

# Tutorial 5.2: Creating a Learning Module

The screenshot shows a web browser displaying a Learning Module page. The page title is "The Hunger Games Film Study" with the subtitle "Language and Visual Literacy". It is produced with Scholar. The creator(s) listed are Rita van Haren, Tegan Keogh, Jennifer Nott, Rachael Radvanyi, and Prue Gill. The abstract states that the popularity of the Hunger Games Trilogy has been surpassed by the films, and the module focuses on visual strategies for grade 9 students. The keywords are Film, Visuals, Language, Characterization, Theme, Essay, and Advertising Techniques.

## 1. Control in Society

### For the Student


In this learning module, you will investigate:

- How characterisation and plot reveal themes?
- How authors' intent is evident in texts, including film texts?
- What visual choices film creators make when they interpret a text?


**Learning Intention:** To look at how people are manipulated in reality tv shows. To compare and contrast how the game makers control the players.

What reality TV shows, if any, do you watch? Which ones are most popular amongst students in your class? Use a [Think-Pair-Square](#) to discuss your ideas and then do a class vote to find out which ones are most popular.

Look at the excerpts from TV reality games, e.g., Survivor, the Biggest Loser, and also a short clip about the use of security cameras in an English city, entitled "Real Big Brother". You might also find your own clips from shows such as "Big Brother".



### For the Teacher



**Control in Society**

**Purpose**

This activity is designed to link the learning to students' life worlds and to draw out their experiences of control in society through looking at popular reality TV shows and more widely in their neighbourhoods by considering the use of security cameras. Initial activities have a strong focus on collaborative discussion, both face-to-face and online, so this is established as central to the learning in this unit of work.

**Teaching Tips**

In selecting the clips from reality TV shows, select what is currently popular. Shows such as Masterchef, MKR and The Farmer Wants a Wife can also be used as these shows include "gamemakers" who control the contestants.

**Note:** This learning module was designed using the [Learning by Design](#) framework.

**Australian Curriculum**

**Year 9 English**

**Literacy**

**Interacting with others**

Use interaction skills to present and discuss an idea and to influence and engage

## 5.2.1 Before You Start

A Learning Module is a hybrid work which crosses the legacy educational practices of lesson plan, syllabus and textbook. Unlike a lesson plan which is mainly written for a teacher's design purposes, a learning module has both teacher and learner sides.

- On the left side of the screen you speak to learners in "classroom discourse," however in the case of the learning module, in a dialogical mode, rather like social media.
- On the right side of the screen, you speak to other teachers in the professional discourse of the curriculum and pedagogy.

Unlike a syllabus, a learning module contains content as well as an outline of coverage. And unlike a textbook which typically summarizes and transmits content for learners to remember, a learning module curates a variety of digital media and web content (links, embedded media etc.). It establishes a dialogue with and between learners, positioning them as active seekers and producers of knowledge.

The Learning Module architecture is agnostic about pedagogy. You could create in the same design as conventional learning management systems or MOOCs. You could, for instance, deliver video lectures as Updates into learners' activity streams in the Community app, then check what students have remembered with CGScholar Knowledge Surveys.

However, this would be to squander the affordances of CGScholar as a social learning space, and the potentials of "reflexive pedagogy." In an ideal Learning Module, you will create some or all of:

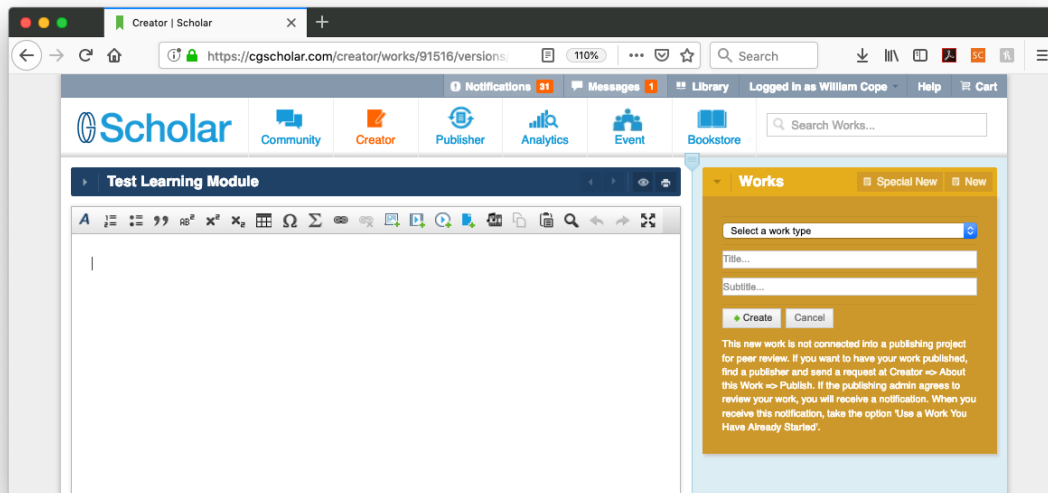
1. *Admin Updates* in the Community app, with textual, image, video and other content, prompting learner response and interaction with each other in the comments area below the post.
2. *Learner Updates* where learners share content knowledge that they have researched in a "jigsaw" fashion (adding and piecing together different pieces of an intellectual puzzle). Learners can also be expected to comment on each other's updates.
3. *Peer-reviewed Projects* in the Creator app, with prompts for multimodal writing and assessment rubrics.
4. *Information Surveys* which solicit opinions.
5. *Knowledge Surveys* in the form of quizzes or item-based texts which solicit answers that are potentially right or wrong.
6. *Learning Objectives* in the abstract of the Learning Module, and intended learning level. Keywords describing content.
7. *Pedagogical Rationales* for activities, how-to-instructions, teaching suggestions, standards mapping, and supplementary resources for the right (admin) side of the screen.
8. *Assessment Strategies* in the form of settings created for the intended learning community in the admin area of the Analytics app.

