

LEARNING AND ASSESSMENT PLAN
Research Methods (REM)

COLLEGE DETAILS

| | | | |
|---------------|----------------------------|-----------------|-------------|
| College name: | VUIT – Creative Industries | Teacher name/s: | Lisa Cianci |
|---------------|----------------------------|-----------------|-------------|

COURSE DETAILS

| | | | | |
|---|--|---------------|------------------------------------|-----------------|
| Course code: | CUV60411 | Course Title: | Advanced Diploma of Graphic Design | |
| Day(s) & Time(s) or attach timetable: | <i>See weekly outline as separate document</i> | | | No of Weeks: 17 |

SUMMARY OF CORE COURSE UNITS

| Unit Code | Unit Title | Core / Elective |
|------------|--|-----------------|
| BSBCRT601A | Research and apply concepts and theories of creativity | Core |
| | | |

SUMMARY OF ALLOCATION OF HOURS

| FACE TO FACE | SELF DIRECTED | INDUSTRY PLACEMENT |
|--------------|---------------|--------------------|
| 34 | 0 | 0 |

ASSESSMENT OUTCOME – Competency Based Assessment and Graded Scored Assessment

| |
|------------|
| COMPETENCY |
|------------|

| Timeframe | Units of Competency | Learning Content (Topic) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|---|--|--|---|
| Class 1 | BSBCRT601A | <p>Introduction to Unit, over view of all assessments and class structure.</p> <p>Deliver first major project brief – Explorer of the World Journal.</p> <p>There are weekly activities and tasks to be done (11 in total) which are required to be completed in class and are part of the Explorer Journal entry. The tasks can change in delivery weeks pending what is happening at the time in Melbourne. For example an exhibition may be on earlier than when that task has been assigned. - so bring it forward.</p> <p>Lecture 1 – Qualitative verses Quantitative.</p> <p>Topic: Introduction to research concepts and theories of creativity</p> <p>Resource - Read How to be an Explorer of the World, Keri Smith</p> <p>Explorer of the World: class activity 1. Become an investigator.</p> <p>Resources required: Student groups of 4 A2 craft paper Pens, pencils, glue, scissors, magazines</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> | Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions | Observation Discussion Oral presentation Project Journal | Computer lab Internet connection Projector Handouts Workshop Product Development |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

| Timeframe | Units of Competency | Learning Content (Topics) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|---|--|--|---|
| Class 2 | BSBCRT601A | <p>Lecture 2 – Introduction to the Triangulation method</p> <p>Topic: Introduction to research concepts and theories of creativity</p> <p>Explorer of the World: class activity 2. Beverage product launch.</p> <p>Resources required: Student groups of 4 A2 craft paper Pens, pencils, glue, scissors, magazines</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> | Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions | Observation Discussion Oral presentation Project Journal | Computer lab Internet connection Projector Handouts Workshop Product Development |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

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|-----------|---------------------|--|--|---|---|
| Class 3 | BSBCRT601A | <p>Guest Industry Presentation</p> <p>Topic: To expand knowledge and understanding of creativity through the review and critical analysis of the guest presentation</p> <p>Explorer of the World: class activity 3. One year out</p> <p>Resources required: Student Q and A session</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> | <p>Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions</p> | <p>Observation Discussion Oral presentation Project Journal</p> | <p>Computer lab Internet connection Projector Handouts Workshop Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

| Timeframe | Units of Competency | Learning Content (Topics) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|---|--|---|---|
| Class 4 | BSBCRT601A | <p>Topic: Introduction to research concepts and theories of creativity</p> <p>Explorer of the World: class activity 4. Design with your senses</p> <p>Resources required: 4 examples of food products Student groups of 4 A2 craft paper Pens, pencils, glue, scissors, magazines</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> | <p>Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions</p> | <p>Observation Discussion Oral presentation Project Journal</p> | <p>Computer lab Internet connection Projector Handouts Workshop Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

