



SHOWCASE 103



*Inspire Innovate:
Leading Digital Learning*

Embedding mandatory ICT into Stage 4 & 5 and utilising professional development to support its implementation

Presenters: James Mallios - Deputy Principal (Priority Action Schools)
Brian Miller - Deputy Principal (Professional Learning)

Assessment Task Walkthrough: Jarrod Newman - ICT Coordinator

Aim of today's session



Provide high school leaders with a framework to plan and implement a whole-school approach to ICT with a particular focus on Boys' Education.

Tools & Strategies used

- Revised Stage 4 & 5 ICT mapping toolkit
- ICT assessment for learning template
- Scope & Sequence template
- TARS Template
- EARS Template



- School Plan
- Professional Learning Plan
- ICT roadmap
- Boys' engagement strategies
- Quality teaching strategies

Granville Boys High School

- 500 boys
- Educationally disadvantaged
- 50% of staff EC teachers
- 80 % Lebanese Background
- 99 % NESB
- Priority Action School(2003-2011)
- 70% of Executive in first 2 Years at GBHS



Establishment of a new leadership team and a clear focus on staff Professional Development

Grounding Research

□ ALL major (and recent) research studies into boys' ed.

- *Boys' Educational Lighthouse Schools (BELS) 2008*
- *Success for Boys, 2006*
- *Munns et.al, 2006*
- *Rowe, 2003*
- *Ofsted, 2003*
- *Alloway, Freebody, et.al, 2002*
- *Ludowyke and Scanlon, 1997*



contend that incorporation of ICT perspectives increases boys' motivation and hence engagement with curriculum materials.

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Setting the stage



- Formulation of key targets based on the School Plan
- Bring staff on board and increase participation in the utilisation of ICT in the classroom
- Ensure everyone is involved in the change negotiation and participating actively
- Identify key staff to help maintain motivation
- Resourcing ICT appropriately
- Emerging ICT in the classroom
 - ▣ Digital Education Revolution – NSW
 - ▣ Web 2.0 Technologies

Setting the stage (cont.)

- The School's main focus in 2009 was to ensure all staff were prepared for ICT use in the classroom. This involved discretionary orders of Interactive Whiteboards and deciding the way forward with IT infrastructure.



Timeline



- Fortnightly timetabled P/L Sessions with DP.
- Staff Professional Learning meetings in Weeks 3, 6 & 9 of each Term.
- Annual Executive Conference (Novotel – Homebush).
 - Term 2 2009
- Annual Staff Professional Learning Days
 - Last 3 Days of 2009
- 2010 TARS and EARS Schedule

Scope & Sequence - Aim



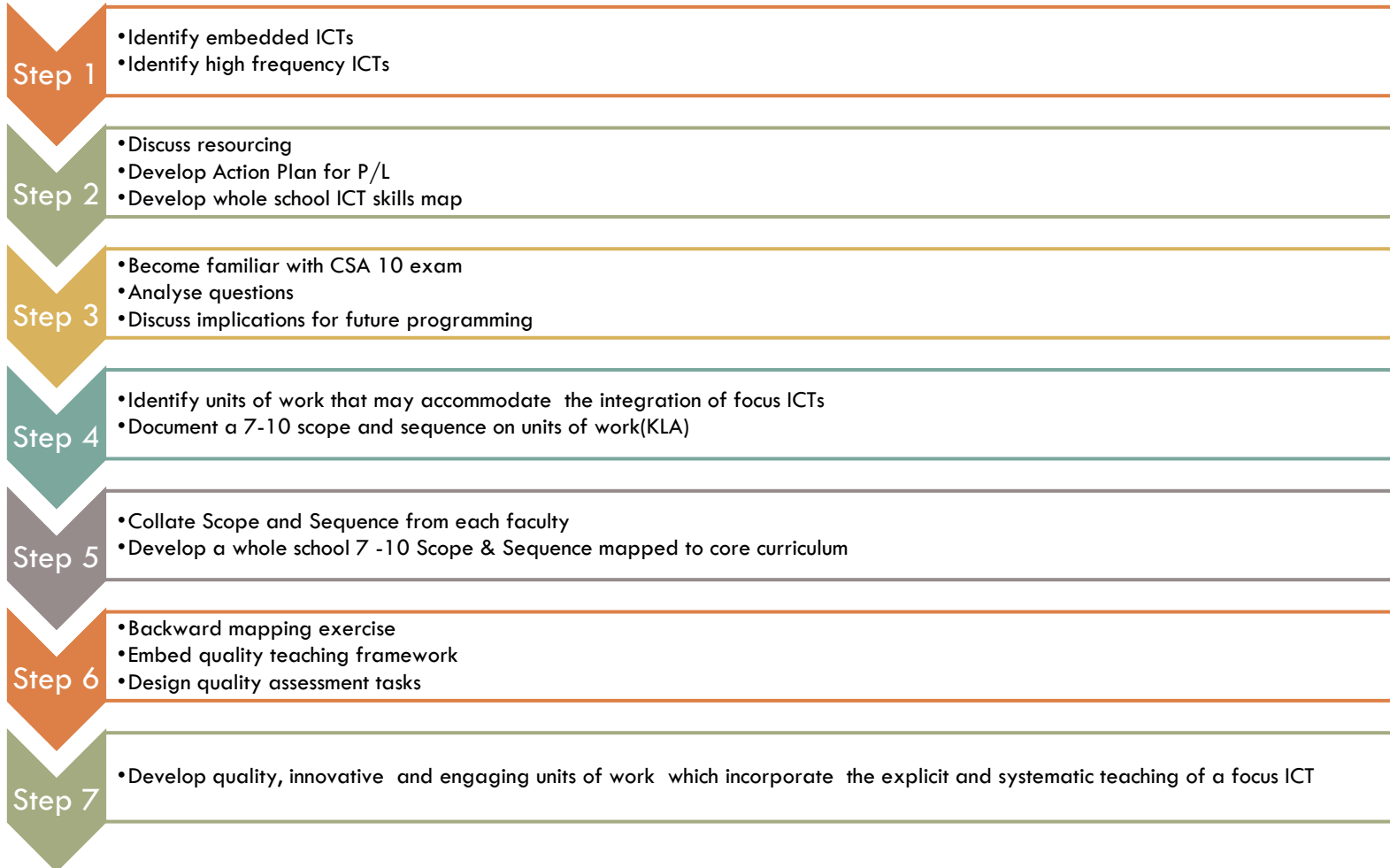
- Ensure students and staff had a base of skills and knowledge to ensure the Digital Education Revolution was educationally successful.
- The formulation of focus areas for Key Learning Areas based on:
 - ▣ Mandatory ICT outcomes embedded in stage 4 & 5 Syllabi
 - ▣ School Certificate Computing Skills test

