

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Australian Screen in Global Contexts
Unit ID:	BADIG3005
Credit Points:	15.00
Prerequisite(s):	(BATCC1001 or BADIG1001) (At least 30 credit points from BADIG or BAFLM or FLMES subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	BAFLM2002, BAFLM3002, BADIG2005
ASCED:	100701

Description of the Unit:

What is Australian screen content in a global media landscape? The concepts we use to understand what is Australian on screen are changing in today's digitised environment. This advanced unit examines the contexts and development of Australian screen content and industries in the twenty-first century. Using examples from television, film, video games and online videos, the unit invites students to have an active role in interpreting and contributing to current discourse about screen media. After an introduction to cultural nationalism and government funding, the unit gives attention to factors and challenges facing Australian creators in a global context. Topics include international genres, transnational productions, ethnic and social diversity, Indigenous content, non-fiction and fictional content, and global platforms. Students learn concepts and frameworks for identifying and reflecting on challenges and issues for Australian screen productions in changing environments.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:
Knowledge:

- K1.** Have advanced knowledge of developments in Australian screen industries and productions.
- K2.** Know concepts and frameworks for situating Australian screen creators and content in international contexts.
- K3.** Critically examine the dynamic relationship between screen industries, screen texts and society in the digital era.
- K4.** Explore a diverse range of industrial, creative, market-oriented and medium-specific processes at work in contemporary Australian screen production.

Skills:

- S1.** Analyse screen industries and content in relation to secondary publications and discourses about Australian and international developments.
- S2.** Identify and analyse significant issues and debates about screen industries and content.
- S3.** Communicate ideas and models for understanding current and emerging screen developments.
- S4.** Apply advanced skills in academic research, writing and referencing.

Application of knowledge and skills:

- A1.** Apply ideas from secondary publications to Australian screen industries and texts.
- A2.** Critically analyse a range of institutional, global, conceptual, theoretical and/or thematic aspects of Australian screen industries and content.
- A3.** In written and/or verbal form, apply concepts and analytical skills to emerging screen developments.
- A4.** Develop a topic and devise a written argument informed by research, critical thinking and analysis of Australian screen content and/or a screen industry.

Unit Content:

Topics may include:

Topics may include:

- Concepts of cultural nationalism, nation and/or national identity
- Transnational, international and/or global screen contexts
- Roles and functions of screen media
- Government funding and support of screen industries, including contemporary approaches
- The digital transition and its impacts on Australian screen production
- Transnationalism in production, marketing, platforms and/or audiences
- Foreign productions filmed in Australia and/or Australian productions filmed abroad
- Ethnic and cultural diversity
- Gender and sexuality

- First Nations screen production
- Genres that have or not migrated to digital platforms or global contexts; e.g. road movie, western, soap opera, children’s television, documentary, reality/popular factual TV
- Twenty-first-century production trends, current and/or emerging
- Social media video creator as a profession
- Australian vs global content in social media video content
- Australia in the global video games industry
- Other emerging developments in screen platforms, mediums, genres, creative communities

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	S3, A3, A4	AT1, AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K2, K3, S2, S3, A1, A3	AT1, AT2, AT3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	K1, K2, K3, K4, S1, S2, S3, A1, A2, A3, A4	AT1, AT2, AT3
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K3, K4, S2, S3, A2, A3 A4	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, A1, A2, A3	Find and post content in online forums in response to set questions or tasks, relating to a range of topics in the unit. The weeks and tasks are to be specified in the unit description.	Online activities	15-30%
S1, S3, S4, A1, A2	Addressing a topic designed for advanced-level students, present a written analysis of an issue or concept relating to an Australian screen industry or content, for the purpose of demonstrating understanding of unit reading and concepts taught.	Written analysis	25-40%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A3, A4	Develop own topic, research and present an argument about an aspect of contemporary Australian screen industries and/or content. This task is designed to demonstrate an accumulation of knowledge and skills relating to the unit. The specific format and requirements are to be detailed in the unit description.	Written and/or visual report	40-50%

Adopted Reference Style:

MLA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)