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|-----------|---------------------|---|--|---|---|
| Class 5 | BSBCRT601A | <p>Topic: Introduction to research concepts and theories of creativity</p> <p>Explorer of the World: class activity 5. Sound Map</p> <p>Resources required: CBD Excursion</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> | <p>Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions</p> | <p>Observation Discussion Oral presentation Project Journal</p> | <p>Computer lab Internet connection Projector Handouts Workshop Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

| Timeframe | Units of Competency | Learning Content (Topics) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|---|--|--|---|
| Class 6 | BSBCRT601A | <p>Topic: Introduction to research concepts and theories of creativity</p> <p>Develop and apply own theories on creative practice.</p> <p>Explorer of the World: class activity 6. Everything is a remix</p> <p>Resources required: Watch series 1, 2, 3 and 4 of Everything is a remix.</p> <p>http://everythingisaremix.info/watch-the-series/</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> <p>Activity Class discussion of the series content, and questionnaire.</p> | Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions | Observation Discussion Oral presentation Project Journal | Computer lab Internet connection Projector Handouts Workshop Product Development |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

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|-----------|---------------------|--|--|---|---|
| Class 7 | BSBCRT601A | <p>Topic: Introduction to research concepts and theories of creativity</p> <p>Develop and apply own theories on creative practice</p> <p>Explorer of the World: class activity 7. 50 things</p> <p>Resources required: CBD Excursion</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> | <p>Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions</p> | <p>Observation Discussion Oral presentation Project Journal</p> | <p>Computer lab Internet connection Projector Handouts Workshop Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

| Timeframe | Units of Competency | Learning Content (Topics) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|--|--|---|---|
| Class 8 | BSBCRT601A | <p>Topic: Introduction to research concepts and theories of creativity</p> <p>Develop and apply own theories on creative practice</p> <p>Explorer of the World: class activity 8. Pop Up!</p> <p>Resources required: Student groups of 4 A2 craft paper Cardboard Pens, pencils, glue, scissors, magazines</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> | <p>Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions</p> | <p>Observation Discussion Oral presentation Project Journal</p> | <p>Computer lab Internet connection Projector Handouts Workshop Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

| Timeframe | Units of Competency | Learning Content (Topics) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|--|---|---|--|
| Class 9 | BSBCRT601A | <p>Topic: Introduction to research concepts and theories of creativity</p> <p>Develop and apply own theories on creative practice</p> <p>Explorer of the World: class activity 9. Bansky – Exit through the gift store.</p> <p>Resources required: Watch - Bansky – Exit through the gift store. DVD can be hired from the library</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> <p>Activity Class discussion of the series content, and questionnaire.</p> | <p>Face-to-face</p> <p>Online</p> <p>Workshops</p> <p>Handouts</p> <p>Video</p> <p>Presentations</p> <p>Learning activities</p> <p>Excursions</p> | <p>Observation</p> <p>Discussion</p> <p>Oral presentation</p> <p>Project</p> <p>Journal</p> | <p>Computer lab</p> <p>Internet connection</p> <p>Projector</p> <p>Handouts</p> <p>Workshop</p> <p>Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

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| Timeframe | Units of Competency | Learning Content (Topics) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|--|--|---|---|
| Class 10 | BSBCRT601A | <p>Topic: Introduction to research concepts and theories of creativity</p> <p>Develop and apply own theories on creative practice</p> <p>Explorer of the World: class activity 10. The reinvention test</p> <p>Resources required: Student groups of 4 A2 craft paper Cardboard Pens, pencils, glue, scissors, magazines</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> | <p>Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions</p> | <p>Observation Discussion Oral presentation Project Journal</p> | <p>Computer lab Internet connection Projector Handouts Workshop Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

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|-----------|---------------------|---|--|---|---|
| Class 11 | BSBCRT601A | <p>Topic: Introduction to research concepts and theories of creativity</p> <p>Develop and articulate own theories on creative practice AND other different theories of creative thinking.</p> <p>Explorer of the World: class activity 11. ACCA Exhibition</p> <p>Resources required: Excursion to ACCA to review the latest exhibition</p> <p>Please refer to <i>Explore Activities</i> document for each activities detailed explanation.</p> | <p>Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions</p> | <p>Observation Discussion Oral presentation Project Journal</p> | <p>Computer lab Internet connection Projector Handouts Workshop Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