Scope & Sequence - Toolkit

- Original Toolkit developed by Tracy Considine
- Adapted to the updated structure of the School Certificate Computing Skills test (Yr 10)
 - ▣ BOS test had changed from 10 competencies to 5 areas. We amended the process and then differentiated between specific skills to have focus areas more specific.
- Process shortened
- The toolkit was used to ensure all participants developed a basic understanding of ICT in their areas as well as a whole school approach.

This toolkit was used once in 2006 to try and kick start ICT.

Original Toolkit



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Modified Toolkit

Step 1

- Identify Mandatory ICTs
- Understand the Computing Skills Test
- Link Syllabus content to Core Computing Skills
- Identify staff P/L and who could lead training

Step 2

- Become familiar with Computing Skills Test
- Analyse 4 questions
- Discuss how future programming could incorporate ICT

Step 3

- Staff Analyse units of work that could have ICT integrated
- Start developing a KLA scope and sequence for partial implementation in 2010 and full implementation in 2011

Step 4

- Develop a whole school Scope & Sequence of ICT for informed programming across the curriculum
- Collate and identify staff Professional Learning needs action plan

Extended
Faculty
Meeting

Annual
Executive
Conference

Steps 1 – 3 - Faculty Meetings



- Executive meeting prior to Faculty meetings
- Senior executive circulating to meetings to provide support
- Less focus on developing KLA scope and sequences at this stage. Review of current plans
- Developing P/L plans for staff in possible ICT focus areas

Annual Executive Conference – Step 4



Head Teachers in pairs with a facilitator used their faculty information to:

- Collate Faculty focus area data and ensure validity
- Collate Faculty P/L needs and plans

Information was added to a master sheet for each stage and focus areas decided.

Professional Learning Action plan formulated

STAGE 4 - Scope and Sequence of ICT

FORM 8

		English		Geography		History		Languages		Maths		Music		PDHPE		Science		Technology Mandatory		Visual Art	
Core computing skill	Term	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8	Year 7	Year 8
		Focus Core Computing Skill Indicators (Based on CSA10 Core Computing Skills document) Formally assessed skills are marked in capitals																			
1. Computer Operations <i>Tech Mand</i>	1	a-t	a-t	a-t	a-t	a-t	a-t					Ae	Iet			a-t		Ae	Ilt	a-t	a-t
	2											Cf	Hr					Cf	Hkr		
	3											Bg	Mps					Dg	Mps		
	4											De	Ng			a-t		De	Ng	a-t	
2. Word Processing <i>English</i>	1	hsh	bsh	shq	>	shq	>											Be	C		
	2																	K	O		
	3																	La	Q		
	4									C		M	m			Bdjm	ac	La,m	Ml		
3A. Spreadsheets <i>Maths</i>	1									cdfi	a-fhj									E	
	2																Abdhj		Cg		
	3										a-fhj					Bhj		A	J		
	4									afhj						bcbgh	k-t	I	B,d,h		
3B. Databases <i>Science</i>	1						ioqr								M,r				M,ps		
	2															B,a,o		,	N		
	3																	I			
	4																	K,r	O		
4A. Graphics <i>Visual Arts</i>	1	bgei		begi	begi																a-j
	2									aeghi	aeghi							A	B,c	bcdefj	
	3									aeghi								B	G,h		
	4										aeghi							E,f	I,v		
4B. Multimedia <i>HSIE 7 English 8</i>	1	knost		knost	knost								N						N,t		
	2												M						M		Kl,mn
	3											Q	F					Q	Kl,o,s		
	4											P,r						P,r			
5A. Internet <i>PE + HSIE 7 & 8</i>	1	bcdi		bcdi	bcdi							D,g		bcd ei	abdfis			D,g		a-d	
	2											A,d	H	Egadi	fg			A,b	H		
	3												J	Bcdi			a-j		J		
	4											C,i	E,e	Acfhg		abd h		C,i	E,e	a-d	
5B. Email <i>Tech Mandatory</i>	1	k-o,p		k-o,p	k-o,p									tklmo	+				M		
	2																	K			
	3														klno p				N,q,r,s		
	4																	L,t	O,p		

