

| Assignment 2  |  |
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| Title   | Multimedia Presentation  |
| Value   | 50%  |
| Week Due  | Thursday Week 12 – 10 <sup>th</sup> February 2022                          |
| Length  | Multimedia Presentation 4-6 minutes<br>(This is equivalent to 2,000 words) |
| Learning Outcomes   | Unit Outcomes 1, 2, 3, 4, 5  |
| <p align="center"><b>ASSIGNMENT TWO IS AN INDIVIDUAL STUDENT ASSESSMENT TASK</b></p> <p align="center">(Please contact your lecturer to enquire about submitting a group assignment)</p>  |  |
| <p><b>Task Description</b></p> <ol style="list-style-type: none"> <li>Pick ONE of the following books: <ul style="list-style-type: none"> <li>Cece Bell (2014) “El Deafo”</li> <li>Anita Heiss (2018) “Growing Up Aboriginal in Australia”</li> <li>Robin Diangelo (2018) “White Fragility”</li> <li>J. D. Vance (2017) “Hillbilly Elegy”</li> <li>Carly Findlay (2021) “Growing up Disabled in Australia”</li> </ul> </li> <li>Produce a 4-6-minute movie/multimedia presentation focusing on a key concept in one of these books, as relates to your life, an ah-ha moment, your experience, your unit readings, unit themes, Australian education policies and/or newspaper articles.</li> <li>Your task is to think carefully about the message of your selected book and use it to discuss a critical issue of inclusion/exclusion in contemporary Australian education.</li> </ol> <p>You will be using your theoretical understandings of normalization, deficit discourse, neoliberalism, inclusive education, social justice to analyse and critique one issue of interest as it relates to current mainstream educational practices.</p> <p>Your assignment should be referenced using APA 7<br/> <a href="https://libguides.cdu.edu.au/cdureferencing/apa">https://libguides.cdu.edu.au/cdureferencing/apa</a></p> |  |

### Assignment Notes

You are tasked with creating a *multimedia presentation*.

- There should be one button which allows the movie to play (Powerpoint has this capacity). You can upload in Learnline or provide a YouTube link. You can have your video Unlisted, but do not put your video on private or we won't be able to watch it.
- Your movie will be thoughtful, pithy, insightful, novel, and/or personal and demonstrate how you connect 1-3 key ideas from the selected text to the learning in the unit/your life/contemporary Australian schooling and communities.
- It should be clear you engaged with your selected media (book or the tv series)
- It should be coherent. The sound, images, voice, should all support the narrative, so the sum is greater than the parts.
- Be sure to use music and images that have Creative Commons licenses and cite them in the movie credits at the end of your movie.
- Attend to volume levels of background music. Often students put music over their narrative and it's too loud. The viewer needs to be able to hear/understand you.
- **SIX MINUTES is the MAXIMUM duration.**

### *Try and have fun with this.*

Research shows teachers must be able to use technology competently or they won't integrate it into their own teaching.

Given the flexibility/creativity of the task we will use the CDU grading descriptions to guide our grading (see below). You will receive a highlighted grading description and comments about your work.

### CDU Grades and Explanation

**High Distinction** Demonstrates imagination, originality or flair, based on proficiency in all aspects of the unit; work is interesting or surprisingly exciting, challenging, well read or scholarly.

**Distinction** Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve nonroutine problems, ability to adapt and apply ideas to new situations, and ability to evaluate new ideas.

**Credit** Demonstrates ability to use and apply fundamental concepts and skills of the unit going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight.

**Pass** Satisfies all of the basic learning requirements of the unit, such as knowledge of fundamental concepts and performance of basic skills; demonstrates satisfactory, adequate, competent, or capable achievement.