

ASSIGNMENT COVER SHEET



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COURSE NAME:	Graduate Diploma in Education (Secondary) ED25			
UNIT NAME:	Curriculum and Pedagogy: Literacy, Numeracy and Digital Technologies			
UNIT CODE:	CR405	OFFICE USE ONLY		
DATE DUE: 23 / 09 / 2016	ASSIGNMENT TITLE: Assessment Task 2 Teaching and Learning Sequence		DATE RECEIVED: ____ / ____ / ____	
EXTENSION GRANTED TO: ____ / ____ / ____ <small>A completed 'Request for Extension' form signed by the Lecturer/Course Coordinator must be attached.</small>			RECEIVED BY: <input type="checkbox"/> POST _____	
LECTURER:	Louise Schache			
MODE OF STUDY:	<input checked="" type="checkbox"/> INTERNAL	<input type="checkbox"/> EXTERNAL	<input type="checkbox"/> INTENSIVE	<input type="checkbox"/> PRACTICUM/ INTERNSHIP

DECLARATION




I declare that:




- No part of this assignment has been copied from any other person's work except where due acknowledgment is made in the text.
- No part of this assignment has been written for me by any other person except where collaboration has been authorised by the lecturer concerned.
- I hold a copy of this assignment which I can produce if the original is lost or damaged.

Signed: Ljiljana Stojanoski Date: 23 / 09 / 2016

NB: An examiner has and may exercise the right not to mark this assignment if the above declaration has not been signed. If the above declaration is found to be false, appropriate further action will be taken.

Return Address:
 Christian Heritage College Assignments
 PO Box 2246
 Mansfield BC QLD 4122

UNIT PLAN, TERM 4, 2016		
Unit Title:	'See what you can see'	
Subject:	Design and Technologies	
Year Level:	8	
Preservice Teacher/s:	Ljiljana Lilliana Stojanoski	
School:	Yeronga State High School	
RATIONALE		
EXPLANATION OF LEARNING CONTEXT/S:		
General Information: 		
<p>School: This is a co-educational state school of approximately 1000 students with a strong multi-cultural demographic and of middle to high socio-economic status. It is situated in the urban suburb of Yeronga in Brisbane south. It is in relatively close proximity to the Brisbane CBD and the popular cultural and tourist precinct of South Bank.</p> <p>KLA Information: Graphical Communication is one of the strands of the Design and Technologies subject area. Through this strand, students learn to use graphical construction and presentation techniques to effectively communicate design ideas and procedures to others. Year 8 students have one double and one single period per week (or 120min.). </p> <p>Developing Student Learning: This unit strongly focuses on the nature of graphical communication and the coding systems and genres used in graphical representations when creating maps and charts. Students convey meaning to (target) audiences when they create graphical representations like maps, which use the elements and principles of design, and graphical presentation techniques. Students will learn that, when communicating design ideas for different and culturally diverse audiences, the needs of the audience influence the complexity and presentation of the communication. Students will understand that the way they use the elements and principles of design determines how effectively a message is communicated to that audience. This outcome can vary and be strongly affected by the audiences' cultural backgrounds and purposes of using visual texts (in this case the tourist map).</p> <p>Developing Student Skills: Students will develop visual literacy as they view, read, comprehend and generate graphical representations that is, visual texts (in this case a map) and consider: a) what can be seen and b) how people interpret what is seen. In order to create an effective well informed map, students will acquire the skills of: using and applying elements and principles of design and graphical communication, the nature of graphical information and techniques for manipulating it.</p> <p>Connection with Transfer Statement and Enduring Understandings: Maps play a significant role in tourism and travel. Not only do they promote regions, they also connect people with places as they help in orientation, navigation and an overall possibility to 'experience' those regions. As students '<i>Learn the importance of visual communication through symbols and design elements</i>' they will be able to create maps which communicate information effectively to the viewer/audience. Through '<i>value and appreciation of forms of artistic expression through graphical representations</i>' students will understand and develop skills in creating aesthetically pleasing graphical representations (designs) that are easy to navigate and understand by the 'reader'. By '<i>developing appreciation for maps and charts and their role in tourism and travel</i>' students will understand the connection between people, places and cultural influences.</p>		
INTENDED LEARNING OUTCOMES		
CURRICULAR INTENTIONS (to be assessed): Content Descriptor: Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025) Content Elaborator: representing and communicating design ideas using modelling and drawing standards including the use of digital technologies, for example scale; symbols and codes in diagrams; pictorial maps and aerial views using web mapping service applications Content Descriptor: Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039) General Capabilities:		CURRICULAR INTENTIONS (for exposure only): Content Descriptor: Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015) Content Elaborator: Visualising and exploring innovative design ideas by producing thumbnail drawings, models and labelled drawings to explain features and modifications General Capabilities: Literacy : Navigate, read and view learning area texts – LD2NRV Text knowledge – LD5TK Numeracy: Using spatial reasoning Interpret maps and diagrams – ND2M&D

<p>Literacy : Comprehending texts through listening, reading and viewing – LD1CT Interpret and analyse learning area texts – LD3IA Composing texts through speaking, writing and creating – LD4SWC Understand learning area vocabulary – LD6LAV Visual Knowledge (understand how visual elements create meaning) – LD7VK Numeracy: Using spatial reasoning: Visualise 2D shapes and 3D objects – ND1S&O Recognise and use patterns and relationships – ND3P&R Operate with clocks, calendars and timetables – ND4C&T Critical and creative thinking ICT: Generate solution to identified challenge – ICT1SOL Managing and operating ICT – ICT3M&O</p>	<p>ICT: Select and evaluate data and information – ICT2D&I Intercultural understanding Personal and social capability Cross Curricular Priorities: Sustainability: Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments. KEY:  Curricular elements - assessable  Literacy, numeracy, ICT - assessable  Curricular elements, literacy, numeracy and ICT – for exposure only</p>
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Transfer statement

Students will be able to independently use their learning to:
 Make connections between people and places in a culturally diverse world.