STAGE 5 - Scope and Sequence of ICT

FORM 8

		English		Geography		History		Maths		PDHPE		Science	
Core computing skill	Term	Year 9	Year 10	Year 9	Year 10	Year 9	Year 10	Year 9	Year 10	Year 9	Year 10	Year 9	Year 10
		Focus Core Computing Skill Indicators (Based on CSA10 Trial Skills document) Formally assessed skills are marked in capitals											
1. Computer Operations eng	1	a-t		m-a-t	a-t							a-t	k-t a-t
	2												a-t
	3												
	4												k-t
2. Word Processing lit eng	1												
	2											k-t b,d,i k,l,m c	
	3												
	4												
3A. Spreadsheets math sci	1							BCDE	ABCD EFGH J				
	2											A,b,d i,j	
	3												a-j
	4							a-f b,i				A,b,d i,j	
3B. Databases sci geo	1	i-o		i-o		i-o							
	2												k-t
	3												k-t
	4												
4A. Graphics math eng	1	B,a,d i,j		B,a,d i,j		B,a,d i,j							
	2							a- e,a,h ↓ a- e,a,h ↓	A,e,g b,i ↓ a- e,a,h ↓				
	3												
	4												
4B. Multimedia Eng math	1	K,l,m o,s		K,l,m o,s		K,l,m o,s							
	2												
	3												
	4												
4. Internet Geo lit sci	1	B,c,d i		B,c,d i		B,c,d i			B,c,g	A,d,f g,i	A,b,c		
	2												a-j
	3									f,d,i	A,b,c, g,i		

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Granville Boys High School ICT Across the 7-10 Curriculum

CSA10 Core Computing Skills	Personnel requiring training in our school.	Delivery strategy preference*	Personnel who will lead this training in our school.	Timeframe
1. Computer Operations	Support faculty English			
2. Word Processing	Eng-1 person English Support faculty	1 on 1 or 1 > 2 trainees Faculty	Fiona	
3A. Spreadsheets	Hsie all faculty Rozina Carol Samuel Phu Vicky Support faculty	Faculty Small one to one Team teaching sessions	Borhan & phu	T3 Term 3
3B. Databases	Support Science staff Pe Tas<ps.dr	-practical workshops (consultants)? -mentor program - other schools (have faculty time with other schools in area)	Mh	
4A. Graphics	Visual arts Support faculty English	*on site training as it is more in *context* 4 small group faculty	R.guzman	
4B. Multimedia	English Visual arts Support faculty English Hsie faculty	4- faculty meeting 4-fac meeting Small groups	Fiona	
5A. Internet	Pe faculty Support faculty Hsie faculty	Faculty meeting Small groups	Andrew Mel can lead andrew	

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ICT Scope & Sequence for 2009 - 11

- Refined by the ICT Committee from the collated data
- For comment by faculty at the end of 2009
- Review by ICT Committee during Term 1 2010 to ensure all focus areas are covered and sequencing updated
- KLA Scope & Sequences will inform the ICT S&S to ensure skills are developed and then refined
- This ensures teachers will be informed about what students are capable of in regards to skills

