 Year 11/12 English Studies

Unit title

Digital Worlds: English and the Web (Elective Module)

Duration

5-10 weeks (at teacher selection of case study approach)

Unit rationale

Through the study of the module ‘Digital Worlds: English and the Web’, students develop and understanding of, and practical competence in, the use of language in a digital environment. They develop strategies that allow them to interact with the world through the use of digital mediums, such as the internet and social media, and strategies to develop their networking capacity. They will examine the problematic nature of digital worlds and its impact on the modern world. Students also develop the skills to interact safely, ethically and appropriately within a digital environment. The skills developed in the module assist students to access and comprehend information from digital sources and to analyse ideas and language used in digital texts.

Focus question(s)

* How does the world see me in the technological age?
* What is my role as a citizen of the digital world?

Outcomes

| Year 11 | Year 12 |
| --- | --- |
| ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace and social contexts for a variety of purposes  ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts  ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways  ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes | ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace and social contexts for a variety of purposes  ES12-2 identifies, uses and accesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts  ES12-3 accesses, comprehends and uses information to communicate in a variety of ways  ES12-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes |

Assessment outline

* Present a Linkedin profile
* Vlogger task

Suggested texts

* [Internet Live Stats website](http://www.internetlivestats.com/)
* Youth employment websites:
  + [yepaustralia.com.au](https://yepaustralia.com.au/)
  + [Youth Jobs PaTH](https://jobactive.gov.au/path?utm_source=Colombus&utm_medium=search%20&utm_campaign=PaTH%20&utm_term&gclid=CPjPkLmEjtoCFUUsvAodZfkK1g&gclsrc=ds)
* Fact checking websites and videos:
  + [ABC Media watch and fact checking](http://www.abc.net.au/mediawatch/)
  + [ABC Media Bites](https://iview.abc.net.au/collection/media-bites-latest-episodes%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20)
  + [Snopes.com](https://www.snopes.com/)
  + [FactCheck.org](https://www.factcheck.org/)
* Facebook and social media’s use of personal/private data:
  + [DATA MINING](https://www.youtube.com/watch?v=f2Kji24833Y) | The Checkout | ABC1
  + [FACEBOOK FRIENDS](https://www.youtube.com/watch?v=Ubkv7_tEuqE) | The Checkout
  + Ted Talk: [Creating a dystopia by clicking on advertisement](https://www.ted.com/talks/zeynep_tufekci_we_re_building_a_dystopia_just_to_make_people_click_on_ads/discussion?utm_campaign=social&&utm_source=mandiner&utm_medium=link&utm_campaign=mandiner_201803;utm_medium=referral&utm_source=facebook.com&utm_content=talk&utm_term=technology) (running time 22:56)
* Safe and ethical use of the net:
  + [Cybersafety in schools](https://www.education.gov.au/student-resilience-and-wellbeing-resources)
  + [Young and eSafe](https://esafety.gov.au/youngandesafe)
  + [Safe use of digital technologies](http://www.education.vic.gov.au/school/teachers/teachingresources/digital/Pages/safety.aspx)
* TV and Film
  + CSI: Cyber (TV series) or
  + Black Mirror (Season 3, Episode 1 – ‘Nosedive’) (TV series) or
  + The Net (film) or
  + The Social Network (film) or
  + Tron film