Enduring understandings:

Students will:

1. Learn the importance of visual communication through symbols and design elements.
2. Value and appreciate forms of artistic expression through graphical representations
3. Develop appreciation for maps and charts and their role in tourism and travel.

Essential Questions:

1. Why are orientation and navigation important?
2. What is visual communication?
3. What makes a map 'effective'?
4. How would you change/manipulate key elements of your map in order to cater for visitors from culturally diverse backgrounds?

KNOW	DO	VALUE
<p>Students will know:</p> <ul style="list-style-type: none"> • the key principles and elements of graphics in map design (use of graphical representations, terms, symbols, codes, diagrams) • elements of effective visual communication (representing and communicating design ideas to target audiences (ACTDEP025, elaborator)) • fundamentals of pictorial maps and aerial views using digital technologies such as Adobe Illustrator • aspects of project management skills (working by timeline) 	<p>Students will be skilled at:</p> <ul style="list-style-type: none"> • developing an effective map containing all relevant information • appropriately incorporating elements of visual communication like colour scheme, composition, typeface and font etc. • using digital technologies to create a map • developing checklists and timelines using Microsoft Word 	<p>Students will:</p> <ul style="list-style-type: none"> • appreciate well designed and well informed map for use in travel and tourism • value graphical applications and processes required to create maps and charts • appreciate the influence of technologies when creating designed solutions • gain an appreciation for project management processes

Assessment: Performance Piece

<p>Criteria and connection to descriptors:</p> <ul style="list-style-type: none"> • communication to different audiences using appropriate technical terms and a range of graphical representation techniques (ACTDEP025) • knowledge and understanding on how the features of digital 	<p>Performance Tasks: Students' task is to recreate <u>a section</u> of a map of South Bank. Students are to choose a part of the parkland they feel most connected with or like the most. This can be the cultural precinct, children's playgrounds, Break Beach and swimming areas in general,</p>	<p>Conditions:</p> <ol style="list-style-type: none"> 1. Students will work on their assessment task during class time. 2. Annotated brainstorm sheet and 'My Big Idea' sheet to be attached, 3. South Bank map available on-line – to be downloaded and prepared with teachers help, 4. Teacher will assist with the Adobe
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<p>technologies and identified requirements impact on and influence design decisions for graphics and mapping (<u>ACTDEP025, elaborator</u>)</p> <ul style="list-style-type: none"> • application of project management skills to include comprehensive documentation and discerning use of project plans and timelines to manage production processes (<u>ACTDEP039</u>) • application of KLA specific literacy, numeracy and ICT and correct use of grammar, punctuation, spelling and vocabulary (<u>based on the subject area syllabus and guidelines, communication strand</u>) 	<p>restaurants and cafes or grassed picnic areas. Depending on the location of the section students choose, they will be asked to show connection to the public transport (bus, train or ferry), car park, etc. Even though maps will be different, all must include some common elements such as international pictograms (or pictographs), paths of travel, north, legend or key etc. Map is to be A4 size and recreated in Adobe Illustrator. Students will create a checklist and a timeline in Microsoft Word to project manage their work. Map needs to be submitted in both electronic and hard copy versions. Checklist and timeline to be submitted electronically only.</p>	<p>Illustrator download and use by providing instructions (during class time),</p> <p>5. Teacher will assist with use of Microsoft Word – in-class instructions,</p> <p>6. If unable to submit assignment by the due date, students are to provide medical certificate or penalties will apply.</p>
<p>Through other evidence the teacher will:</p> <p>Check student progress and identify gaps in the knowledge. This information will be used to provide scaffolding and differentiation where required.</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> • graphic organisers filled out in class, • annotated brainstorm sheet and graphic organisers, • timeline and checklist • use of graphics specific vocabulary in context • peer evaluation 	<p>Other evidence is for teacher feedback only, not for grading.</p>

MULTILITERACIES PEDAGOGICAL FRAMEWORK CODING:

SP – Situated Practice: Experiencing

OI – Overt Instruction: Conceptualising

CF – Critical Framing: Analysing

TP – Transformed Practice: Applying



TEACHING AND LEARNING SEQUENCE

CODING	SEQUENCE OF TEACHING ACTIVITIES/ LEARNING EXPERIENCES/ THINKING APPROACHES	ASSESSMENT STRATEGIES	CURRICULAR INTENTIONS
WEEK 1: PHASE: <i>Experiencing</i>: <i>students will reflect on their current knowledge and experiences with maps and connect with new knowledge during the specified class activities.</i>			
LD7VK SP, CF LD6LAV CF LD6LAV SP,CF LD1CT, LD6LAV SP ICT3M&O, ICT1SOL ND3P&R,ND1S&O	<p>Engage: <i>double period</i></p> <p>Students will watch a PowerPoint presentation about ‘Cool and Funky Maps’ showing various <i>uses</i> and <i>types</i> of maps.</p> <p>Activity 1 – class discussion – inquiry leading: Have you travelled or been anywhere where you (or your parents) had to use a map? What in particular did you need it for, overall navigation, locating a particular show or presentation at an amusement park, to find restrooms etc.?</p> <p>KQ 1: There is a whole industry built around mapping and navigating: books like Refidex, satellite navigation devices and apps, nautical charts in marine navigation etc. Why are orientation and navigation important? Teacher will share own funny experience about orientation.</p> <p>Activity 2 – whole class: As students are familiar with SatNav or NavMan and similar, the class will watch a short educational movie on BrainPop about how satellite navigation works.</p> <p>Activity 3 – individual work: Within this webpage there is a ‘Make-a-Map’ activity students will participate in. (Peer assist and teacher help). Can be saved electronically or printed out. Students to make a map of any place they like: part of school, favourite park or building even their bedroom.</p> <p>Assessment task introduced. Homework: Bring any maps you may have at home for next class.</p>	<p>Student responses in class</p> <p>Student responses in class</p> <p>Students create a map, Formative, teacher to ascertain student knowledge & understanding</p>	<p>KLA strands: knowledge and understanding AND analysing</p> <p>KLA strands: knowledge and understanding AND analysing and applying (ACTDEP015) (Exposure only)</p>
Coding Key: MPF: SP – Situated Practice, OI – Overt Instruction, CF – Critical Framing, TP – Transformed Practice/ Literacies: LD7VK –Visual Knowledge (creating meaning through visual elements), LD3IA – Interpreting and Analysing learning area texts, LD4SWC – Writing and Creating Texts, LD6LAV – Learning Area Vocab, LD1CT – Comprehending Texts/ Numeracy: ND1S&O – Visualise 2D shapes and 3D objects, ND3P&R – Recognise and use patterns and relationships, ND4C&T – Operate with clocks, calendars and timetables (timelines)/ ICT: ICT1SOL – Generate solution to identified challenge, ICT3M&O – Managing and operating ICT/ General Capabilities: IU-Intercultural understanding, PSC-Personal and Social Capability.			

CODING	SEQUENCE OF TEACHING ACTIVITIES/ LEARNING EXPERIENCES/ THINKING APPROACHES	ASSESSMENT STRATEGIES	CURRICULAR INTENTIONS
WEEK 1: PHASE: <i>Experiencing and Conceptualising</i>: <i>apart from making new connections students will group, classify and apply new terms & connect them through brainstorming and Big Idea activities</i>			
SP, CF ICT3M&O LD6LAV, LD3IA, LD7VK OI SP, OI, CF ICT3M&O LD6LAV, LD3IA LD1CT, LD7VK ND3P&R, ND1S&O CF LD1CT, LD7VK SP, CF LD7VK, LD3IA	<p>Explore:</p> <p>Activity 1 – whole class + peer support: Students are to visit the South Bank website, click on the visitor information then South Bank Map link. Download a pdf version to their devices via the provided link. Open the file in Adobe Illustrator. (<i>Note:</i> if school does not provide Adobe Illustrator, there is a free 30 day trial version that can be installed – teacher will check and organise). If some students find this difficult they will ask a peer for help first then the teacher if still struggling. This is to encourage cooperation and collaboration.</p> <p style="text-align: center;"><i>single period</i></p> <p>Activity 2 – individual work: Students are to open the file in Illustrator. Teacher will do the same while projecting onto Smart-Board and guide the students through the program interface, tools, layers, fundamental operations like edit, save etc. (scaffolding learning, Vygotsky ZPD). Students are to begin exploring the program's tools and functions. Teacher help with digital technologies: verbal, written and videos.</p> <p>Activity 3 – think, pair, share: Students are to observe the South Bank map and maps they brought in and write down the characteristics of maps they observed. Share with partner, identify any differing observations and share with class.</p> <p>Activity 4 – class discussion – inquiry leading: Do you like/dislike the map? Why? Engaging, simple, easy to read or not? Explain response. Students to decide which section to work on in preparation for next week. Write name and section in class sheet.</p>	<p>Student participation in task and notes from these</p> <p>Student participation in task and notes from these</p> <p>Completed activity and student responses, notes from these</p> <p>Student responses, notes from these</p>	<p>Navigate, read and view learning area texts – LD2NRV Select and evaluate data and information – ICT2D&I (Exposure only)</p> <p>KLA strands: knowledge and understanding; analysing and applying (ACTDEP025 elaborator – assess.)</p> <p>KLA strands: knowledge and understanding AND analysing. Interpret maps, numeracy ND2M&D (Exposure only)</p> <p>KLA strands: analysing and applying</p>
Coding Key: MPF: SP – Situated Practice, OI – Overt Instruction, CF – Critical Framing, TP – Transformed Practice/ Literacies: LD7VK –Visual Knowledge (creating meaning through visual elements), LD3IA – Interpreting and Analysing learning area texts, LD4SWC – Writing and Creating Texts, LD6LAV – Learning Area Vocab, LD1CT – Comprehending Texts/ Numeracy: ND1S&O – Visualise 2D shapes and 3D objects, ND3P&R – Recognise and use patterns and relationships, ND4C&T – Operate with clocks, calendars and timetables (timelines)/ ICT: ICT1SOL – Generate solution to identified challenge, ICT3M&O – Managing and operating ICT/ General Capabilities: IU-Intercultural understanding, PSC-Personal and Social Capability.			

