



# ECHX886

## Multimodality and Early Childhood

S1 OUA 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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29 WW, Room 276

Prerequisites

ECHX600

Corequisites

Co-badged status

ECHX886

Unit description

This unit explores multimodality – the role of images and their interaction with language and other modes of communication – in early childhood. The initial focus is on visual representations of children and childhood in advertising and popular culture. This equips students with a variety of critical concepts and provides a context for analysing relations between different modes in multimodal texts and environments for children, including interactive and traditional picture books, e-games, websites, apps, toys and toy stores, educational policy documents, museums, and early childhood settings. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

On successful completion of this unit, you will be able to:

1. Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
2. Develop a metalanguage for discussing how images interact with language and other modes of communication
3. Evaluate how multimodal texts and environments for children support learning and literacy development
4. Develop a strong understanding of how to promote the development of critical visual

and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments

5. Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

6. Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## **General Assessment Information**

### **Full assignment instructions**

This Unit Guide provides a brief description only of each required assessment piece. Full instructions are provided via the ECED886/ECHX886 Essentials document, which will be available on the iLearn site from Day1 of Session 1.

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you prepare and submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format. The presentation component of Assignment 2 must be submitted through VoiceThread.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

### **Please note:**

- Students should regularly save a copy of all assignments before submission.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### **Requesting a re-assessment of an assignment**

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

#### **Note:**

- Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a higher/lower or unchanged grade.
- Grades are standards referenced and effort is NOT a criterion.

### **Descriptive Criteria for awarding grades in the unit**

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

*Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

### **Withdrawing from this UG Unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

### **Results**

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#)

## Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1	20%	No	1 April 2019
Assignment 2	50%	No	9 May 2019
Assignment 3	30%	No	fortnightly by 14 June 2019

### Assignment 1

Due: **1 April 2019**

Weighting: **20%**

*Critical comparison of images of children and childhood*

Analyse 2 advertisements showing images of children and/or advertising products for children. Using this analysis, discuss what ideas about children and childhood are conveyed and how these ideas function in the social context to which the images belong.

On successful completion you will be able to:

- 1. Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- 5. Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- 6. Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

### Assignment 2

Due: **9 May 2019**

Weighting: **50%**

*Analysing visual-visual and visual-verbal relations in picture books*

Analyse how relations between images and between language and images in two picture books present different ideas about children and childhood and engage their readers. Record and submit a presentation on the key results and interpretation of the analysis, and a reflection on the multimodal literacy demands of this task.

On successful completion you will be able to:

- 2. Develop a metalanguage for discussing how images interact with language and other

modes of communication

- 3. Evaluate how multimodal texts and environments for children support learning and literacy development
- 5. Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- 6. Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## Assignment 3

Due: **fortnightly by 14 June 2019**

Weighting: **30%**

*Study Guide - Online participation and collaboration*

Students post responses to study guide tasks online and respond to peer postings/contributions in a constructive and collaborative way that supports the unit as a community of learners. Students write one extended response (800-1000 words) to a study guide task in Module 3 that demonstrates their ability to evaluate toys and/or picture book apps and/or multimodal environments for children and make recommendations for the design and use of the analysed toys/environment based on this analysis.

On successful completion you will be able to:

- 1. Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- 2. Develop a metalanguage for discussing how images interact with language and other modes of communication
- 3. Evaluate how multimodal texts and environments for children support learning and literacy development
- 4. Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- 5. Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- 6. Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## Delivery and Resources

**Study commitment**

**All students** are expected to view relevant lectures and complete the specified reading preparation before completing online learning tasks. This unit does not have internal/on-campus classes and attendance requirements. To complete this unit successfully, all students are expected to actively contribute to online discussions, and must complete and submit all three assignments.

Students are expected to view all lectures. **The lectures will be recorded and made available progressively by Wednesday each week.** Students can access them by clicking on the link to ECHO360 (on the right side of the screen) on the unit's iLearn website. Some lectures may be made available ahead of the schedule.

As this is a 4 credit point unit, it is estimated that students will need to spend 10-12 hours a week over 13 weeks (approximately 150 hours over the course of the session) working on this unit to achieve a passing grade. This commitment includes accessing the unit's iLearn website at least twice a week and participating in online discussions, listening to recorded lectures, reading and studying, working on assignments.

### **Participation requirements**

As postgraduate students, you are expected to participate fully in this unit, be self-directed in your learning, and approach the unit content with enthusiasm. To achieve a passing grade, you need to:

- listen to all lectures
- complete, post and discuss study-guide tasks online
- complete the required readings and participate in online discussions
- complete and submit all assignments
- complete all required readings
- check the unit's iLearn website at least twice a week

### **STUDY RESOURCES**

#### **Required readings and other resources**

**Kress & Van Leeuwen (2006). *Reading Images: Grammar Of Visual Design*, 2<sup>nd</sup> edition. Routledge: London & New York. [Please use e-book available through MQ library as a 3rd edition is expected to be published in 2019.]**

**Serafini, Frank. (2014). *Reading the visual: an introduction to teaching multimodal literacy*. New York: Teachers College Press.**

There are also required readings and other resources that will be available through the library's e-reserve collection and/or the unit's iLearn website. All required and recommended readings are listed in the ECED886/ECHX886 Essentials document available through the iLearn website.

#### **Access to iLearn and technical assistance**

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.



Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](http://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

No extensions will be given for any technical issues. Allow enough time for your submissions.

