

**ASSESSMENT 2**

# Curriculum Unit for Media

**STUDENT**

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**Overview**

The following pages consist of a ten lesson Year 10 Curriculum Unit designed for a Media Arts class at a school in the northern suburbs of Melbourne, Victoria. Learning outcomes and capabilities are taken from the Victorian Curriculum. Diagnostic, formative and summative assessment are strategically implemented throughout the unit. A sample rubric for the final piece of summative assessment is included in the appendix.

Assessment throughout the curriculum unit has been developed in reference to the work done by Biggs, Hattie and Brookhart and guided by the pedagogical theories of Dewey, Freire and hooks. A discussion of these theorists along with a description of the types of assessment, their justification for use and some thoughts on the use of digital technology in assessment are found in the closing section.

## Curriculum unit outline

The following table is a curriculum unit outline for a Year 10 Media class:

<b>Curriculum Unit Title:</b>	The Rise, Demise and Evolution of Publications and Journalism
<b>Concept/Theme:</b> (big idea)	What are the motives behind Australian news outlets and what impact does this have on community and culture?
<b>Sources:</b>	NewsCorp, Fairfax, ABC, SBS, The Conversation, The Monthly, New Matilda, Vice, The Guardian and other Australian news outlets
<b>Period:</b>	Contemporary
<b>Technique/medium:</b>	Magazines, Newspapers (print and on-line)
<b>Year Level:</b>	10
<b>Outcomes:</b>	An outcome is defined in each lesson overview. Outcomes are based on the Media Arts Victorian Curriculum for Levels 9 & 10, which can be found at: <a href="http://victoriancurriculum.vcaa.vic.edu.au/the-arts/media-arts/curriculum/f-10#level=9-10">http://victoriancurriculum.vcaa.vic.edu.au/the-arts/media-arts/curriculum/f-10#level=9-10</a>
<b>Capabilities:</b>	A capability is also defined in each lesson overview. These capabilities have been adapted from the four capability components for Levels 9 & 10 in the Victorian Curriculum which can be explored here: <a href="http://victoriancurriculum.vcaa.vic.edu.au/">http://victoriancurriculum.vcaa.vic.edu.au/</a>
<b>Lesson 1 Overview:</b> (55 minutes)	<p><b>OUTCOME</b> Select and define a target audience</p> <p><b>CAPABILITY</b> Critically examine your own thinking processes and those of others (critical &amp; creative thinking)</p> <p><b>KEY ACTIVITY</b> Overview of major media outlets in Australia, introduction to print and online media, discussion of target audiences and how to define them</p> <p><b>ASSESSMENT</b> Diagnostic assessment - discern what the students know about target audiences, magazine/newspaper production, online publishing, media outlets, print and online media, distribution elements of design</p>
<b>Lesson 2 Overview:</b> (55 minutes)	<p><b>OUTCOME</b> Analyse and evaluate the technical and symbolic elements in magazine production</p> <p><b>CAPABILITY</b> Discuss factors that influence thinking, including cognitive biases (critical &amp; creative thinking)</p> <p><b>KEY ACTIVITY</b> Introduce elements of publication design (online and print) and have students experiment with colour, fonts, imagery, layout and rhythm</p> <p><b>ASSESSMENT</b> Formative assessment - have students create a shareable digital journal or platform (like a blog or a website) where they can post ideas, articles, inspiration and thoughts on news media</p>
<b>Lesson 3 Overview:</b> (55 minutes)	<p><b>OUTCOME</b> Plan and structure a publication (print or online) that appeals to the selected target audience through the use of technologies and production processes</p> <p><b>CAPABILITY</b> Consider the management of emotions in the context of journalism (personal &amp; social capability)</p> <p><b>KEY ACTIVITY</b> Explore print media and online media. Explain the pros and cons of both formats and have students experiment with both.</p> <p><b>ASSESSMENT</b> Formative assessment - students are to upload research on print and online media to their digital journals/platforms</p>