For examples of Learning Modules, visit the CGScholar Bookstore:

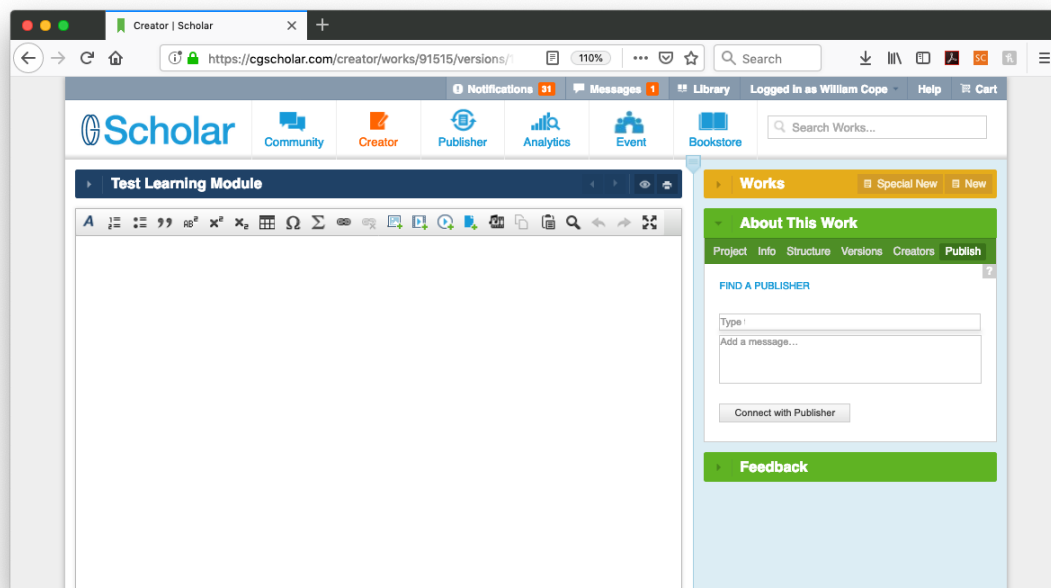
- The [Literacies](#) series. Take [this link](#) for more on the theory and practice of Literacies.
- The [Learning by Design](#) series. If you chose to use the Learning by Design pedagogy it is [described here](#). Cut/paste the Learning by Design icons to be [found here](#).
- The [Higher Education](#) series.
- The [Learning Design and Leadership](#) series.

## 5.2.2 Starting a New Learning Module

There are three ways to start to create a Learning Module:

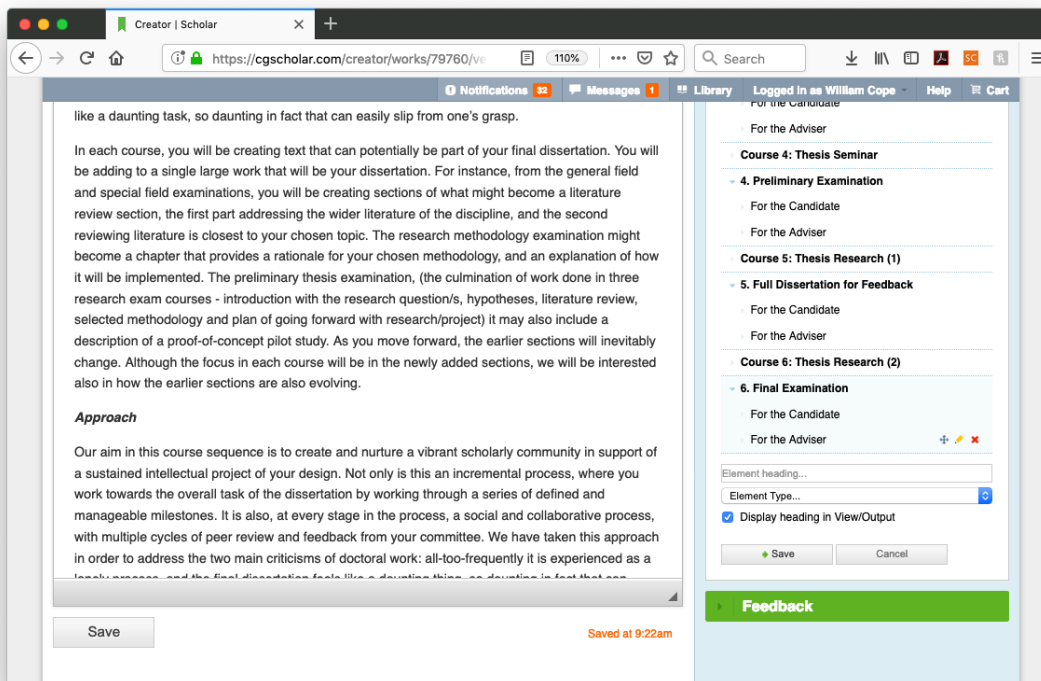
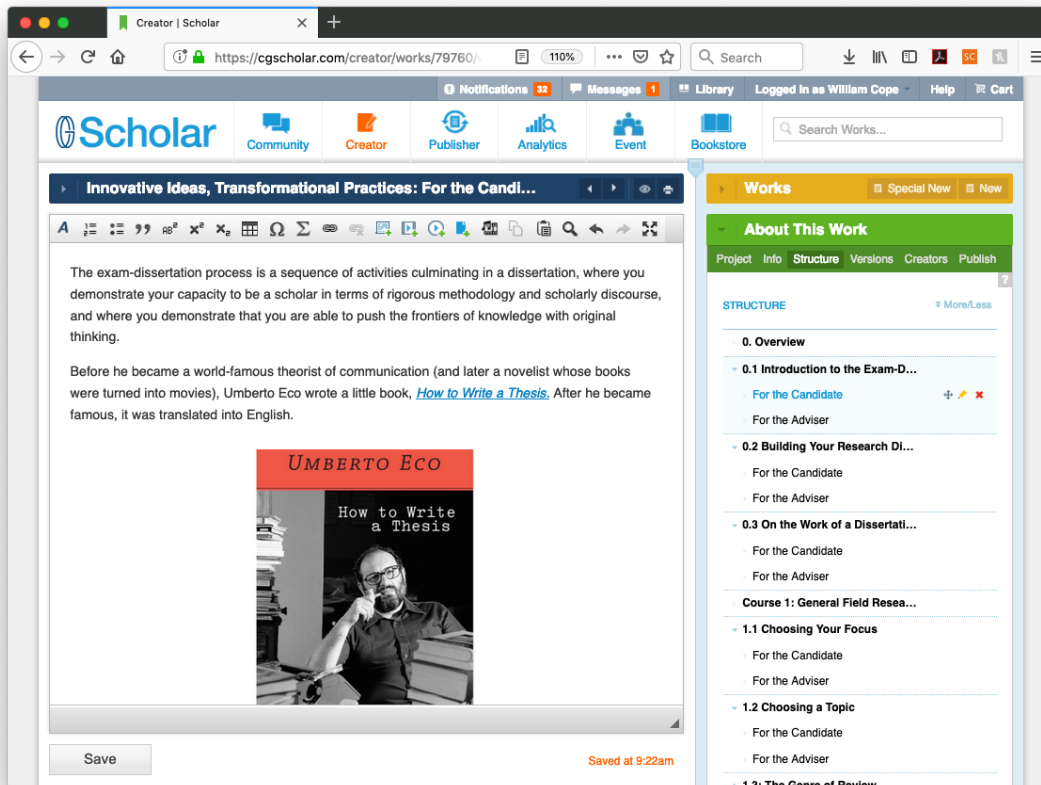


1. You can start to create a new Learning Module at Works => New. You might decide to Share this directly to your personal profile page or a community where you admin at About This Work => Info => Share.



2. You might look for Publisher who will either publish it directly or arrange a peer-reviewed project for you. Go to About This Work => Publish.
3. If you are part of a publishing project where participants are creating Learning Modules, you will receive a request from an admin via the CGScholar notifications and email to create a peer-reviewed Learning Module. Take the link in the request and you will reach a blank Learning Module.