Program

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| Year 11  ES11-1 identify the main ideas and purposes of texts  Year 12  ES12-1 read, view and listen to texts to connect, interpret, and visualise ideas | **Background and web literacy**  Brainstorm students’ ideas about ‘digital technology’.  Questions could include:   * What is it? * Why do we use it? * What types do we use? * What is the World Wide Web? * What is the Internet? * What is the difference? * What is my responsibility as a citizen of the digital world?   Click onto [Internet Live Stats](http://www.internetlivestats.com/) website. **Discuss** the stats as they update.  **Discuss** the importance of the internet in today’s digital world. Discuss how it was, in a world before the internet and how it is now. Place this statement on the board: Accessibility of information is a good thing Teachers can touch on any or all of the following:  Can we trust the information? Is the information relevant, true, fact?  Instant gratification. “I want information here and now”. Impact on the digital world.  Students can research time without access to internet and the now, where the internet is at the tip of the students fingers.  Using the internet and the concept of “Fake News”.  Brainstorm student’s use of the internet specifically by asking them what they use the internet for.  Students construct a survey to ask students or staff within the school or faculty regarding their internet use.  When results are collated, students construct a written response that summarises the use of the internet by a large cross section of people. | Students demonstrate their understanding of terminology.  Students speculate on use of internet and technology.  Students reflect on their own use of the internet and technology and reflect on this through a written response. |
| Year 11   * **ES11-1** recognise the ways that social, community and workplace texts are constructed for particular purposes, audiences and contexts   ES11-3 use different strategies for finding information, for example taking notes to summarise and/or paraphrase information  Year 12  **ES12-1** explain how social, community and workplace texts are constructed for particular purposes, audiences and contexts  ES12-3  use different strategies for finding and recording information, for example taking notes to summarise and paraphrase information | Building networking skills  Brainstorm with class the idea of networking.  Prompt questions could include:  What is it?  Why do we use it?  What types do we use?  Can networking be completed in person or via digital means?  Time is assigned for teacher explicit instruction around this concept and how this can be used in students’ working lives.  Students examine these youth job websites – discuss further with Career Adviser.   * [jobactive.gov.au‎](https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwjakK2Yg4HaAhVWDisKHdCiC4UYABAEGgJzZg&ohost=www.google.com.au&cid=CAASEuRo089lGheLqQjHWopnWrwCpw&sig=AOD64_3QjE5kU0oGCDq-Relo820aHJ1_bQ&q=&ved=0ahUKEwjkjKaYg4HaAhUE2LwKHXkfBScQ0QwILQ&adurl=) * [yepaustralia.com.au](https://yepaustralia.com.au/)   After this, as a class, watch the YouTube/video resource on each of these websites. Access to laptops (BYOD) or a computer lab will assist in making this lesson run easy.  Students are encouraged to find other websites that might be valuable for youth employment in their school region or their area. Teachers to give time for students to collate information about their chosen websites and create a list of preferred sites and why.  *NOTE to teachers – School Career Adviser or Transition officer would be a valuable member of staff to support in this part of the unit. Some Career Advisers would value the opportunity to team teach this part of the program with you. School career advisers may give students up to date information on job search trends and regional websites.*  As a class, read Resource 1 – ‘[LinkedIn](http://au.pcmag.com/linkedin/9175/review/linkedin)’. Discuss the implications of this platform as a valuable tool in promoting your students’ skills to a wider audience. Another resource to explore is the parent app review website called ‘[Common sense](https://www.commonsensemedia.org/website-reviews/linkedin)’ on the subject of LinkedIn.  Students complete a writing activity based on the prompt ‘How can Youth Employment websites help me find a job?’ Success criteria can be scaffolded for students, listing the following:  An introduction listing how networking on the digital world is a valuable modern tool for job search.  Body paragraph 1 Discussing their chosen website merits and opportunities.  Body paragraph 2Discuss the process of applying to the website and ease of accessibility.  Body paragraph 3 (Depending on the ability of class/student) Students can list other contending websites and the skills promoted in each.  And/or  Conclusionstudents to conclude that using the digital world, as a valuable networking tool, to gain a variety of employment opportunities. | Students demonstrate their understanding of terminology.  Students complete writing activity that is appropriate to audience, context and purpose.  Students engage in the process of creating a job search profile on any of the listed websites. |