ICT Scope & Sequence – Draft 1 Content from Executive Conference

Faculty	Term	Stage 4		Stage 5		ICT Count
		Year 7	Year 8	Year 9	Year 10	
English	1	2.Word Processing 3B.Databases	2.Word Processing 4B. Multimedia	1.Computer Operations 2.Word Processing	2.Word Processing	7
	2			4B.Multimedia		1
	3					0
	4					0
Maths	1	3A. Spreadsheets	3A. Spreadsheets	3A. Spreadsheets	3A. Spreadsheets	4
	2					0
	3		3A. Spreadsheets			1
	4	3A. Spreadsheets		3A. Spreadsheets		2
Science	1					0
	2	3B.Databases		3A. Spreadsheets 3B.Databases		3
	3				3A. Spreadsheets 3B.Databases	2
	4			3A. Spreadsheets		1
Geography	1	5A.Internet	5A.Internet	3B.Databases 5A.Internet 4B.Multimedia		5
	2					0
	3					0
	4					0
History	1			2.Word Processing 5A.Internet 4B.Multimedia	2.Word Processing	4
	2					0
	3					0
	4					0
TAS	1	1.Computer Operations	1.Computer Operations			2
	2	5B.Email	5B.Email			2
	3					0
	4					0
PDHPE	1		5A.Internet	5A.Internet 5B.Email	5A.Internet	4
	2	5A.Internet	5A.Internet			2
	3	5A.Internet		5A.Internet 5B.Email	5A.Internet 5B.Email	3
	4	5A.Internet				1
Languages	1					0
	2					0
	3					0
	4					0
Visual Arts	1		4A.Graphics			1
	2	4A.Graphics				1
	3					0
	4					0
Music	1					0
	2					0
	3					0
	4					0
Covered Areas		1.Computer Operations 2.Word Processing 3A. Spreadsheets x2 3B.Databases x2 4A. Graphics 4B. Multimedia 5A.Internet x3 5B.Email	1.Computer Operations 2.Word Processing 3A. Spreadsheets x2 4A. Graphics 4B. Multimedia 5A.Internet x3 5B.Email	1.Computer Operations 2.Word Processing x2 3A. Spreadsheets x4 3B.Databases x2 4B.Multimedia x3 5A.Internet x4 5B.Email x2	2. Word Processing x2 3A. Spreadsheets x2 3B.Databases 5A.Internet x2 5B.Email	
Missing Areas		4B.Multimedia	3B.Databases	4A.Graphics	1. Computer Operations 4A. Graphics 4B.Multimedia	

Annual Executive Conference



The conference was based around ICT due to the forthcoming DER NSW and a pressing need to lift staff morale.

- Session 1 – Curriculum & info on DER
- Session 2 – Step 4 of toolkit
- Session 3 – ICT Framework
- Session 4 – Programming – Faculty ICT Assessment Task

The ICT Framework



- ICT Roadmap – Where to and Why
- Educational Platform decision – MOODLE
- CLAS Connected Learning Advisory Service
- DER device – Brainstorming session on strategies and initial uses. Analysis of loaded software

