Suggested Reference

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TERNZ Conference

A collaborative approach to integrating academic and information literacy into a Media Film and Television undergraduate curriculum

Dr Brenda Allen, Academic
Dr Hamish Cowan, Learning Adviser
Sarah Etheridge, Subject Librarian
Neda Zdravkovic, Learning Services Librarian

November 2015
Collaborative constitution and processes

• First time with an academic fully engaged
  – Equal member of the team
  – Meeting face to face
  – Working together on design

• First contact:
  – Writing and study skills workshops – falling attendance
  – Increasing budgetary restraints - funded for one semester
  – Potential to make a difference in student achievement
  – Buy-in by HOD
• FTVMS 215G
Reading Contemporary Film

• Close reading of movies

• Weekly close reading tasks

• Essay 2 Results 2015

• 78% of those who used 6 or more of the weekly activities increased their mark for Essay 2 compared with Essay 1

• 54% of those who used 5 or fewer of the weekly activities increased their mark for Essay 2 compared with Essay 1
• Australia on Screen FTVMS 329

• 15 students

• All completed the module

• 100% pass rate for the course

• Median B+/A- cusp
FTVMS 339: Essay Assignment Part A: What is my essay topic?

This online activity will help you to select two comparative examples of propaganda and formulate your essay topic. You must complete all tasks. Your grade will be determined by the content of your answers.

- Work on your answers in boxes below and click Save after each answer. Save your work regularly.
- This site DOES NOT AUTOSAVE. The interface times out after 1 hour.
- Go to Download activity to download your activity as Word file and print it. Attach an assignment cover sheet and place it in the assignment box, Arts 1 Building (206) reception, 14a Symonds St, no later than 3pm on Friday, January 23, 2015.

1. Choose topic

1. What type of propaganda do you wish to research?

Wartime propaganda

Save
Feedback to student X (gained 8/10 for online module)

PART B (ESSAY) 36/40
The online module was the beginning of a process that obviously continued after its completion and the issues raised in the above comments were largely overcome. Your organisational overview set the scene for the content analysis that was usefully broken into sections that examined specific propaganda purposes. ...

Feedback to student Y

PART A (ONLINE MODULE) 4/10
A comparison of British and American poster propaganda in WW2 is a valid topic but you have not made full use of this module to develop your thinking on your subject. Your first 10 responses do not show any real development of the subject and to say that there are no obvious differences between the two chosen examples “at the moment” indicates insufficient thought has been given to the matter. You may also find it difficult to establish that your chosen categories “patriotic” and “sentimental” are mutually exclusive. You arrived at an acceptable topic but did not demonstrate that you had put much work into preparing for the module.
(Grade D+, fail)

PART B (ESSAY) 28/40
Your essay would have been better had you spent more time analysing the posters. Some of your comments suggest a superficial appraisal e.g. your comprehension of the United We Win poster was deficient (it was in an aircraft construction factory and unity was expressed on various planes including racial harmony). You expressed a desire to apply semiotic analysis but did not use this to full effect, missing key symbolic elements (e.g. above). You do note numerous elements and in the posters are draw valid comparisons but could have looked more deeply at the impact of Britain’s population being under direct attack while the US mainland was safe. You provided a good bibliography but could have made greater use of this research in the essay. (grade: B, so better if not actually sparkling)
Collaborative Beginnings
2013
Make us an online “Library tutorial”

• Stage 1 Media Film and Television course
• 500+ students
• Assessment worth 10%
• Collaboration

Margaret  Neal  Neda  Sarah  Hamish

FTVMS lecturers  Libraries and Learning Services staff
MY ASSIGNMENT RESEARCH PATH

What is the assignment question asking me to do?

Assessment 2

Where and how do I find readings for my assignment?

OK, you've got your assignment question — what next?
Follow the steps in this tutorial to complete your assignment.

How do I reference?

Are the readings good enough?

