

A DOT POINT IN EVERY YEAR 11 TOPIC – AN OPPORTUNITY FOR VISIBLE LEARNING/WRITING

Preliminary Course

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Syllabus Content

Assess the impact of technologies, including communication technologies, on individuals, groups and institutions

Related concepts

Technologies, Communication Technologies

Syllabus Outcomes

P3 identifies and describes relationships and interactions within and between social and cultural groups

P5 explains continuity and change and their implications for societies and cultures

P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Rationale

This sequence of lessons represents a deep dive into best practice in conceptual and literacy development across the preliminary course. Julian has used a broad syllabus content area as an example of how to model writing and critical thinking within the Preliminary course, a flexible approach which can be implemented at any point in the course.

Project Zero's Thinking Routine Toolbox

Welcome to **Project Zero's Thinking Routines Toolbox**. This toolbox highlights Thinking Routines developed across a number of research projects at PZ. A thinking routine is a set of questions or a brief sequence of steps used to scaffold and support student thinking. If you're new to thinking routines and PZ's research, please [click here](#) to explore more about thinking routines.

Thinking Types



Image source: <http://www.pz.harvard.edu/thinking-routines>

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Assess the impact of technologies, including communication technologies, on individuals, groups and institutions

It appears in every Year 11 topic. It is a dot point that can be very easily integrated with others; however, it is an opportunity to use this dot point as a way for students to see their growth throughout the course.

This idea developed when I noticed that students often defaulted into discussing just communication technologies on the individual. I use this to provide an opportunity for students to see their understanding of Society and Culture develop and encourage more abstract thinking throughout the course. It is also an opportunity to explicitly focus on question response and building writing skills and confidence.

The lessons incorporate a variety of PZ Thinking Routines¹ to help students to not only see their learning develop over time but also help process and think about the concepts. **I run through each lesson with them and often stop for discussion on the way, however, I make sure to focus on how they are building their knowledge through their Personal Experience and Public Knowledge.**

In a nutshell the lessons cover:

Lesson 1 – The Social and Cultural World

- Initial Thoughts
- Define Key Terms
- Make Judgements
- Response – 1 – 2 paragraphs

Lesson 2 – Personal and Social Identity

- I Used To Think/Now I Think
- Projection Over Time
- Make Judgements
- Response – 1 – 2 paragraphs

Lesson 3 – Intercultural Communication

- Generational Perspectives
- ALARM Matrix
- Response – Extended Response

I typically introduce Lesson 1 after we have played with the Fundamental and Additional Concepts. This is to give them a chance to apply them to a question, a chance for me to explicitly teach about making judgements and a little writing pre-test. Lesson 2 usually comes after teaching the *Agents of Socialisation*, right before the theories. They have just looked at all the agents thoroughly and focused a lot on contemporary society. This helps to then project into the past as well as postulate about the future. Lesson 3 is after teaching the impact of communication technologies, again before the theories. It provides an opportunity to remind students between technology/communication technology and a chance to write an extended response before starting the Focus Study.

¹ PZ's Thinking Routines Toolbox | Project Zero . Available at: <http://www.pz.harvard.edu/thinking-routines>

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I would love to know if you try this out or use this as a springboard for ideas! This is just my way, I am sure someone out there will be inspired to do something similar and why not share it!

Assess the impact of technologies, including communication technologies, on individuals, groups, and institutions

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Lesson 1 – The Social and Cultural World

Learning Intention(s):

- To further develop the concept of Personal Experience and Public Knowledge
- To formulate a response to the impact of technologies, including communication technologies, on individuals, groups, and institutions

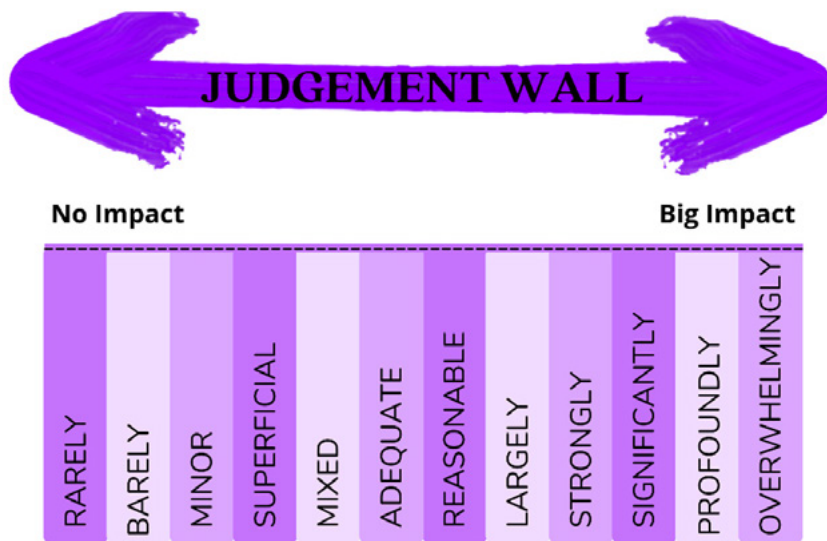
INITIAL THOUGHTS: How has technology impacted the world?

DEFINE KEY TERMS: Use the syllabus glossary to help define the key words of the dot point. Create a symbol or image to help give a visual understanding.

