



Course Outline (Higher Education)

School:	School of Education
Course Title:	MEDIA STUDIES CURRICULUM 1
Course ID:	EDBED3040
Credit Points:	15.00
Prerequisite(s):	(A Pass in three (3) approved Media Studies Discipline Courses)
Co-requisite(s):	(One Approved Media Studies Course)
Exclusion(s):	Nil
ASCED:	070301

Description of the Course:

This course is the first in a sequence of two that is designed to enhance knowledge and skills related to the effective teaching of Media Studies in secondary schools. The course introduces pre-service teachers to the philosophy, structure, curriculum and assessment procedures of VCE Units 1 & 2 and requires them to examine how the curriculum frameworks can be used to create optimal learning for senior secondary students. Pre-service teachers will learn how to develop school students' understanding of the important role media plays in shaping the values and beliefs of audiences as well as building the students' ability to analyse media concepts, forms and products in critical and informed ways

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

Placement Component: No

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Explore views about the practice of teaching Media in secondary school contexts, focusing on the diverse and constantly changing nature of media and its important role in shaping audience values and beliefs
- K2.** Analyse the ways in which media texts (including multi-modal and digital texts) are constructed with a focus on critical literacy and implications for teaching and learning
- K3.** Identify a range of approaches for critiquing and responding to media texts
- K4.** Examine the concepts, substance and structure of VCE Media Units 1 & 2 curriculum documentation and guidelines, including assessment and moderation requirements
- K5.** Examine a range of effective strategies relevant to teaching Media which support inclusive participation and engagement
- K6.** Demonstrate understanding of strategies for supporting the teaching of literacy and numeracy in Media.
- K7.** Identify and use a range of resources as well as professional networks to support the effective teaching of VCE Media Units 1 & 2

Skills:

- S1.** Apply knowledge of the concepts, structure and content of VCE Media Units 1 & 2 curriculum frameworks to design effective learning sequences, challenging goals and processes for assessment.
- S2.** Demonstrate skills and knowledge of a range of strategies and resources concerning the effective, inclusive teaching of Media
- S3.** Use a range of assessment approaches to examine students' learning, reflect critically on teaching and provide constructive feedback to students
- S4.** Demonstrate skills in applying effective teaching strategies and classroom communication
- S5.** Identify and respond to various texts that could be the focus for learning in VCE Media Units 1 & 2.

Application of knowledge and skills:

- A1.** Present a paper which articulates a philosophy for teaching Media at senior secondary school level
- A2.** Design and teach a lesson designed for VCE Media with a focus on Units 1 or 2 and critically reflect on feedback
- A3.** Design a sequence of lessons with a focus on an aspect of Media using a range of resources which ICTs as well as assessment for VCE Media with a focus on Units 1 or 2

Course Content:

Topics to be covered

Content, concepts, structure and substance of curriculum planning frameworks at secondary school level with a focus on:

- Development of skills in using curriculum frameworks to design, implement and evaluate effective learning and teaching sequences and activities.
- Examination and evaluation of resources (including ICTs) to support the teaching of Media in VCE Units 1 & 2.
- Reading and analysing media texts and constructing responses.
- Investigation into the way curriculum frameworks, policies and assessment are enacted in school contexts.

- Exploration of the way teachers engage in ongoing professional learning to improve their teaching and support student learning.
- Evaluation of teaching skills to support student

Values:

- V1.** Critically examine and respond to the variety of text types that can be produced and explored in Media classrooms at senior secondary level
- V2.** Engage in critical reflection on teaching practice for ongoing professional learning
- V3.** Demonstrate knowledge and understanding of how students learn
- V4.** Engage in collaborative discussion and reflection on teaching and learning

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K5, S3, A2	AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not addressed	Not addressed
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, A1	AT1
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S4, S5, A2	AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S3, A1	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K6, K7, S1, S5, A1. APST 2.1	Write a paper that outlines your approach to teaching and assessing Media at senior secondary level.	Teaching Philosophy	10-20%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K6, K7 S1, S4, S5 A1 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Design, teach and evaluate a lesson which has a focus on VCE Media (Unit 1 or 2) applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies and policy knowledge.	Performance Assessment Task	30-40%
K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5 A2, A3 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1	Design a sequence of 6 lessons with a focus on VCE Media Units 1 or 2. This will include a personal reflection on learning.	Lesson and Curriculum Planning	40-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)