## Unit Schedule

**Please consult the ECED886/ECHX886 Essentials document for the most up-to-date readings and schedule details.**

	Week	Topic	Required reading
<b>Module 1:</b> Reading images & ideologies of childhood in advertising	Week 1 25 February	Introduction to the unit <ul style="list-style-type: none"> <li>What is multimodality?</li> <li>Ideologies/images of childhood</li> <li>What is critical literacy?</li> </ul>	<ul style="list-style-type: none"> <li>Serafini (2014), Chapter 1 &amp; 2</li> <li>Bond (2014)</li> <li>Comber (2013).</li> </ul>
	Week 2 4 March	Reading images: interpersonal meaning	<ul style="list-style-type: none"> <li>Kress &amp; Van Leeuwen (2006), Chapter 4.</li> <li>Kress &amp; Van Leeuwen (2006), Chapter 5.</li> <li>Painter (2008)</li> </ul>
	Week 3 11 March	Reading images: ideational meaning	<ul style="list-style-type: none"> <li>Kress &amp; Van Leeuwen, (2006), Chapter 2, pp. 43-50; pp.59-78;</li> <li>Kress &amp; Van Leeuwen (2006), Chapter 3, pp.79-83; pp. 87-90; 105-113.</li> </ul>
	Week 4 18 March	Reading images: Textual meaning & combining the three perspectives	<ul style="list-style-type: none"> <li>Kress &amp; Van Leeuwen (2006): Chapter 6.</li> <li>Kress &amp; Van Leeuwen (2002)</li> <li>Almeida (2009)</li> </ul>
<b>Module 2:</b> Picture books and ideologies of childhood in children's picture books	Week 5 25 March	Ideologies of childhood in advertising	<ul style="list-style-type: none"> <li>O'Barr (2008)</li> <li>Serafini (2014): "Exploring advertisements" (pp. 143-148)</li> </ul>
	<b>Assignment 1 due 1 April 2019</b>		

	Week	Topic	Required reading
	Week 6 1 April	Ideologies of childhood in children's literature  Picture books: genres and themes	<ul style="list-style-type: none"> <li>• Serafini (2014), Chapter 6</li> <li>• Sunderland &amp; McGlashan (2012)</li> </ul>
	Week 7 8 April	Picture books: visual-visual and visual-verbal relations	<ul style="list-style-type: none"> <li>• McDonald (2017), Chapter 12</li> <li>• Painter (2007)</li> <li>• Painter, Martin &amp; Unsworth (2013), Chapter 5</li> <li>• Serafini (2014), Chapter 7</li> </ul>
	<b>ZOOM WEB CONFERENCE: 9 April 2019 @ 8pm</b>		
	<b>University Mid-Session Recess</b> <b>15-28 April 2019</b>		
<b>Module 3:</b> Toys and 3D & hypermedia environments for children	Week 8 29 April	Postmodern picture books & children reading picture books	<ul style="list-style-type: none"> <li>• Pantaleo (2014)</li> <li>• Serafini (2014): "Exploring postmodern picturebooks" (pp. 105-110)</li> <li>• Torr (2008)</li> </ul>
	Week 8 29 April	Picture books on TV/film and in hypermedia	<ul style="list-style-type: none"> <li>• Hateley (2014)</li> <li>• Zhang, Djonov &amp; Torr (2016)</li> <li>• Zhao &amp; Unsworth (2017)</li> </ul>
	<b>Assignment 2 due 9 May 2019</b>		
	Week 9 6 May	Analysing 3D objects: toys and kinetic design	<ul style="list-style-type: none"> <li>• Barthes (1972): "Toys"</li> <li>• Caldas-Coulthard &amp; Van Leeuwen (2002)</li> <li>• Van Leeuwen (2016)</li> <li>• Van Leeuwen (2009)</li> </ul>
	Week 9 6 May	Analysing 3D spaces for children	<ul style="list-style-type: none"> <li>• Kress &amp; Van Leeuwen (2006), Chapter 8.</li> <li>• Nixon (2011)</li> <li>• Stenglin (2009)</li> </ul>

	Week	Topic	Required reading
	Week 10 13 May	ECED/ECHX825 Professional Experience Block	
	Week 11 20 May	No ECED886 lectures, readings or assignments due.	
	Week 12 27 May	<i>To allow students who are completing ECED825/ECHX825 to complete Assignment 3 on time, Module 3 lectures will be available at least a week ahead of the dates against which they are listed in this schedule.</i>	
	Week 13 3 June	<b>Complete any remaining postings for Assignment 3.</b>	
<b>Assignment 3: Postings are due during the relevant module!</b>  <b>Turnitin record due 14 June 2019</b>			

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

**Special Consideration Policy and Procedure**  
<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other *iLearn* communication functions

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study

strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- 1. Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- 3. Evaluate how multimodal texts and environments for children support learning and literacy development
- 4. Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- 6. Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## **Assessment task**

- Assignment 2

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- 2. Develop a metalanguage for discussing how images interact with language and other modes of communication
- 3. Evaluate how multimodal texts and environments for children support learning and literacy development
- 4. Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- 5. Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- 6. Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- 2. Develop a metalanguage for discussing how images interact with language and other modes of communication
- 3. Evaluate how multimodal texts and environments for children support learning and literacy development
- 4. Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- 5. Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- 6. Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## **Learning outcomes**

- 2. Develop a metalanguage for discussing how images interact with language and other modes of communication
- 3. Evaluate how multimodal texts and environments for children support learning and literacy development
- 5. Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.



This graduate capability is supported by:

## **Learning outcome**

- 6. Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- 1. Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- 3. Evaluate how multimodal texts and environments for children support learning and literacy development
- 4. Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- 6. Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## **Assessment tasks**

- Assignment 1
- Assignment 3