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|-----------|---------------------|--|---|---|--|
| Class 12 | BSBCRT601A | <p>Deliver second major project brief – You in numbers</p> <p>Topic: Interpreting quantitative research findings and applying this to a creative outcome.</p> <p>You in Numbers Task 1 Students to research themselves and start hinting for all the “numbers that are connected to them.</p> <p>Task 2 Students to research themselves and select what words represent their values.</p> | <p>Face-to-face</p> <p>Online</p> <p>Workshops</p> <p>Handouts</p> <p>Video</p> <p>Presentations</p> <p>Learning activities</p> <p>Excursions</p> | <p>Observation</p> <p>Discussion</p> <p>Oral presentation</p> <p>Project</p> <p>Journal</p> | <p>Computer lab</p> <p>Internet connection</p> <p>Projector</p> <p>Handouts</p> <p>Workshop</p> <p>Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

| Timeframe | Units of Competency | Learning Content (Topics) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|---|---|---|--|
| Class 13 | BSBCRT601A | <p>Topic: Interpreting quantitative research findings and applying this to a creative outcome.</p> <p>Class presentation 1. Research</p> <p>Student to present their research findings to the class. They are required to analyse and discuss any "surprises" they may have discovered about themselves.</p> | <p>Face-to-face</p> <p>Online</p> <p>Workshops</p> <p>Handouts</p> <p>Video</p> <p>Presentations</p> <p>Learning activities</p> <p>Excursions</p> | <p>Observation</p> <p>Discussion</p> <p>Oral presentation</p> <p>Project</p> <p>Journal</p> | <p>Computer lab</p> <p>Internet connection</p> <p>Projector</p> <p>Handouts</p> <p>Workshop</p> <p>Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

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| Timeframe | Units of Competency | Learning Content (Topics) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|---|--|--|---|
| Class 14 | BSBCRT601A | <p>Topic: Interpreting quantitative research findings and applying this to an creative outcome. Exploring alternative sources of ideas and thinking.</p> <p>Class presentation 2. Concept presentations Student to present their first concepts of their portrait. Class to give feedback.</p> | Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions | Observation Discussion Oral presentation Project Journal | Computer lab Internet connection Projector Handouts Workshop Product Development |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

| Timeframe | Units of Competency | Learning Content (Topics) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|--|--|---|---|
| Class 15 | BSBCRT601A | <p>Topic: Interpreting quantitative research findings and applying this to and creative outcome. Exploring alternative sources of ideas and thinking.</p> <p>Class presentation 3. Design refinement Student to present their final version of their portrait. Class to give feedback. Commence finish art and send to production</p> | <p>Face-to-face Online Workshops Handouts Video Presentations Learning activities Excursions</p> | <p>Observation Discussion Oral presentation Project Journal</p> | <p>Computer lab Internet connection Projector Handouts Workshop Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

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|-----------|---------------------|---|---|---|--|
| Class 16 | BSBCRT601A | <p>Class submissions</p> <p>Class submissions</p> <p>4. Exhibition</p> <p>Final A2 posters are to be submitted and placed in Level 17 exhibition space.</p> | <p>Face-to-face</p> <p>Online</p> <p>Workshops</p> <p>Handouts</p> <p>Video</p> <p>Presentations</p> <p>Learning activities</p> <p>Excursions</p> | <p>Observation</p> <p>Discussion</p> <p>Oral presentation</p> <p>Project</p> <p>Journal</p> | <p>Computer lab</p> <p>Internet connection</p> <p>Projector</p> <p>Handouts</p> <p>Workshop</p> <p>Product Development</p> |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

| Timeframe | Units of Competency | Learning Content (Topics) | Delivery Methods | Assessment Information | Physical Resources Required |
|-----------|---------------------|-------------------------------------|--|--|--|
| Class 17 | V | Assessment and feedback to students | Face-to-face Online Workshops Handouts Video Presentations Learning activities | Observation Discussion Oral presentation Project Submission | Computer lab Internet connection Projector Handouts |

Comments on Actual vs. Planned Delivery (comment on how the delivery went and include suggestions for improvement)

Delivered as planned Yes No

Notes:

Learning and Assessment Plan requires reviewing before next delivery:

Yes No

Student Evaluation Analysed and improvements implemented:

Yes No

Recorded in meeting notes:

Yes No

Teacher's signature: _____

Date: _____

Education Manager's signature: _____

Date: _____

| EXAMPLES OF DELIVERY METHODS | | | EXAMPLES OF ASSESSMENT METHODS | | |
|------------------------------|---------------------|--------------------|--------------------------------|--------------------|-------------------|
| face-to-face | mentoring | individual session | case study | written assignment | written test |
| group session | coaching | online | role play | observation | demonstration |
| email | chat sessions | workshops | discussion | questioning | presentation |
| handouts | video | simulation | portfolio | essay | workplace project |
| case studies | learning activities | work experience | workplace assignment | interview | simulation |
| Flex Ed | distance education | workplace delivery | report | oral presentation | work project |
| learner manuals | | | video | product | |