <li>• Developing higher order thinking</li> <li>• Design and creation of projects using contemporary multimedia techniques, publishing processes, communication, and presentation media</li> <li>• Differentiation in teaching multimedia</li> <li>• Microteaching</li> </ul>
Week 6 : 18 March - 24 March	Lecture	<ul style="list-style-type: none"> <li>• Asynchronous Classroom management and engaging with the school community</li> <li>• Investigating the correlation between curriculum content, lesson plans, assessment and classroom management in Graphics and Multimedia</li> <li>• Managing disruptive student behaviour in an ICT environment</li> <li>• Managing learning spaces including WHS practices</li> <li>• Framing practical experiences in Graphics and Multimedia education</li> <li>• Collaborative processes with staff, students, and the local community</li> </ul>
	Tutorial	Investigating the needs to students <ul style="list-style-type: none"> <li>• The flipped classroom</li> <li>• Issues of SMART data to understand the levels of literacy and numeracy of students</li> <li>• Working with EAL/D students, Aboriginal and Torres Strait Islander backgrounds – strategies for inclusion, participation, and engagement</li> <li>• Microteaching</li> </ul>
Week 7 : 25 March - 31 March	Lecture	Planning and Programming <ul style="list-style-type: none"> <li>• Continuum of teaching and learning in the technology curriculum</li> <li>• Planning and programming – Stage 4</li> <li>• Planning and programming – Stage 5, leading into Stage 6</li> </ul>
	Tutorial	Introduction to Assessment 2 <ul style="list-style-type: none"> <li>• Situational analysis – identifying the needs of a school</li> <li>• Writing a situational analysis</li> <li>• Microteaching</li> </ul>
Week 8 : 1 April - 7 April	Lecture	Programming <ul style="list-style-type: none"> <li>• Scoping and sequencing the curriculum</li> <li>• Incorporating differentiation, assessment, and innovative ICT strategies in Stage 5</li> </ul>
	Tutorial	Workshop <ul style="list-style-type: none"> <li>• Selecting and writing a scope and sequence for one stage</li> <li>• Writing a program for a unit of work</li> </ul>
Week 9 : 8 April - 14 April	Lecture	Resourcing for ICT <ul style="list-style-type: none"> <li>• Planning future professional development and resourcing for a unit of work</li> <li>• Planning for alternative pedagogy in a technology classroom (Flipped Learning, Project Based, Problem Based Learning)</li> </ul>
	Tutorial	Workshop <ul style="list-style-type: none"> <li>• Developing a project idea</li> <li>• Using ICT to engage students with subject content</li> </ul>
Week 10 : 15 April - 21 April	Lecture	Curriculum Differentiation <ul style="list-style-type: none"> <li>• Ways of differentiating curriculum to meet the diverse needs of learners in a graphics and multimedia technology classroom</li> <li>• Identifying and supporting students with special learning needs</li> <li>• Designing activities for students with mixed abilities</li> <li>• Education policies and theories of differentiation</li> </ul>
	Tutorial	Strategies for differentiating subject content Preparing for Professional Experience <ul style="list-style-type: none"> <li>• Becoming a reflective teacher through the feedback cycle</li> </ul> myExperience – online course evaluation

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESAs), and for a range of

programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

## General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

## Course 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 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). (2020). *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*. Allen 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

- For a list of relevant journals see Moodle.

## Websites

- Australian Curriculum, Assessment and Reporting Authority (ACARA) <https://www.australiancurriculum.edu.au/f-10-curriculum/technologies/>
- Australian Museums and Galleries Online <http://amol.org.au/>
- Bauhaus Archive Museum of Design <http://www.bauhaus.de/english/bauhaus1919/index.htm>
- Cooper Hewitt National Design Museum (USA) <http://www.cooperhewitt.org/>
- Education NSW <https://education.nsw.gov.au/>
- Filmmaker IQ <http://filmmakeriq.com/>
- Museum of Applied Arts and Sciences <https://www.maas.museum/>
- 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/>
- NSW Education Standards Authority [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

- Object – Australian Centre for Craft & Design <http://www.object.com.au/>
- State Library of NSW <http://www.sl.nsw.gov.au/>
- The National Fine Art Education Digital Collection <http://fineart.ac.uk/>

Websites of Professional Associations:

- Design and Technology Teachers Association <http://dattaaustralia.com/>
- The Institute of Technology Education <https://www.itensw.com.au/>
- Technology Educators Association Inc (TEA) <http://www.teansw.com.au/>
- Visual Arts & Design Educators Association <http://www.vadea.org/>
- ICTENSW <https://ictensw.org.au/>

## Recommended Resources

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

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Brenden Davidson				Email to arrange an appointment	No	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;

- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

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 or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- **Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your

study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on

Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School-specific Information

### Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

### School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: [education@unsw.edu.au](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>