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WEEK 2: PHASE: <i>Conceptualising and Analysing</i>: <i>although students are still connecting new terms and ideas, they are also analysing logical connections, structure and function and critically reviewing maps and visual communication aspects.</i>			
CF, OI LD6LAV	<p>Explore/Explain: <i>double period</i></p> <p>With teacher's help, students to revise the learning from previous week and take out their think, pair, share sheets to remind. KQ 3: What makes a map effective?</p> <p>Activity 1 – class discussion – inquiry leading: Who are target audiences? How do they influence maps?</p>	Student responses, teacher notes	KLA standards: knowledge and understanding (ACTDEP025 elaborator – assess.)
OI LD1CT LD3IA, ND3P&R LD6LAV, LD7VK	<p>Teacher to hand out printed copy of the key principles and elements of graphics in map design (use of graphical representations, terms, symbols, codes, diagrams). Also available electronically on Blackboard. These will be explained and examples shown – refer to last weeks' PowerPoint, 'Cool and Funky Maps.'</p> <p>Students are to highlight learning area specific words, meaning defined as a whole class group, glossary written on the whiteboard for students to copy in books. KQ 2: What is visual communication?</p> <p>Inquiry leading question: What makes pictograms a 'universal language'?</p>		
SP, OI, CF LD4SWC LD7VK, ND1S&O ND3P&R, ICT1SOL ICT3M&O	<p>Activity 2 – whole class: Students given A3 sheets of paper and marker pens and asked to write who their target audience is and brainstorm ideas for their map. Discuss ideas with each other.</p> <p>Activity 3 – individual work: Students given 'My Big Idea' sheets to further develop their design plan with consideration of graphics elements and influence of target audience.</p>	Brainstorming notes Completed activity and teacher notes	KLA strands: analysing and applying (ACTDEP025 assessable)
	<p>Activity 4 – individual work: Students will open their maps in Illustrator and begin work (applying graphics elements to recreate the maps). They will refer to their brainstorming and big idea sheets as they work. Teacher help with digital technologies: verbal, written and videos.</p>		
LD1CT	<p><i>single period</i></p> <p>'The Office' clip played– Michael Scott on Leadership (an unprepared presentation) https://www.youtube.com/watch?v=U77b1XKAa5U</p>		
SP, OI, CF ND4C&T LD6LAV	<p>Activity 5 – class discussion – inquiry leading: What can we do to ensure we are well prepared and our projects are completed on time? What are some ways of planning and organising?</p>	Student responses	KLA strands: knowledge and understanding, analysing and applying and producing (ACTDEP039 - assessable)
	<p>Activity 6 – Turn To Your Partner and... (TTPY): based on the discussion and in pairs, students will write in the 'Flower Organiser' sheet ways in which organisation and preparation can be achieved. Teacher to check.</p>	Completed activity, teacher notes	
SP, OI, CF ICT1SOL, ICT3M&O ND1S&O, ND4C&T LD7VK	<p>Activity 7 – individual work: Students create checklist tables in Microsoft Word. Teacher to create one simultaneously projecting onto SmartBoard to scaffold student learning (ZPD). Students write the information into their checklist tables.</p>	Completed activity, teacher notes	

CODING	SEQUENCE OF TEACHING ACTIVITIES/ LEARNING EXPERIENCES/ THINKING APPROACHES	ASSESSMENT STRATEGIES	CURRICULAR INTENTIONS
WEEK 3: PHASE: <i>Conceptualising, Analysing, Applying:</i> as students work on their maps, the connections in knowledge and understanding are made, structure and function are connected, visual communication is applied through graphics elements and meaning is transformed as students represents parts of maps in different contexts for different audiences.			
CF, TP LD7VK, LD4SWC ND3P&R, ND1S&O ICT3M&O, ICT1SOL, ND4C&T	<p>Explain/Elaborate: <i>double period</i></p> <p>Activity 1 – individual work: As they have prepared their timeline, checklist and the map, students are given an opportunity to work on their assessment task during this double lesson. No direct instructional teaching. Teacher to visit each individual student to help as needed, provide verbal and written instructions.</p> <p>Activity 2 – individual work: At the end of the lesson students update timeline and checklist based on what has been done.</p> <p><i>single period</i></p> <p>Based on the notes from the previous lesson teacher to prepare and hand out and make available on Blackboard information about the topics or areas where students still may be struggling (scaffolding/differentiation).</p> <p>Activity 3 – whole class: Issues explained and clarified (scaffolding/differentiation).</p> <p>Activity 4 – individual work: Students continue their work and at the end update timeline and checklist.</p> <p>KQ 4: How would you change/manipulate key elements of your map in order to cater for visitors from culturally diverse backgrounds?</p>	<p>Students work on their task, teacher notes, formative feedback.</p> <p>Students work on their task, teacher notes</p>	<p>KLA strands: knowledge and understanding, analysing and applying AND producing and evaluating</p> <p>(ACTDEP025 elaborator – assess.) (ACTDEP025 assessable) (ACTDEP039 - assessable)</p> <p>KLA strands: knowledge and understanding, analysing and applying AND producing and evaluating, (IU &PSC exposure only)</p>
Coding Key: MPF: SP – Situated Practice, OI – Overt Instruction, CF – Critical Framing, TP – Transformed Practice/ Literacies: LD7VK –Visual Knowledge (creating meaning through visual elements), LD3IA – Interpreting and Analysing learning area texts, LD4SWC – Writing and Creating Texts, LD6LAV – Learning Area Vocab, LD1CT – Comprehending Texts/ Numeracy: ND1S&O – Visualise 2D shapes and 3D objects, ND3P&R – Recognise and use patterns and relationships, ND4C&T – Operate with clocks, calendars and timetables (timelines)/ ICT: ICT1SOL – Generate solution to identified challenge, ICT3M&O – Managing and operating ICT/ General Capabilities: IU-Intercultural understanding, PSC-Personal and Social Capability.			