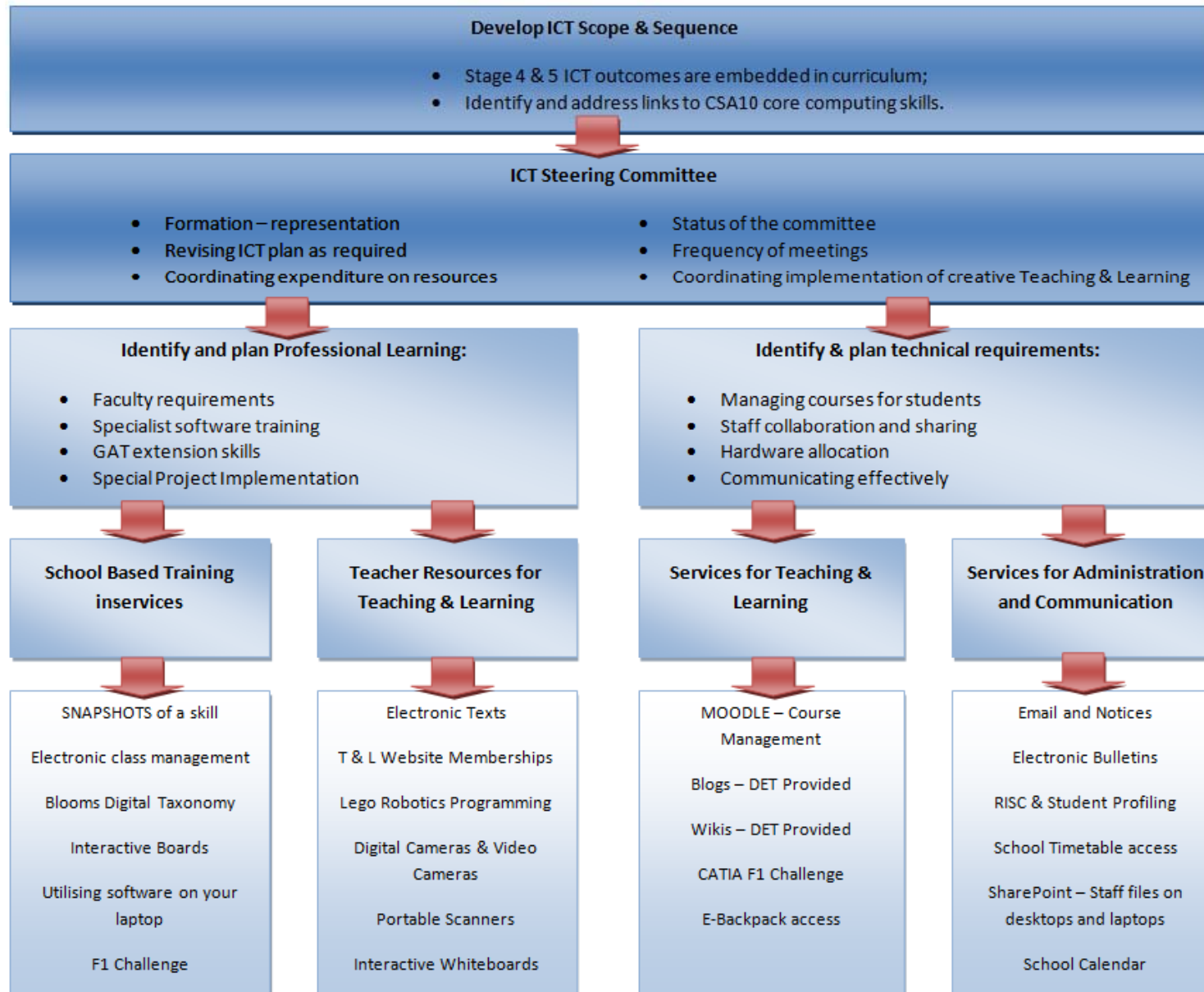
ICT Steering Committee



- Revising ICT Scope & Sequence
- Coordinating expenditure on resources
- Coordinating the implementation of creative teaching and learning

Faculty groups are able to apply for money/time /resources for the implementation of innovative teaching units. This involves not issuing the amount out just through faculty budgets. It also encourages cross-curriculum interaction.

ICT Roadmap

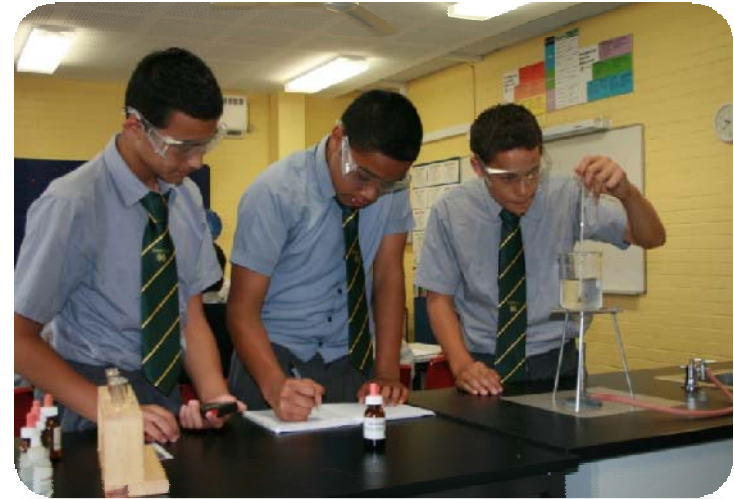


Making ICT a School Priority

- Compulsory ICT Assessment Tasks
- Building Teacher knowledge & skills
- Valuing our Teachers

School Plan 2010 Priorities

- ❑ Literacy & Numeracy
 - NAPLAN
- ❑ Quality Teaching
 - ICT
 - ESQT
 - TELL
- ❑ Student Retention & Engagement
 - PBIS
 - Learning environment enhancements
 - Highly visible executive presence
 - School to Work Transition



Professional Learning Plan

- Step 1: Survey staff at beginning of 2009 as to Professional Learning needs.
- **Outcome: Every staff member identifies ICT as a major area of PL focus.**
- Step 2: Drafting 2009-11 School Plan. Under Quality Teaching section, all teachers are required to have one ICT-based assessment task, per class per semester.
- **Outcome: Assessment drives change – teachers legally required to assess and report. Mixed feelings of staff.**

Professional Learning Plan (Cont 1)

- Step 3: Supporting staff to integrate ICT into curriculum – year long process
- Using PAS-funded PL sessions (one period per cycle)
 - Every staff member to produce a personal learning plan that incorporates ICT (as per self-identified P/L)
 - Identification of areas of Teaching / Learning programs for
 - 1) current ICT curriculum offerings
 - 2) potential areas for ICT development for Yr 9

Professional Learning Plan (Cont 2)

- Using PAS-funded PL sessions (one period per cycle) (continued)
- Innovative ideas modeled at PL staff meetings e.g. wikis / IWB / Moodle / online NAPLAN resources /
- Faculties choose one Yr. 9 teaching program to develop as P/L vehicle (L4L)
- Faculties use PAS P/L sessions to upskill themselves while developing new curriculum material

Professional Learning Plan (Cont 3)

- Step 4: Faculties develop Yr. 9 ICT-based assessment task in readiness for DER. The P/L has a direct classroom application.
- **Outcome: Each faculty has ICT-based curriculum for Yr. 9 when laptops arrive. Teachers implement the ICT-enhanced curriculum material.**

Professional Learning Plan (Cont 4)