<p><b>Lesson 4 Overview:</b> (55 minutes)</p>	<p><b>OUTCOME</b> Design a publication that identifies and examines social/cultural values and beliefs relevant to a chosen target audience</p> <p><b>CAPABILITY</b> Argue for and against approaches to decision-making and action (ethical capability)</p> <p><b>KEY ACTIVITY</b> Assist students in defining a genre, format and target audience for their own publication. Reiterate a discussion on the ethics of major news publications in Australia. Discuss content planning.</p> <p><b>ASSESSMENT</b> Diagnostic assessment - students are to participate in a 'kahoot' quiz (or quiz format) that will test their knowledge on target audiences, print and online media and Australian media outlets</p>
<p><b>Lesson 5 Overview:</b> (55 minutes)</p>	<p><b>OUTCOME</b> Design a publication that identifies and examines social/cultural values and beliefs relevant to a chosen target audience</p> <p><b>CAPABILITY</b> Evaluate emotional responses (personal and social capability)</p> <p><b>KEY ACTIVITY</b> Have students experiment with online or print layouts for their publications. Discuss content and the ethics of their content selections. Touch on the notion of user experience design.</p> <p><b>ASSESSMENT</b> Formative assessment - students are to upload 'wireframe' layouts for the front cover or home page of their publication.</p>
<p><b>Lesson 6 Overview:</b> (55 minutes)</p>	<p><b>OUTCOME</b> Design a publication that identifies and examines social/cultural values and beliefs relevant to a chosen target audience</p> <p><b>CAPABILITY</b> Discuss factors that influence thinking, including cognitive biases (critical and creative thinking)</p> <p><b>KEY ACTIVITY</b> Incorporate aesthetic visual elements into the magazine design that support the message and meet the requirements of the genre and target audience</p> <p><b>ASSESSMENT</b> Formative assessment - students are to upload a visual style guide for their publication to their digital journals/platforms</p>
<p><b>Lesson 7 Overview:</b> (55 minutes)</p>	<p><b>OUTCOME</b> Demonstrate an awareness of chosen target audience through the use and manipulation of various media elements in the magazine</p> <p><b>CAPABILITY</b> Discuss issues raised by thinking about consequences and duties (ethical capability)</p> <p><b>KEY ACTIVITY</b> Discuss the business decisions behind publications and journalism. How do politics, business and government influence media organisations? Consider revenue streams for media outlets</p> <p><b>ASSESSMENT</b> Formative assessment - students are to upload a progress update of their cover design or news feed progress to their digital journals/platforms</p>

<p><b>Lesson 8 Overview:</b> (55 minutes)</p>	<p><b>OUTCOME</b> Plan an appropriate way to produce and distribute the magazine, targeting multiple audiences within the community</p> <p><b>CAPABILITY</b> Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (intercultural capability)</p> <p><b>KEY ACTIVITY</b> Investigate the various marketing techniques employed by media outlets such as social media, email marketing, print adverts, television sponsorship, product placement and giveaways.</p> <p><b>ASSESSMENT</b> Formative assessment - Students are to develop a marketing plan for their publication and upload it to their digital journals/platforms</p>
<p><b>Lesson 9 Overview:</b> (55 minutes)</p>	<p><b>OUTCOME</b> Consider the social, ethical and regulatory issues involved with creating a publication</p> <p><b>CAPABILITY</b> Argue for and against approaches to decision-making and action (ethical capability)</p> <p><b>KEY ACTIVITY</b> Present information and examples on social, ethical and regulatory issues in publishing. Students begin work on next lesson's presentations and begin to finalise their publications.</p> <p><b>ASSESSMENT</b> Formative assessment - Students are to develop a rationale for their publication that addresses the social, ethical and regulatory issues of their work</p>
<p><b>Lesson 10 Overview:</b> (55 minutes)</p>	<p><b>OUTCOME</b> Students will present their publications, whilst being immersed in the social and cultural values of a board room</p> <p><b>CAPABILITY</b> Evaluate emotional responses (personal and social capability)</p> <p><b>KEY ACTIVITY</b> Have students give a brief presentation about their publication in the form of a pitch where the audience is a group of potential investors or a grants provider board.</p> <p><b>ASSESSMENT</b> Summative assessment - submit a magazine (printed or online) that appeals to a target audience's social, ethical and cultural values and beliefs. Presentation skills are also to be assessed during this session.</p>

## Rubric for the summative publication assignment

The appendix contains a suggestion for a rubric that would be presented at the beginning of the unit to provide students with an overview of the learning outcomes that are expected to be demonstrated throughout and upon the completion of the publication assignment.

## Justification of curriculum unit and assessment methods

This curriculum unit and its methods of assessment are based on the idea of praxis, the conscious and critical application of theory. This is a concept found throughout the writing of Authentic Education proponents such as John Dewey and Socially Critical theorists such as Paulo Freire and bell hooks (Davis et al. 2015).