CODING	SEQUENCE OF TEACHING ACTIVITIES/ LEARNING EXPERIENCES/ THINKING APPROACHES	ASSESSMENT STRATEGIES	CURRICULAR INTENTIONS
WEEK 4: PHASE: <i>Analysing and Applying</i>: students apply their learning to real world situation as they create their maps and evaluate their designs. New meaning is created.			
OI, CF, TP LD7VK, LD4SWC ND3P&R, ND1S&O ICT3M&O, ICT1SOL, ND4C&T	<p>Elaborate/Evaluate: <i>double period</i></p> <p>Activity 1 – individual work: First half of the lesson students continue working on their maps.</p> <p>Activity 2 – working in pairs: Second half of the lesson students present their work to their peers for feedback. Students are given peer evaluation TAG sheet to fill out.</p> <p>Activity 3 – individual work: Students make suggested changes, continue work, update timeline and checklist.</p> <p><i>single period</i></p> <p>Activity 4 – individual work: Students continue work make final changes and submit their maps (electronic and an A4 size hard copy) and their checklists and timelines (electronic only).</p>	Students work on their task Peer Feedback Assessment submission - Summative	KLA strands: knowledge and understanding, analysing and applying AND producing and evaluating (ACTDEP025 elaborator – assess.) (ACTDEP025 assessable) (ACTDEP039 - assessable)
Coding Key: MPF: SP – Situated Practice, OI – Overt Instruction, CF – Critical Framing, TP – Transformed Practice/ Literacies: LD7VK – Visual Knowledge (creating meaning through visual elements), LD3IA – Interpreting and Analysing learning area texts, LD4SWC – Writing and Creating Texts, LD6LAV – Learning Area Vocab, LD1CT – Comprehending Texts/ Numeracy: ND1S&O – Visualise 2D shapes and 3D objects, ND3P&R – Recognise and use patterns and relationships, ND4C&T – Operate with clocks, calendars and timetables (timelines)/ ICT: ICT1SOL – Generate solution to identified challenge, ICT3M&O – Managing and operating ICT/ General Capabilities: IU-Intercultural understanding, PSC-Personal and Social Capability.			

RESOURCES

TEACHING RESOURCES AND TEXTS:

- Teacher created PowerPoint presentation: 'Cool and Funky Maps'
- Teacher created graphics and visual communication information handouts
- BrainPop and South Bank websites (BrainPop requires a subscription however the specified movie and activity are free)
- Adobe Illustrator and video and printed instructions
- Microsoft Word
- YouTube – The Office clip
- Students' devices
- Teacher's laptop, projector and Smart Board

REFERENCES:

Kalantzis, M. & Cope, B. (2000). *Multiliteracies: Literacy learning and the design of social futures*. London: UK, Routledge.

Mills, K. A. (2011). *The Multiliteracies Classroom: New Perspectives on Language Education*. Salisbury, UK: Short Run Press.

Queensland Curriculum and Assessment Authority. (2015). *Design and Technologies Syllabus*. Retrieved 20 August 2016 from <https://www.qcaa.qld.edu.au/p-10/aciq/p-10-technologies/year-8-technologies>

Unsworth, L. (2001). *Teaching Multiliteracies Across the Curriculum*. Berkshire, UK: Open University Press.

Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: ASCD Print

www.enhancinged.wgbh.org. (2002). *Enhancing Education: The 5E's*. Retrieved from <http://enhancinged.wgbh.org/research/eeeeee.html>

REFLECTIONS

PLANNING:

I am very passionate about design, graphics and visual communication. Pictures and symbols provided means of communicating centuries before written communication was established. I believe I have created an exciting and engaging unit of study for the students and connected it to 'real life' as all students know of South Bank, almost all have been there and a vast majority would have used some sort of a map or a chart at some point in life. I am only not sure if I have identified ALL literacies and scaffolded them appropriately but I am confident this will improve with practice. I believe my plan follows logically in terms of activities and learning.

IMPLEMENTATION:

When it comes to implementation, I think I need to be careful with allowing enough time for students to familiarise themselves with Adobe Illustrator interface and tools. This is why I allowed significant portion of a lesson time for students to just experience and experiment with the program before beginning any instructional teaching. I am also allowing plenty of class time for students to work on their assessment task as that would give me an opportunity to identify any struggles and gaps in the knowledge and scaffold further instruction.

IMPLICATIONS FOR FUTURE PLANNING AND TEACHING:

Being mindful of literacies, numeracies and ICT is helping me plan my teaching better. Students may struggle with understanding for various reasons and that is not always merely related to the content knowledge. Understanding that a student may have difficulties with literacy (information analysis, vocabulary or comprehension), numeracy (spatial orientation, data interpretation,) or ICT (how things work) will help me be a better teacher by allowing me scaffold my teaching more effectively directing it at the **problem** and not the symptom.

APPENDICES

NUMBER:	TITLE OR NAME OF RESOURCE:
1	Teacher created PowerPoint presentation: 'Cool and Funky Maps'
2	Graphic Organisers as specified
3	
4	

Year 8, Assessment Task 1: 'Symbols Can Talk'



