

Learning Activity : Media Assignment Checklist and Dual Assessment

Learning Behaviours: Checking and editing work, self assessment, learning from mistakes, following instructions

Teacher: KDJ

DATE:24/4/06

Class: 7A

Learning Activity Description

Over a series of lessons students completed a simple media assignment, completed a checklist on their work and then self assessed it before the teacher completed an assessment.

Media Scrapbook

Section 1 – The Front Pages

- (a) What is the name of the paper?
- (b) What date was it published?
- (c) What does it cost?
- (d) Draw the masthead of the paper.
- (e) How many different stories appear on the first three pages? Write down the headlines for each story.

Section 2 – Article Search

Find a story in your newspaper about the following the Australian Government, an accident or tragic event and a sport. Cut them out, paste them in your book and write down for each story **who** was involved, **what** the story was about, **when** did the event occur and **where** it took place.

Section 3 – Photograph and Caption Search

Find a photograph and a caption of a human, a place, an animal and a sporting game. Cut them out, paste them in your book and write down for each photograph **who** was involved, **what** the story was about, **when** did the event occur and **where** it took place.

Section 4 – Ad Search

Find, cut out and paste in two examples of ads for a phone company, food, computers or electronic equipment and real estate. Make sure you label each one.

Section 5 – Entertainment

Plan to visit four movies at different Melbourne cinemas over one weekend. Write what you will see, the time and the name of the cinema you will visit. Find three different cultural events to do during a week such as a music concert, theatre, or an exhibition. Spend \$100 on yourself from one or more classified ads. List down the details of your buy.

Section 6 – Headline match

Match the headlines with the correct opening sentences. Cut them out and paste them into your book together.

Section 7 – Newspaper Titles

What do the following words mean? Use your dictionary to help.

Observer

Age

Herald

Sun

Advertiser

Australian

Tribute

Weekly Times

Standard

Courier

Do these words mean the same thing when they are the names of newspapers?

How has the meaning changed?

Discussion Tool

Students completed a checklist of learning behaviour type questions before assessing their own work. After they had completed this assessment I assessed it as well. If students were within five marks of my assessment they picked up a bonus five marks. After comparing their own assessment with the teacher's assessment, students wrote two journal responses, completing the question stems 'I could have got a better result by ...' and 'Next time I will ...'.

Some students also commented on the process of assessment.

Student Comments

Students wrote the following responses in their journals.

'I could have got a better result by reading the whole question before starting.'

'I could have got a better result by being better prepared.'

'I could have got a better result by being a lot neater.'

'I could have got a better result by improving my presentation.'

'I could have got a better result by reading through the assignment at the start and again at the end to make sure I had done everything.'

'I could have got a better result by completing the assignment. I failed it because I didn't work hard enough or read the question properly.'

'Next time I will check the whole assignment at the end.'

'Next time I will work harder and try more.'

'Next time I will work harder and read the whole task before I start and again at the end when I finish so I know that I will get it right.'

'Next time I will read through the question a couple of times to check my understanding and to make sure I covered everything.'

'Next time I will put more effort into my work and persist when things get tough.'

'Next time I will read through the questions properly, work hard even when it gets tough and hand it in on time.'

'I really liked doing the checklist because it helped me to remember to check things before I handed it in.'

'The checklist was good because it reminded me to do everything and make sure I had my work as good as it could be before I had it marked.'

'I didn't do so well on the checklist because I hadn't done most of the things on it. That's probably why I got a 'c' for my work.'

'I did really well on my assessment. It was fun to correct it myself because I got to see it from the teacher's point of view. We were nearly the same on everything but she gave me more marks for labelling everything than what I gave myself.'

'I gave myself a much better grade than what the teacher gave me. I thought I did better than she thought but after talking to her I can see that she is right. I did leave lots out and that's why I didn't do very well.'

Teacher Journal

What is my intention? What do I want to achieve?

I wanted the students to complete the media assignment to the best of their ability and then reflect on the way they went about the assignment and then correct it themselves. I would then correct it and then ask them to reflect on their overall result.

How is the room set up? Where are the kids seated? Where am I positioned?

Kids were put into groups of four with about 4 kids in each group. Groups were their table groups. I was wandering around the room. The classes took place over a series of lessons with the reflection and assessment taking one lesson.

What happened?