## 5.2.3 Formatting a Learning Module



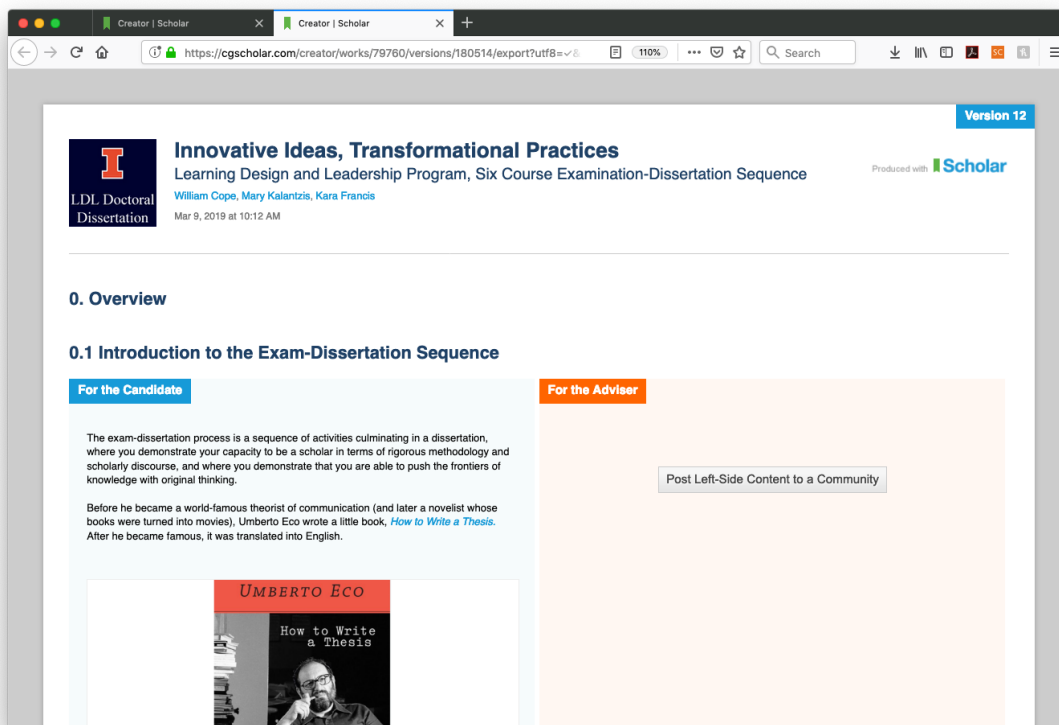
Go to About This Work => Structure. When you go to create a new element, you will find the following different kinds of element that are possible in a Learning Module:

- *Full Width Section*: creates a heading followed by a section that crosses both columns.

- *Two-sided Section*: creates a heading for a two-column section.
- *Left (Member) Side of a Two-sided Section*: for content that a teacher can post to learners.
- *Right (Admin) Side of a Two-sided Section*: contains curriculum objectives, standards or advice to other teachers.

How to use the Structure tool to create a learning module:

1. Create a new element by selecting [Add New] at the bottom of the Structure tab.
2. Use the pencil tool to rename the "Untitled Element."
3. Select the Element Type. Two-sided sections must begin with a Two-sided Section. They should then be followed, first by a Left Side Element, then a Right-Side Element. Name these according to the roles for members (e.g. For the Student) or admin (e.g. For the Teacher). Then use the drag + tool to pull these to the right, as illustrated in the screenshots above.
4. Drag and drop sections as your learning design evolves. Wait until the spinner stops and a green check/tick mark appears to be sure you have saved before you make another move.
5. Add Abstract, Keywords and Work Icon at About This Work => Info => Work.
6. Regularly take the Export icon in the dark blue bar above the edit screen, selecting [View in Browser] to check that all is presenting the way you expect.



Some recommendations when writing Updates:

- If at all possible include media for students to make your Update interesting (such as an image or a video). One measure of potential engagement of an update should be, "how interesting would this update feel in social media?"
- End the Update with a prompt or request for learners to comment or discuss. Updates are not (just) about delivering content. They should nurture dialogue! Suggest that learners talk among themselves, starting their comment with @Name as they address others already in the conversation.
- If your learners are working in an unrestricted community, suggest the kind of Update that you would like them to make. (Restricted communities only allow admins to make updates. Unrestricted communities allow any community member to make an update.) In this way, learners become co-designers of the learning and co-contributors to course content.
- Have learners read and discuss peer-reviewed Works when they are published to the community page. In this way as well, students are contributing learning content in a culture of collaborative knowledge creation.