STUDENT NAME AND CLASS: _____

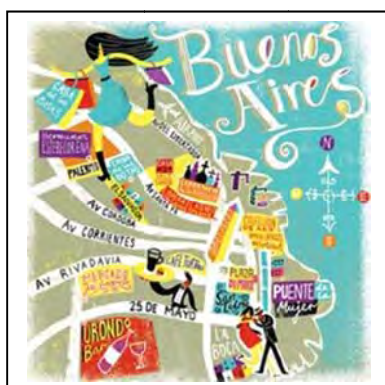
Your mission is:	Your task is to:
<ul style="list-style-type: none"> You are a graphics artist with expertise in visual communication and your mission is to recreate/redesign a section of a map of South Bank. Working individually you will select a section of South Bank map you are most interested in and redesign it based on the needs of your target audience. To complete your project successfully and on time, you will create a timeline and a checklist containing graphics elements and your target audience needs. The learning outcomes of this task are to: <u>understand the processes involved in creating designed solutions, learn the importance of visual communication and the role of maps in tourism and travel.</u> Note: Map of South Bank available for download from the website – instructions will be provided in class and teacher will assist. 	<ul style="list-style-type: none"> Create an A4 size map using Adobe Illustrator. You need to apply correct graphics symbols to represent all areas, buildings, services or amenities contained in your section. Ensure to include common elements like paths of travel, north, international pictograms etc. Consider the needs of your target audience and the appropriate style (i.e. your design for teenagers will not look the same as the design for adults). Suggest how you would manipulate your design elements to cater for visitors from culturally diverse backgrounds (be careful – there can be a fine line between discrimination and inclusion!) Due: end of Week 4, Peer feedback lesson: start of Week 4. Construct a timeline showing stages of your project and the amount of time you are allowing for each stage. Compile a checklist of places you are representing on your map and your target audience needs. Due: Week 4, Teacher feedback throughout

Conditions:

- In-class time to work on your assignment: 3 weeks
- Brainstorming and 'My Big Idea' sheets to be attached
- Map to be submitted electronically and in hard copy
- Timeline and checklist to be submitted electronically only

**Key Questions:**

1. What is visual communication?
2. What makes a map 'effective'?
3. How would you change/manipulate key elements of your map in order to cater for visitors from culturally diverse backgrounds?





		A	B	C	D	E
		The student work has the following characteristics:				
		Year 8, Assessment Task 1: 'Symbols Can Talk'				
Knowledge and understanding	Knowledge (graphical representations)	student provided comprehensive and effective communication to selected target audiences using appropriate technical terms and a range of graphical representation techniques in their map design (ACTDEP025)	student provided a detailed communication to selected target audiences using appropriate technical terms and a range of graphical representation techniques in their map design (ACTDEP025)	student communicated to target audiences using technical terms and a some of graphical representation techniques throughout their design (ACTDEP025)	student provided limited communication to audiences using limited terms and limited graphical representations in their design (ACTDEP025)	student provided no or very limited communication using poor technical terms and graphical representations (ACTDEP025)
	Understanding (impacts on design decisions)	student exhibited comprehensive understanding of how the features of digital technologies AND identified requirements impact on and influence design decisions for graphics and mapping (ACTDEP025, elaborator)	student exhibited detailed understanding of how the features of digital technologies AND identified requirements impact on and influence design decisions for graphics and mapping (ACTDEP025, elaborator)	student demonstrated an understanding of how some features of digital technologies and/or some requirements impact on design decisions for graphics and mapping (ACTDEP025, elaborator)	student showed limited understanding of how some features and requirements may impact on design decisions for mapping (ACTDEP025, elaborator)	student gave poor or no attempt at exhibiting impacts on design decisions (ACTDEP025, elaborator)
Analysing and Applying	Analysis and Application of project management principles	student applied comprehensive evaluation and application of project management skills including checklists and timelines to manage design process (ACTDEP039)	student applied detailed evaluation and application of project management skills including checklists and timelines to manage design process (ACTDEP039)	student demonstrated application of some project management skills including checklists and/or timelines to manage design process (ACTDEP039)	student provided limited application of some project management skills (ACTDEP039)	student provided no or very limited use of project management skills (ACTDEP039)
Producing and Evaluating	Producing designed solutions	student displayed comprehensive and effective application of design principles for visual communication, KLA specific literacy, numeracy and ICT and correct use of grammar, punctuation, spelling and vocabulary (syllabus guidelines)	student displayed effective application of design principles for visual communication, KLA specific literacy, numeracy and ICT and correct use of grammar, punctuation, spelling and vocabulary (syllabus guidelines)	student displayed some application of design principles for visual communication, some KLA specific literacy, numeracy and ICT and some correct use of grammar, punctuation, spelling and vocabulary (syllabus guidelines)	student displayed partial use of design principles for visual communication, fragmented literacy, numeracy, ICT, grammar, punctuation, spelling and vocabulary (syllabus guidelines)	student displayed no or very limited use of communication principles and grammar conventions (syllabus guidelines)

Peer Review Sheet – use to write on. Bullet points will suffice.

TAG Review

T

**Tell Something You
Like**

A

Ask a Question

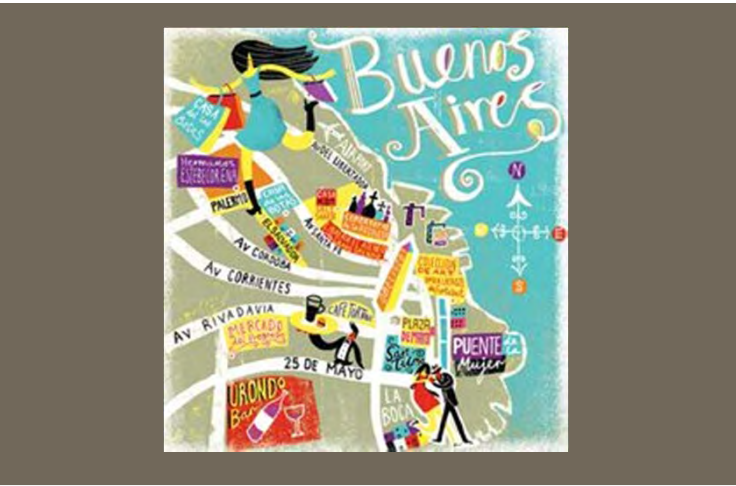
G

**Give a Positive
Suggestion**

Appendices

‘Cool and Funky Maps’ – PowerPoint created by the teacher

Graphic organisers



Cool and Funky Maps

Various types and uses of maps

Cool and Funky Maps

Various types and uses of maps

Trends and travel



2D and 3D combinations



Artistic



Other (trade, wildlife, etc.)