- Step 5: Faculties to present ICT-based curriculum work at the end-of-year school development days.
- **Outcomes: Celebration of learning; large variety of ICT applications presented; Google Earth; I/WBs; PhotoStory; Adobe Captivate; Adobe Premiere; Wikis; Moodle applications, Curriculum differentiations using ICT**

Professional Learning Plan (Cont 5)



- Step 6: Checking progress – Staff survey (August 09)

- The survey had two main purposes:
 - To ‘benchmark’ existing staff practices and attitudes

 - To gather data for the Educational Practices section of the Annual School Report

Staff ICT Survey (Aug. 09)



- Question 2: Have you set an ICT-based assessment task so far this year?
(excluding computing teachers)
- Yes – 21 teachers – with 52 assessment tasks set
- No – 19 teachers

Question 7: What do you think are the barriers to you using more ICT in the classroom?

BARRIER	Never	Sometimes	Major issue
Lack of personal knowledge / expertise?	12	22	8
Lack of access to computer labs?	3	15	24
Lack of existing resources?	7	19	16
Lack of confidence in using ICT?	14	19	9
Lack of training opportunities?	4	24	14
Lack of motivation?	23	9	9

Question 8: The School Plan for 2010 has every teacher having two ICT-based assessment tasks per class next year. This could easily translate into 10 (or more) ICT-based assessment tasks for each teacher: Is this plan too ambitious / too modest?

Negative / too ambitious	50 /50	Achievable / Appropriate
11	<p>5</p> <ul style="list-style-type: none"> • Depends on access to labs • Too much for seniors – OK for juniors 	26

Professional Learning Plan



- The end-of-year P/L was extended to provide for three days of deliberations to achieve the following:
- An analysis of the NAPLAN data
- Evaluating the effectiveness of the School Plan
- Generating new ideas (NAPLAN, ICT) for the School Plan
- Devise focused Faculty Plans based on School Plan
- Develop Individual plans that align with the School Plan
- Substantially re-develop the TARS process to accurately reflect school and individual teacher priorities

Professional Learning Plan Process



- involving everybody
- aligning personal and faculty plans as close as possible with the School Plan
- mapping personal and faculty plans against the Professional Teaching Standards
- redesigning the TARS process so that it becomes a *focused professional dialogue*.

OUTCOME	EVALUATION
involving everybody in the process	Positive: 30 Neutral: 5 Negative: 0
aligning our personal and faculty plans as close as possible with the School Plan	Positive: 31 Neutral: 4 Negative: 0
mapping our personal and faculty plans against the Professional Teaching Standards	Positive: 33 Neutral: 2 Negative: 0
redesigning our TARS process so that it becomes a focused professional dialogue.	Positive: 34 Neutral: 1 Negative: 0

The ICT house we are building:

Curriculum

Students

Teachers

Assessments

(at least 12 per year, per student across Yrs 7-12)

Strategic Plans

(School / Faculty / Individ. EARS / TARS accountability)

Homework

(Moodle / Mathletics)

Professional Learning

(Integrating ICT into NAPLAN / Staff presentations)

Lesson Content

(Mandatory BOS ICT components)

Pedagogy

(NAPLAN online; IWBs; Adobe Premiere / Captivate)

Staff Development Days - End '09

- Staff Presentation sessions
- 2010 targets – ICT Task per class per semester
- Brainstorming sessions for faculties to further develop KLA scope & sequences



Sample of Assessment - PDHPE



- Jarrod worked with the PDHPE Faculty to determine an appropriate ICT Task.
- This involved the Analysis of:
 - ▣ Syllabus needs
 - ▣ Available resources
 - ▣ Staff Skill sets

Sample of Assessment - PDHPE



Course: Stage 5 Physical Activity and Sports Studies

TASK: To create an ICT assessment task where students analyse their kicking skills.

- Students would need a video of themselves kicking a ball (soccer, AFL, rugby) and be able to critically review their performance
- Students would use their laptop to edit and present their analysis in the form of a PowerPoint presentation

Tools & Training



- DER Device with Captivate software & Powerpoint
- Digital Video Camera (Preference for SD CARD type)
- Video Transfer skills(Used DV Tape and Firewire connection)
- Trained 1 staff member on how to utilise Adobe Captivate to complete task

Method

1

- Capture video using cameras and subjects (PE staff)
- Upload video onto computer (Jarrod)

2

- Capture still frames using Media Player
- Copy into PowerPoint

3

- Edit image and draw shapes to highlight technique
- Write report (presentation)

4

- Design instruction manual using Captivate to turn it into a video tutorial

SAMPLE - The Swing & Kick

- The support foot should be slightly closer to the ball (yellow circle)
- The trunk rotates effectively (orange arrow)
- The arms move in opposition to the legs (blue arrows)
- The head and eyes are focused on the ball (red arrow)



Result



Outcome 1:

- PDHPE staff are skilled in using ICT equipment and software

Outcome 2:

- A tutorial has been created to allow students to work at their own pace, as well as an instructional tool for teachers

Outcome 3:

- PDHPE staff are able to relate their ICT skills across the curriculum

TARS & EARS

Performance Management & Development

Integrating our ICT focus into a revised TARS and EARS process to emphasis our ICT targets

See Wiki for full templates

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Accountability – TARS & EARS

TARS

- What new content and /or strategies to deliver content have you developed in 2010?
- What ICT skills are your faculty responsible for?
- How are you teaching these skills in your lessons?