I started the assignment by handing it out and reminding students about the learning behaviours we had talked about the lesson before. Needless to say most of them dived straight in and started without reading through it and reflecting on it first even though we had talked about this very thing. Some students didn't even manage to follow the simple instructions I gave at the beginning. Once they were underway the assignment proceeded fairly smoothly until some got behind and had to take it home to complete it. Three students forgot to bring it back and so couldn't do the self assessment part. The kids enjoyed doing the checklist and the self assessment. Most students were honest and answered no to most questions on the checklist and we talked a bit about why they couldn't answer yes. Mostly their assessments matched mine so many students picked up bonus marks for being accurate. Finally the students had to complete two basic sentence stems. I could have got a better result by ...and Next time I will

What was my role?

I wandered around the room helping those students who weren't sure what to do. I kept directing them back to their assignment sheet where the instructions were written. During the self assessment I explained any terms they weren't sure of.

What was the students' role?

The students were expected to complete their assignments and then fill out their sheets based on where they were thought they were at with their learning behaviours in regards to the assignment and then assess it. They then had to reflect on my assessment.

Were there other staff in the room? What was their role?

No other staff in the room.

What feelings and senses surround the event?

The good students proceeded nicely through the assignment with most of them finding it fairly easy. They enjoyed doing the self assessment because it gave them a sense of what the teacher was looking for. The weaker students wanted to be spoon fed the whole time. They would ask me questions all the time because they hadn't read the sheet and their self assessment was generally way off the mark because they simply assessed what they had done not what they were meant to have done. Some students really didn't take notice of the learning behaviours they didn't display and said they displayed all of them yet it was patently obvious from my own assessment that this wasn't the case.

What were the important elements of the event?

I am hopeful that the students might take some of the things on board about learning behaviours. It would be good if all students perhaps took up one behaviour that they might like to improve. From here I want to move into

Australian Government		Australian Government	
Story pasted in	/1	Story pasted in	/1
Who?	/1	Who?	/1
What?	/1	What?	/1
When?	/1	When?	/1
Where?	/1	Where?	/1

Accident or tragic event			
Story pasted in	/1	Story pasted in	/1
Who?	/1	Who?	/1
What?	/1	What?	/1
When?	/1	When?	/1
Where?	/1	Where?	/1

Sport			
Story pasted in	/1	Story pasted in	/1
Who?	/1	Who?	/1
What?	/1	What?	/1
When?	/1	When?	/1
Where?	/1	Where?	/1

Section 3 – Photographs and Captions

Human		Human	
Photo pasted in	/1	Photo pasted in	/1
Who?	/1	Who?	/1
What?	/1	What?	/1
When?	/1	When?	/1
Where?	/1	Where?	/1
Story pasted in	/1	Story pasted in	/1

Place		Place	
Story pasted in	/1	Story pasted in	/1
Who?	/1	Who?	/1
What?	/1	What?	/1
When?	/1	When?	/1
Where?	/1	Where?	/1

Animal		Animal	
Story pasted in	/1	Story pasted in	/1
Who?	/1	Who?	/1
What?	/1	What?	/1
When?	/1	When?	/1
Where?	/1	Where?	/1

Sporting game		Sporting game	
Story pasted in	/1	Story pasted in	/1
Who?	/1	Who?	/1
What?	/1	What?	/1
When?	/1	When?	/1
Where?	/1	Where?	/1

Section 4 – Ad Search (2 ads for each)

Phone Company	/2	Phone Company	/2
Food	/2	Food	/2
Computers	/2	Computers	/2
Real Estate	/2	Real Estate	/2

Section 5 – Entertainment

Name/Time/Cinema x 4	/12	Name/Time/Cinema x 4	/12
Cultural events x 3	/3	Cultural events x 3	/3
Classifieds \$100	/2	Classifieds \$100	/2

Section 6 – Headline Match

Man walks – a man accused	/1	Man walks – a man accused	/1
It's raining – a barrage	/1	It's raining – a barrage	/1
ALP – A Howard Govt.	/1	ALP – A Howard Govt.	/1
Sight for- The Aviator	/1	Sight for- The Aviator	/1
Webber – Williams driver	/1	Webber – Williams driver	/1
It's all – Hollywood	/1	It's all – Hollywood	/1

Section 7 – Newspaper Titles

Observer	/1	Observer	/1
Age	/1	Age	/1
Herald	/1	Herald	/1
Sun	/1	Sun	/1
Advertiser	/1	Advertiser	/1
Australian	/1	Australian	/1
Tribute	/1	Tribute	/1
Weekly Times	/1	Weekly Times	/1
Standard	/1	Standard	/1
Courier	/1	Courier	/1

Change of meanings	/10	Change of meanings	/10
Overall Presentation	/10	Overall Presentation	/10
Total	/100	Total	/100