In *Experience and Education* (2007), whilst not strictly referencing the term 'praxis', John Dewey describes learning as an experience. He goes on to define experience as a result of the synergy between two principles: interaction and continuity. Interaction is the immersion in social and physical surroundings of the present, whilst continuity is the idea that past experiences effect the current experience and the combination of the two affects how a learner experiences the world in the future. The learner is experiencing learning through past and present circumstances and then applying it in the future.

Paulo Freire often refers to the term praxis in his seminal work *Pedagogy of the Oppressed* (1990). Praxis is about putting theory into action, not just performing dialogue but actually transforming an environment through active participation.

In *Teaching to Transgress: Education as the Practice of Freedom* (1994), bell hooks writes a chapter on 'engaged pedagogy'. This chapter is a reflection on the work of Freire and hooks' thoughts on 'critical awareness and engagement'. These terms are best explained when hooks comes to the realisation that the best learning will take place when entering 'classrooms with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer' (hooks, 1994).

### HOW DOES THIS RELATE TO ASSESSMENT?

Immersion, praxis and active participation have all been wound into the lesson planning and the subsequent assessment methodology of this unit.

The initial structure was composed by referencing Biggs' Model of Constructive Alignment in Curriculum Design (Biggs, 2003). Intended learning outcomes and capabilities were mapped out as per the Victorian Curriculum (2016) sequentially over a series of ten lessons. Assessments were then designed to match these capabilities and then learning activities were planned.

The assessment design process was also influenced by the work of John Hattie and the methodology behind design thinking. This is seen in the constant implementation of formative assessment throughout the unit (Hattie, 2012. Razzouk & Shute, 2012). Students are informed of their learning outcomes via constant feedback on their digital journals, culminating in a large summative assessment piece at the end of the unit.

### USE OF DIAGNOSTIC ASSESSMENT

Dewey's theory on interaction and continuity places a strong emphasis on teachers having to understand the past of their students in order to effectively engage them with positive experiences that will guide them into a fulfilling future (Dewey, 2007).

Diagnostic assessment is implemented in lesson 1 to inform the teacher of the current ability of students. This will inform the teacher's practice in future lessons. Diagnostic assessment is once again enacted in lesson 4 so the teacher can check-in with how far the students have come and alter the structure of future lessons accordingly.

### USE OF FORMATIVE ASSESSMENT

Working formative assessment into the unit has been done to address 'cognitive and motivational factors at the same time' (Brookhart, 2008). The use of the digital journals allows both the student and the teacher to constantly affirm and guide progress.

### **USE OF SUMMATIVE ASSESSMENT**

Summative assessment has been applied at the end of the unit to demonstrate the progression in learning that students have undertaken against the outcomes in the Victorian Curriculum (Harlen & James, 1997). The assessment rubric is provided at the start of the unit to set an expectation of students. It provides them with a road map for their learning.

### **GROUP AND PEER ASSESSMENT**

Vygotsky's theory on social learning (Vygotsky, 1978) has been implemented with the students' capacity to share their thinking, inspiration and design online via their digital journals and then discuss in class.

If I were to re-write this curriculum I'd have the class create an entire publication where all class members assume different roles in the production of the publication. Students could take on the roles of designers, editors, writers, photographers and marketers to fully realise Freire's writing on education and social participation (Freire, 1990).

### **USING TECHNOLOGY IN ASSESSMENT**

Digital technology has been incorporated throughout the unit. The digital journals foster an immersive digital space where students can collaborate and reflect upon each others' ideas. Physical journals or visual diaries could have been facilitated, but the digital format is more aligned with the students' environment. It also allows the teacher to constantly assess students at any time, without the student having to handover their work. Both the teacher and the students can collaborate in real time resulting in constant formative feedback.

Kahoot has also been recommended for conducting the diagnostic testing in lessons 1 and 4. This is a highly engaging application that encourages group participation and provides the teacher with instant feedback on where the knowledge of the students currently sits.

### **APPLYING ASSESSMENT TO FUTURE PRACTICE**

All of these methods of assessment can be applied to future practice. The curriculum unit follows a tried and tested arts or design assessment format. Journals are kept throughout the course, culminating in a major piece of assessment. This is a concept that could be applied to multiple units across the arts with the possibility of also applying it to other subject areas such as science, languages and technology.