Images retrieved from: www.topdesignmag.com, www.printmeposter.com, www.designandgeography.com, www.webmapdesign.blogspot.com, www.wordpress.com, www.alibaba.com, www.webdsignerdepot.com,

My Big Idea

Student Name:

(adapted from Wiggins & McTighe 2004)

```
graph TD; A[Section:] --> B[Target Audience]; A --> C[Graphics Elements]; B --> D[Design/style]; C --> E[Problems & Challenges I may have]; D --> F[Project management (time)]; E --> G[Possible solutions to problems and challenges]; F --> H[Feedback notes]; G --> I[My notes]; H --- I;
```

Section:

Target Audience

Graphics Elements

Design/style

Problems & Challenges I may have

Project management (time)

Possible solutions to problems and challenges

Feedback notes

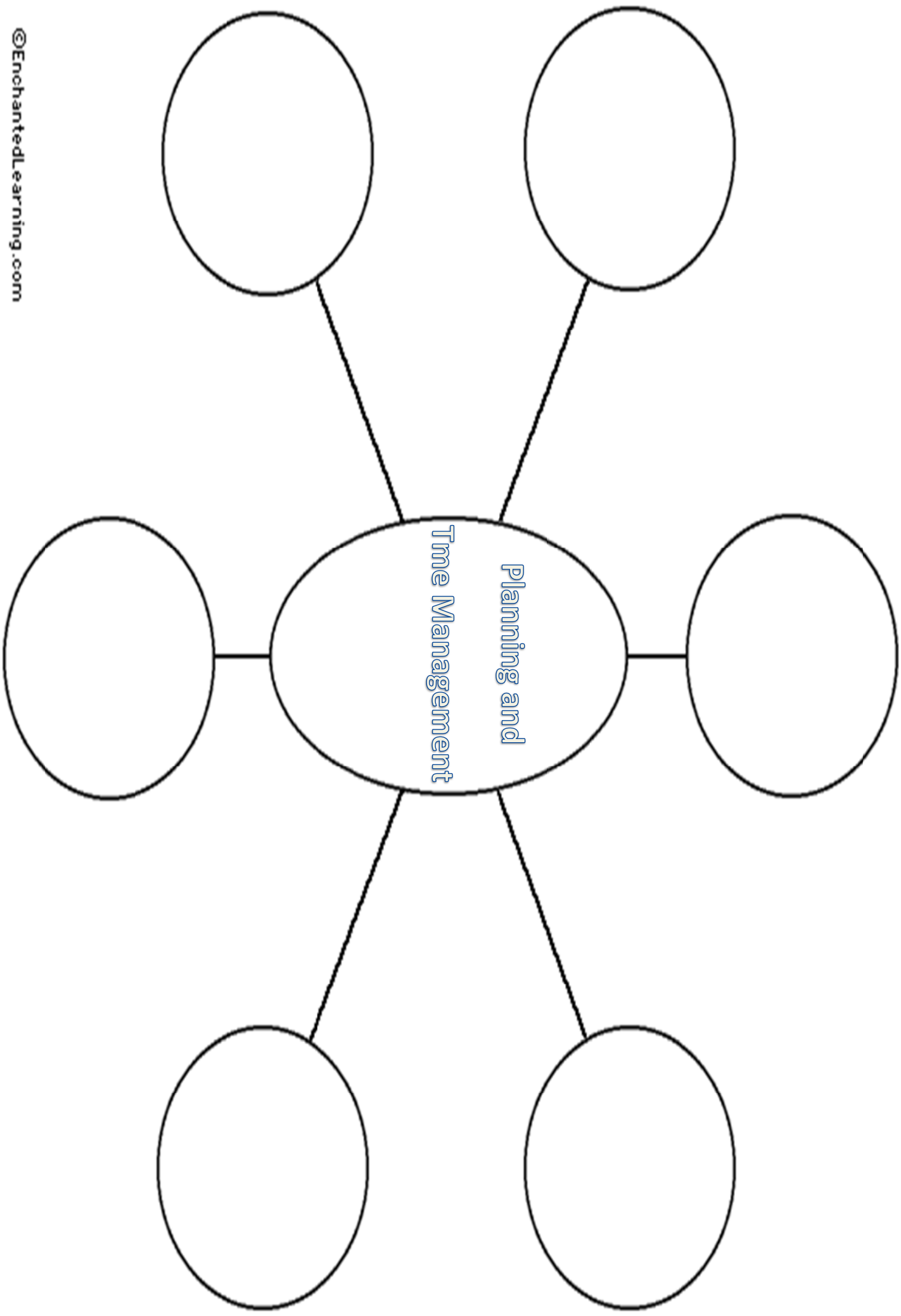
My notes

Share

Think

Pair







CHRISTIAN HERITAGE COLLEGE
SCHOOL OF EDUCATION AND HUMANITIES
PROFESSIONAL EXPERIENCE PROGRAM
WIDER FIELD EXPERIENCE (WFE)

Please see entries highlighted in pink only.