KEY TERM	DEFINITION	SYMBOL/IMAGE
Technology		
Communication Technology		
Individuals (Persons)		
Groups		
Institutions		

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PERSONAL EXPERIENCE: The syllabus states that this is your knowledge from reflecting on your individual experiences. Using this experience, chose from The Judgement Wall words that you would use to determine the impact on each subject.



SUBJECT	JUDGEMENT WORD	WHY?
Individuals		
Groups		
Institutions		

RESPONSE: Record a 1 – 2 paragraph answer as if it were a question. Submit your answer for feedback. Assess the impact of technologies, including communication technologies, on individuals, groups, and institutions

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Lesson 2 – Personal and Social Identity

Learning Intention(s):

- To further develop the concept of Personal Experience and Public Knowledge
- To formulate a response to the impact of technologies, including communication technologies, on individuals, groups, and institutions

Assess the impact of technologies, including communication technologies, on individuals, groups, and institutions

REVIEW OF LEARNING: Read over what you wrote in Lesson 1. Then complete the following questions.

Summary of Lesson 1 – I used to think...
Think about what you have learnt throughout the course – Now, I think...

This is called a Visible Thinking Routine. It is designed to help you reflect on whether your thinking has changed and consolidate new learning

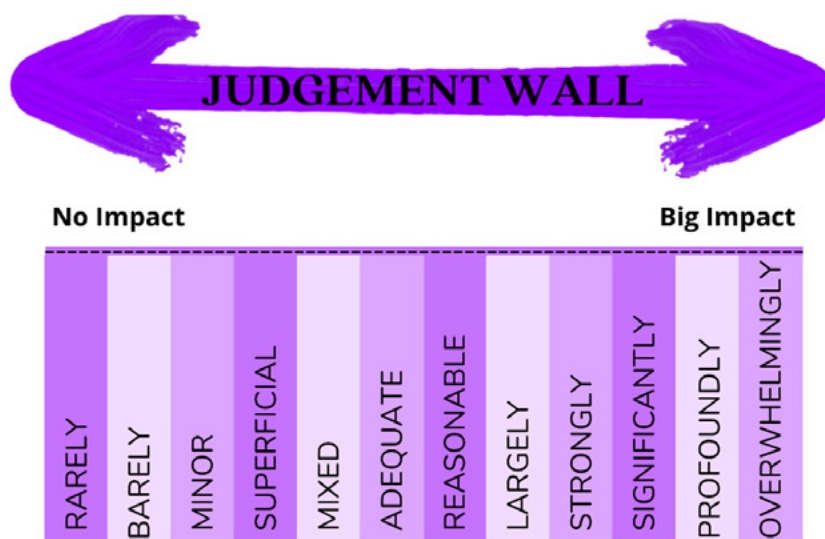
PUBLIC KNOWLEDGE: The syllabus states that Public Knowledge is general knowledge and the knowledge available to everyone. The term also refers to all the knowledge found in the public domain that is the work or research of other people.

Access public knowledge to complete the Projection Across Time:

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BACK IN TIME		
When?	What was/will be technology, including communication technology?	How did this/will impact individuals, groups, and institutions?
1000 years ago		
100 years ago		
10 years ago		
FORWARD IN TIME		
When?	What was/will be technology, including communication technology?	How did this/will impact individuals, groups, and institutions?
In 10 Years		
In 100 years		
In 1000 years		

THINKING ABOUT NOW: Using both your personal experience and your new public knowledge, revisit The Judgement Wall and record a new response to the question.



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RESPONSE: Record a 1 – 2 paragraph answer as if it were a question. Submit your answer for feedback.
Assess the impact of technologies, including communication technologies, on individuals, groups, and institutions

Lesson 3 – Intercultural Communication

Learning Intention(s):

- To formulate a response to the impact of technologies, including communication technologies, on individuals, groups, and institutions using an ALARM Scaffold

Assess the impact of technologies, including communication technologies, on individuals, groups, and institutions

GENERATIONAL PERSPECTIVES: Think about how each generation currently views technology in their micro-world. Record their statements, views, judgements etc.

GENERATION	VIEWS, POSITIONS, JUDGEMENTS ETC.
Builders Born: 1935–1945 Age: 77–87	
Baby Boomers & Generation X Born: 1946 – 1980 Age: 42–76	
Generation Y & Generation Z Born: 1981–2010 Age: 12–41	

DISCUSSION: Why do you think things have changed? Why did people in the past not think the way we do today?

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ALARM: Using all the activities in this document, as well as your own knowledge and extra research, complete the ALARM scaffold for the dot point.

TOPIC NAME: Assess the impact of technologies, including communication technologies, on individuals, groups, and institutions				
Criteria for Evaluation				
Name and Define: Each area of content	Describe: Features/Characteristics	Explain Significance: What is the function of each area or feature? What problem is it addressing?	Critically Analyse: How/Why each area or feature is + and/or – in relation to criteria	Evaluate: To what extent is each area/feature effective?
	Provide details of the impact	How has this changed individuals and/or groups and/or institutions?	How has technology positively and negatively impacted Learning? What is the relationship between technology and society today? Include examples to support your response. (macro/meso/micro)	Make a judgement (use Judgement Wall) AND EXPLAIN WHY
Impact 1: – Changing learning				
Impact 2				
Impact 3				
Critically Evaluate: Use concepts to strengthen your overall judgement.				
Conceptualise Topic: Explain the overall impact of technology on individuals/groups/institutions				
Appreciate Topic/Concept: Why is understanding of this concept important to society as a whole?				