EARS

- What curriculum enhancements are in the process of being implemented in 2010?
- How are you leading the development of the scope and sequence in integrating the mandatory ICT components in your faculty?

TARS Template - *Extract*

PTS Element	School Plan Area	Focus Questions	Comments	Evidence
E1: Teachers know their subject content and how to teach that content to their students	Student retention & engagement Quality Teaching	<p>What new content and /or strategies to deliver content have you developed in 2010?</p> <p>What ICT skills are your faculty responsible for?</p> <p>How are you teaching these skills in your lessons?</p>		
E3: Teachers plan, assess and report for effective learning	Quality Teaching	How have you used back-mapping techniques to construct teaching and learning programs for your ICT assessment task?		

EARS Template - *Extract*

PTS Element	School Plan Area	Focus Questions	Comments	Evidence
E1: Teachers know their subject content and how to teach that content to their students	Student retention & engagement Quality teaching	What curriculum enhancements are in the process of being implemented in 2010? How are you leading the development of the scope and sequence in integrating the mandatory ICT components in your faculty?		
E3: Teachers plan, assess and report for effective learning	Student retention & engagement Quality teaching	How have you modified your school reporting to incorporate an ICT area of learning? How do you advise and assist your colleagues to deliver high quality teaching programs, assessments and registration practices?		

Outcomes so far....

- Increased staff participation and enthusiasm in professional learning
- Decreased staff absences
- Increased student engagement in ICT assessments
 - ▣ Students are spending their own time developing complex assessment answers
- Students in Year 9(2009) valuing the DER device. Low number of issues with hardware damage.



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QUESTIONS



Thankyou for participating

Faculty ICT Assessment 2

Advanced English

Wiki Spaces task

Sample of Assessment - Brian

Granville Boys' High School Advanced English HSC 2009

Module A: **Comparative Study of Texts and Context**

Frankenstein / Blade Runner (Director's Cut)

Date Due: Forum Ends mid week 8 / In class response End of Week 8

Task: Part one: **Internet Forum**

- This part will demand students to engage in an internet forum where questions will be posed and students are to respond to questions or one another. Students will be expected to give at least three responses, no less than 150 words each. Their response in the forum should be informed using the various questions, prompts and responses.

Faculty ICT Assessment Task

What is a wiki or wikispaces?

- Wikispaces is a Web space that allows the creation and moderation of an on-line discussion and/or forum. It is easy to create and user friendly. Individual schools or multiple schools can contribute. Wikispaces allows for access at various times making timetables and face-to-face meetings less relevant.

Faculty ICT Assessment Task



- The wikispace was created to facilitate an on-line forum between two high schools discussing the *Texts in Time* elective in the Comparative Study of Texts, Module A.
- The wiki was the first part of an assessment task with the second part being an in-class essay on an unseen question.
- The wiki set three questions to which each student had to contribute a minimum of 150 words per question.

Faculty ICT Assessment Task

Boys' E-habits

- 'Twitch' speed
- Parallel processing
- Graphics first
- Random access and exit
- Connectivity
- Activity
- Playing games
- Immediate feedback
- Technology as friend

(from Prensky)

Faculty ICT Assessment Task



- This wiki demanded students engage in an internet forum. Here questions will be posed and students are to respond to these posts or to one another. Students were expected to give at least three responses, no less than 150 words each. Their responses in the forum were facilitated by using the various questions, prompts and responses on the discussion pages.

ModuleATextsintimeFrankBlade - home - Windows Internet Explorer

http://moduleatextsintimefrankblade.wikispaces.com/

MahaShiyab · My Wikis · My Account · Help · Sign Out · wikispaces

ModuleATextsintimeFrankBlade

home PAGE DISCUSSION (67) HISTORY NOTIFY ME EDIT

smiile has requested membership in this wiki. They said, "hi, i just wanted to join the frankenstein and Bladerunner wiki as it would help me alot with the module because i am doing poorly at it and could really use the help. Also I wanted to submit some stuff of mine on here for others to use because i have heps of stuff on this module from school and it would just go to waste if i threw them away. This is my first time here so pretty please help me...". [Click here to approve](#) or [click here to reject](#)

New Page
Recent Changes
Manage Wiki
Search

Home
BOS HSC Examination
Rubric
edit navigation

Module A: Comparative Study of Texts and Context
HSC Advanced English 2009
Elective 2: Texts in Time
Frankenstein/Blade Runner (Director's Cut)
Date Due: Forum Ends mid week 8
In class response End of Week 8

Outcomes Assessed:

- 1.4 explaining and evaluating changes in meaning arising from changes of context
- 2.3 describing and explaining the ways in which texts are influenced by other texts and contexts.
- 2A.1 responding to a range of texts that are valued differently in particular personal, social, cultural, historical and workplace contexts
- 2A.2 explaining how and why they are valued.
- 5.1 identifying the language features and structures of texts composed for different audiences and purposes
- 10.2 using individual and collaborative processes to generate, clarify, organise, refine and present ideas



Orientation:

Internet 100%

Wiki - Statistics

Keywords

Filter

Subject	Author	Replies	Views	Last Message [▲]
First Topic/Discussion/Question	 MahaShiyab	51	802	Jun 15, 2009 10:28 pm by  Mohamed_kowaider
Second topic...	 MahaShiyab	3	119	Jun 14, 2009 8:05 pm by  Mohamed_kowaider
First topic	 granville2	1	51	Jun 11, 2009 11:22 pm by  MahaShiyab
Shelley's religious disposition?	 arobarts	0	33	Jun 11, 2009 8:34 am by  arobarts
Request for opinions	 arobarts	1	36	Jun 10, 2009 11:41 pm by  MahaShiyab
Frankblade task	 granville2	5	110	Jun 10, 2009 9:51 pm by  AbdulSaddik

1-6 of 6

Post Message

New Page

Recent Changes

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Hey Granvillians and Belmorians. Some of you I see are ready to flex some muscle. I'll post the first question:

Even though the texts are so far apart in time and context, they ultimately voice the same concern.

Do you agree?

Posted Jun 9, 2009 7:54 pm [\[delete\]](#)




[arobarts](#) re: First Topic/Discussion/Question


It is apparent, through an analysis of both texts that there is a constant pivotal theme of concern.


Frankenstein, through its primarily Romantic narrative structure presents the confronting and feared hypothesis of its author, that the human being as a creator figure can only bring about destruction and misery. Its Romantic genre-base influences a theme of divine retribution against the protagonist, who "Wantonly" bestows life to his creation. The use of a natural sublime; a heavily descriptive environmental setting which reflects the persona's state of mind - brings to the fore his misery and internal discord, which is reflected through nature's violence and bitterness. The night which "Closes in around" him - The "Impenetrable darkness" of the surroundings - The "terrible" description of nature - All serve to reflect the innermost sentiments of Victor, who is plagued with regret and self-loathing at the crime he has committed by creating life. Analyzing the context of the author, we understand that a strongly Christian society was under threat by the ever increasing atheist notion that mankind was independent of a God-Figure; that the ability to create life was not limited to the divine, but was being

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The HSC Marking rubric requires students to use the Rubric as a means of creating a response. The Rubric is always at the top of your HSC paper, before each question. The rubric for this year's exam has been published and it states the following:

In your answer you will be assessed on how well you:

- demonstrate understanding of the meanings of a pair of texts when considered together
- evaluate the relationships between texts and contexts
- organise, develop and express ideas using language appropriate to audience, purpose and form

in the content of your page here.

As an Advanced English student, do you believe you address all three points?

One of the elements you are expected to comment on/respond to is the FORM of the text.

Form is the way a text is structured and created to convey meaning. What can you say about the FORM of the novel and the film and how do they compare?

Faculty ICT Assessment Task: Outcomes



- Marked Improvement in formal response writing and arguments presented in many of the responses
- First contribution: Belmore student Adam set the standard. This startled the Granville students who felt intimidated by argument and formal style. The Granville contribution faltered initially and they took time to contribute but ultimately the Grand-Villans started to dominate.

Faculty ICT Assessment Task: Outcomes



- Professional Learning for the teachers involved and ultimately for the other teachers in the two faculties
- In the light of DER, this strategy has already filtered down through Years 11 to 9 as a model for other assessment tasks
- A bit of fun for the teachers involved.

Wiki Theory

- Technology shifts the boundary of what would be considered student-centered learning. The students interact from home as well as in a virtual classroom (and in a real classroom and in an extended classroom). Wikis problematise the concept of students valuing in-class time. The wiki embodies both personal reflection and social interaction. This adds a new dimension to teaching and learning.

Wiki Theory

- A wiki format introduces enough or sufficient variety to be perceived as being different to the usual pedagogical offerings. (how often do we have to keep pushing and pleading for students to sustain their efforts? (“You’ve got to get this down - blah blah blah” etc.) It is motivating for students, provides a permanent record of the discussion which in turn, becomes a classroom resource. It validates the notion that a text can be endlessly negotiated and interpreted.

Wiki Theory

- Low-SES and high NESB need more explicit support to understand the English Curriculum (particularly at the Advanced level). Wikis are structured forums for learning which builds field, models, scaffolds and jointly constructs responses to interpretations and meanings.
- Wikis have the potential for dynamic engagement where learning can be both teacher-directed and student-directed

James Mallios, Brian Miller - Granville Boys High School

QUESTIONS

Thankyou for participating