Name: Lilliana (Ljiljana) Stojanoski – S416088

Course: ☐ ED24 ☒ ED25

Unit Code: CR405

No of WFE Days Undertaken: 1

Date: 19/08/2016 and 26/08/2016

Type of WFE Activity:

- ☒ Engagement with agencies, resources and support services
- ☐ Attendance at or working in support services, welfare agencies or other teaching related contexts
- ☒ Non-CHC Professional Development

Place or Organization: Warrigal Rd State Primary School

Address: Warrigal Rd SS, Warrigal Rd, Eight Mile Plains, 4113

Contact number: 07 3340 5333

Contact email: nther1@eq.edu.au

Name of Person to verify attendance: Nicole Theron, Gabrielle Connolly and Kaitlyn Edwards and Lauren Allport

Position of Person to verify attendance: Teachers

Description of activities undertaken: I worked with year three students on numeracy skills, namely multiplication, doubles and arrays. We also worked on multiplication strategies and place value. Second week work was mostly based on fractions. I worked with two groups on understanding of fractions and a whole class on fractions application. In year 4 I worked with two ESL students long and short vowels, namely ee and ea. Students worked on reading, writing and pronunciation of words with these sounds. With prep students I worked on blended sounds, namely pl and pr, Students practised writing words beginning with these sounds and completed worksheets.

Student Name: Lilliana Stojanoski

Lecturer Name: Louise Schache

Student Signature: *Ljiljana Stojanoski*

Lecturer Signature:

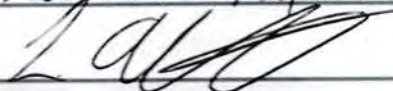
Supporting Documentation attached?

Yes ☒

No ☐

N/A ☐


Copy this page as many times as required to record your WFE evidence.

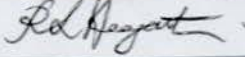
Entry No. -	Evidence	Hours
Date: 12.8.16	Prep - literacy	
Type of Activity:	blending sounds, gr, gl worksheets + create a word.	
Address where activity occurred:	Street: WPSS, Warrigal Rd Suburb: Eight Mile Plains Postcode: 4113	
Phone Number:	3340 5333	
Name of Person to Verify	Lauren Allport	
Signature for Verification:		1
Total Hours:		1

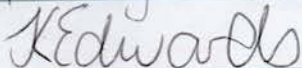
Entry No. -	Evidence	Hours
Date: 12.8.16	Yr 4	
Type of Activity:	ESL students, literacy, vowel sounds oo ae ou (reading)	
Address where activity occurred:	Street: WPSS, Warrigal Rd Suburb: Eight Mile Plains Postcode: 4113	
Phone Number:	3340 5333	
Name of Person to Verify	Gabrielle Connolly	
Signature for Verification:	G. Connolly	1.5
Total Hours:		1.5

Entry No. -	Evidence	Hours
Date: 12.8.16	Yr 3	
Type of Activity:	numeracy, multiplication arrays + doubles	
Address where activity occurred:	Street: WPSS - Warrigal Rd Suburb: Eight Mile Plains Postcode: 4113	
Phone Number:	3340 5333	
Name of Person to Verify	Kaitlyn Edwards	
Signature for Verification:	K Edwards	1.5
Total Hours:		1.5

Copy this page as many times as required to record your WFE evidence.

Entry No. -	Evidence	Hours
Date: 19.8.16	prep	
Type of Activity:	rotations, blending sounds (pl) children wrote sounds & words	
Address where activity occurred:	Street: Warrigal Rd State School Suburb: Warrigal Rd, Eight Mile Plains Postcode: 4113	
Phone Number:	3340 5333	
Name of Person to Verify	Lauren Allport	
Signature for Verification:		1
Total Hours:		1

Entry No. -	Evidence	Hours
Date: 19.8.16	yr 4	
Type of Activity:	ESL - long ee and ea + level 1 reading. Difference in spelling/sounds same.	
Address where activity occurred:	Street: WRESS Suburb: Warrigal Rd, Eight Mile Plains Postcode: 4113	
Phone Number:	3340 5333	
Name of Person to Verify	Rochelle Hogarth Gabrielle Connolly	
Signature for Verification:		1
Total Hours:		1

Entry No. -	Evidence	Hours
Date: 19.8.16	yr 3	
Type of Activity:	numeracy - fractions; group work on fraction understanding + whole class application of fractions	
Address where activity occurred:	Street: WRESS Suburb: Warrigal Rd State School Eight Mile Plains Postcode: 4113	
Phone Number:	3340 5333	
Name of Person to Verify	Kaitlyn Edwards	
Signature for Verification:		1.5
Total Hours:		1.5

Copy this page as many times as required to record your WFE evidence.

Entry No. -	Evidence	Hours
Date: 25.8.16	YF 2 Prep	
Type of Activity:	excursion to Lone Pine	
Address where activity occurred:	Street: Warrigal Rd Suburb: WRSS - Eight Mile Plains Postcode: 4113	
Phone Number:	3345 5333	
Name of Person to Verify	Lauren Allport	
Signature for Verification:	L. Allport	
Total Hours:		6

Entry No. -	Evidence	Hours
Date: 26.8.16	Prep	
Type of Activity:		
Address where activity occurred:	Street: Warrigal Rd Suburb: WRSS - Eight Mile Plains Postcode: 4113	
Phone Number:	3345 5333	
Name of Person to Verify	Lauren Allport	
Signature for Verification:	L. Allport	
Total Hours:		1

Entry No. -	Evidence	Hours
Date: 26.8.16	YF 4	
Type of Activity:		
Address where activity occurred:	Street: Warrigal Rd Suburb: WRSS - Eight Mile Plains Postcode: 4113	
Phone Number:	3345 5333	
Name of Person to Verify	Gabrielle Connolly	
Signature for Verification:	G. Connolly	
Total Hours:		1