How do I write my essay?
## Essay assignment results 2012 v 2013

<table>
<thead>
<tr>
<th>Grade</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>B</td>
<td>30%</td>
<td>46%</td>
</tr>
<tr>
<td>C</td>
<td>45%</td>
<td>31%</td>
</tr>
<tr>
<td>D</td>
<td>12%</td>
<td>8%</td>
</tr>
</tbody>
</table>

![Graph showing comparison of essay assignment results 2012 vs 2013](image)
2014
MFT Year 2 & 3 curriculum mapping

• Analysed individual course learning outcomes and objectives
• Analysed individual course assessment tasks
• Existing academic & information literacy (AIL) support
• Mapped course curricula against UoA Graduate Profile and Research Skills Development (RSD) framework
• Identified opportunities for integrated AIL support and collaboration with faculty.
Collaborative approach to integrated AIL support – AIL TEAM 2015

– MFT Academic Skills Tutor (Dr Brenda Allen)
– MFT Subject Librarian (Sarah Etheridge)
– Learning Services Librarian (Neda Zdravkovic)
– Learning Advisor (Dr Hamish Cowan)
– MFT faculty and course convenors (Dr Margaret Henley, Dr Gavin Ellis)
The FTVMS 339 Essay Assignment Part A - What is my essay topic? assignment activity will help you to select two comparative examples of propaganda and formulate your Essay Assignment Part B topic. You must complete all tasks.

(10%, due 3pm Friday, January 23, 2015)
2015 - FTVMS: My assignment research and writing path generic module

<table>
<thead>
<tr>
<th>CORE ATTRIBUTES</th>
<th>AIL ATTRIBUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research skills</td>
<td>Analysis of the assignment topic/ theme/ task</td>
</tr>
<tr>
<td></td>
<td>Finding literature</td>
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<tr>
<td></td>
<td>Selection and critical evaluation of literature/ information</td>
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<td></td>
<td>Formulate own research question (Year 3)</td>
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<td></td>
<td>Understand and apply information search process</td>
</tr>
<tr>
<td>Reading &amp; critical thinking/ analysis</td>
<td>Reading skills - critical analysis of the key concepts, theories and ideas from literature</td>
</tr>
<tr>
<td></td>
<td>Close textual analysis of a film scene</td>
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<td></td>
<td>Synthesis of theory &amp; key ideas</td>
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<tr>
<td></td>
<td>Formulating well-structured arguments</td>
</tr>
<tr>
<td>Academic integrity</td>
<td>Referencing using recommended referencing style(s) - MLA</td>
</tr>
<tr>
<td></td>
<td>Quoting &amp; paraphrasing</td>
</tr>
<tr>
<td>Academic writing skills</td>
<td>Apply appropriate essay structure model</td>
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<tr>
<td></td>
<td>Paragraph structure</td>
</tr>
<tr>
<td></td>
<td>Topic sentences</td>
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<tr>
<td></td>
<td>Film review - critical, thematic, stylistic and cultural analysis</td>
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<tr>
<td></td>
<td>Literature review</td>
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<tr>
<td></td>
<td>Research essay</td>
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<td>Critical reflection report</td>
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<td>Position paper</td>
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<td></td>
<td>Analytical commentaries</td>
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<tr>
<td></td>
<td>Formulate a thesis statement</td>
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<tr>
<td>Communication skills</td>
<td>Presentation skills</td>
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<tr>
<td>Study skills</td>
<td>Time management &amp; Exam preparation</td>
</tr>
<tr>
<td>Professional attributes</td>
<td>Careers awareness - understanding of professional attributes</td>
</tr>
</tbody>
</table>
Learning Adviser Perspectives

• Learning is transformative
• Learning is sustained change (i.e. meaningful and memorable)
• Prompting self-initiated inquiry
• Prompting originality of ideas
Example 1 from a student's essay titled:

Discuss the ways in which Gosford Park’s depiction of upstairs and downstairs and interdependence of the socio-economic classes.
An essay introduction should open with a fact or reference relating to your set topic.

Directed by Robert Altman, *Gosford Park* (2001) takes a look at the inner workings of a monolithic British icon - the stately home. By exposing the inner workings of both the upstairs and downstairs and those who inhabit them, Altman brings forth class tensions, idiosyncrasies and vices. Set in 1932, during the decline of the British Empire and aristocracy both, *Gosford Park* is an exploration and exposition of these two social strata and their contentions, similarities and symbiosis. In this film, classes that seemingly couldn't be any more different are revealed to have more complex and intertwining relationships than are obvious at first glance.

Your thesis statement influences how you plan the rest of the essay. The sub-points in your body paragraphs present the argument for your thesis. As you draft your essay you can change your thesis statement, but be sure to carry the changes through to your argument in the body paragraphs.
Questions?
1. What is your view of the academic & information literacy activity (AIL) example provided?

2. Would you consider applying similar approach to your coursework/assessment design?

3. Who would you collaborate with?
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