# Appendix

## Rubric for the summative publication assignment

This rubric displays eight criteria for assessment (plus two bonus criteria). Each criteria is worth a total of 4 points. The total number of points would be added together to produce a final grade for the publication assignment. Extension components have been added to the bottom of the rubric for high achieving students or if the unit is required to run longer.

Criteria	0	1	2	3	4
<b>Research, Inspiration &amp; Generating Ideas</b>					
<b>Curation of ideas and inspiration on a shareable digital platform (such as a blog or website)</b>	A digital platform was not selected and no posts were made	An appropriate digital platform is selected. Very little content is shared	Some ideas are evident in the occasional use of an appropriate digital platform	Some ideas are evident in the frequent use of an appropriate digital platform	Development of ideas is evident in the frequent use of an appropriate digital platform
<b>Identification and investigation of a target audience</b>	No target audience is identified	A target audience is identified	A target audience is identified and emotional, cultural and social beliefs are identified but not examined	A target audience is identified with some attention paid to the emotional, social and cultural beliefs of the audience	A target audience is identified and critically examined. Emotional, social and cultural beliefs are thoroughly examined
<b>Awareness of the Australian media landscape</b>	No description of the Australian media landscape or its technologies and production processes has been provided	Describes the Australian media landscape and/or its technologies and production processes	Describes the Australian media landscape and its technologies and production processes	Evaluates the Australian media landscape. Analyses technologies and production processes	Evaluates the Australian media landscape by contrasting social and cultural beliefs. Analyses technologies and production processes
<b>Production of the Publication</b>					
<b>Front and back cover of the publication or home page layout and design</b>	No evidence of a cover or home page has been provided	Undertakes the planning and structuring of a cover or home page that does not meet the requirements of the target audience	Undertakes the planning and structuring of a cover or home page that incorporates strong visual elements. Genre and format are appropriate for target audience	Undertakes the planning and structuring of a cover or home page that incorporates visual elements that meet some of the requirements of the selected target audience. Genre and format are appropriate for target audience	Undertakes the planning and structuring of a cover or home page that incorporates visual elements that support the message of the publication and meet the specific requirements of the selected target audience. Genre and format are appropriate for target audience

Final Presentation					
<b>Written rationale</b>	No evidence of a rationale has been provided	Rationale is only a descriptive representation of the design	Rationale discusses some issues pertinent to publishing. Discussion of publication design is descriptive only. Grammatical structure and spelling is of an adequate standard	Rationale references some issues in publishing and links them to the design of the publication. Grammatical structure and spelling is of a high standard	Rationale references the social, ethical, and regulatory issues in publishing. Discusses how these issues were addressed by the publication design. Grammatical structure and spelling is of a high standard
<b>Marketing plan</b>	No evidence of a marketing plan has been provided	Marketing plan serves little value to potential investors	Marketing plan only explores possible revenue streams. No description of issues is provided.	Marketing plan addresses some issues bound up in the business decisions that influence publications. Also explores revenue streams	Marketing plan addresses the distribution, financial, regulatory and social issues bound up in the business decisions that influence publications. Also explores revenue streams
<b>Verbal presentation</b>	A verbal presentation was not made	Verbal presentation lacks confidence with little evidence of preparation	Verbal presentation shows some degree of organisation and preparation	Verbal presentation adequately addresses the investors or funding board, portraying the essence of the publication well	Verbal presentation confidently articulates the value of the publication to the investors or funding board
Extension Components					
<b>Page of contents or digital news feed</b>	No evidence of a contents or news feed has been provided	A contents or news feed has been provided but is poorly laid out and/or lacking in content	The layout of the contents page or news feed is appropriate for the format. Evidence of less than 10 relevant articles is demonstrated	The layout of the contents page or news feed is appropriate for the format. The selection of content is ethical. Evidence of at least 10 relevant articles is demonstrated	The layout of the contents page or news feed is appropriate for the format and expertly designed. The selection of content is ethical. Evidence of at least 10 relevant articles is demonstrated
<b>Double page spread article layout and design or online news post layout and design</b>	No evidence of an article design has been provided	The layout and content of the article is adequate	The layout and content of the article is well designed but does not meet the needs of the target market	The layout and content of the article is presented in a way that would meet the needs of the target market	The layout and content of the article is expertly designed and presented in a way that would meet the needs of the target market

# References

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