| Year 11  ES11-1 recognise the ways that social, community and workplace texts are constructed for particular purposes, audiences and contexts  ES11-6 form opinions on the effectiveness of particular types of texts in achieving their purposes  Year 12  ES12-1 explain how social, community and workplace texts are constructed for particular purposes, audiences and contexts  ES12-6 assess the effectiveness of particular types of texts in achieving their purposes | The internet and social media: positives and negatives of networking, privacy and the state of surveillance  List the following Big Idea words on the white board-  Privacy  Surveillance  Metadata  Data mining  Students discuss privacy in contemporary society. Allow students time to write their own definition of privacy surveillance and data mining. They should also include why they value privacy and why privacy is beneficial.  A class discussion should follow, with the prompt question, ‘Does anyone really value privacy anymore?’  Using a device, students explore the ways in which they can protect their privacy.  Google yourself – Students type their names into Google web search and examine the results. Record anything of interest.  Visit Choice’s ‘[Internet privacy and safety](https://www.choice.com.au/electronics-and-technology/internet/internet-privacy-and-safety)’ website. Students browse the articles, particularly around the use of privacy online.  Select an article for students to examine explicitly. Students read the article and make notes about what they read and how it is relevant to the concept of privacy in a digital world:   * What does the article offer advice about? * Identify technological jargon included in the article. List the jargon and their definition. * How could you apply the privacy advice to your own social media accounts and internet browsing? * What is a piece of advice you would give someone regarding their privacy online after reading this article? | Students demonstrate their engagement with their online worlds through the discussion of privacy.  Students can identify the Big Ideas and the issues surrounding the following:  Privacy  Surveillance  Metadata  Data mining  Students synthesise information from an existing source and present it using their own interpretations. |
| Year 11  ES11-2 use and interpret structural and language features, for example visual and aural cues, to identify main ideas, supporting arguments and evidence  Year 12  ES12-2 select from a broadening range of strategies to maintain focus on making meaning when accessing increasingly complex texts evidence | Ethical use of information in a digital world  Using a device, students investigate safe and ethical use of the internet.   * Suggested sites include: * [Cyber safety in schools](https://www.education.gov.au/cybersafety-schools) scroll down to Cyberbullying * [Safe and responsible use of digital technologies](http://www.education.vic.gov.au/school/teachers/teachingresources/digital/Pages/safety.aspx) * [Young and eSafe](https://esafety.gov.au/youngandesafe)   Students select the tab ‘I am responsible’ (from the Young and eSafe website) and prepare a checklist of responsibilities for engaging ethically with the internet. Students distribute their checklists to their peers and compare and contrast the similarities and differences between their lists. | Students demonstrate the ethical use of technology through safe browsing practices.  Students prepare a checklist of ethical practices while online. |
| Year 11  ES11-3  recognise and use ethical research practices  distinguish between facts and opinions presented in texts  Year 12  ES12-3  use ethical research practices, for example acknowledging sources and avoiding plagiarism and collusion  identify and assess facts and opinions presented in texts | Case study of advertising and data mining around the world: Facebook and social media  Social media selling private data to advertisers. This activity is designed to make students think about the information they share about themselves and the impact this information has on their consumer behaviour.  Useful links for this section include:   * [DATA MINING | The Checkout | ABC1](https://www.youtube.com/watch?v=f2Kji24833Y) * [FACEBOOK FRIENDS | The Checkout](https://www.youtube.com/watch?v=Ubkv7_tEuqE) * TED TALK: [Creating a dystopia by clicking on advertisement](https://www.ted.com/talks/zeynep_tufekci_we_re_building_a_dystopia_just_to_make_people_click_on_ads/discussion?utm_campaign=social&&utm_source=mandiner&utm_medium=link&utm_campaign=mandiner_201803;utm_medium=referral&utm_source=facebook.com&utm_content=talk&utm_term=technology)   Another reflective activity could be examining Social Media creating games to promote addictive behaviours (like Streaks and Candy Crush) to keep young adults on social media platforms.Some articles to assist are listed below.   * [Social media is as harmful as alcohol and drugs for millennials](file:///C:\Users\madler2.CENTRAL\AppData\Roaming\Microsoft\Word\Social%20media%20is%20as%20harmful%20as%20alcohol%20and%20drugs%20for%20millennials) * [Social media addiction a growing concern](http://www.abc.net.au/news/2013-02-21/social-media-addiction-feature/4533228)   Note: Teachers are encouraged to search for online articles and video clips to build on student knowledge about the impact of technology on student lives. This could lead to interesting and reflective conversations about young adult use of social media and mobile devices; and the overall impact of modern technology on the wellbeing of young adults.  Using a device, students **research information** on social media advertising and/or social media promoting games and encouraging addictive behaviours.  Extension activity: Switch off for a day!  Teachers could challenge their students to switch off their mobile device for a day. They can keep a written diary about the emotions they experience hour by hour. Or use a video diary to reflect on the emotions they experience (using their mobile device). They may choose to use the video diary clips into their vlog assessment task.  Students compile information into a presentation medium such as Microsoft PowerPoint, Microsoft Sway, Keynote (Apple) or Prezi. Students present the information they have compiled to the class and reflect on the wider implications for their own privacy, their own data and advertising in light of these articles. | Students engage with the online content in order to broaden their understanding of data mining for advertising, social media addiction and privacy concerns in the modern era.  Students synthesis their research into presentation mediums (vlog) that reflect their research and inform their audience. |
| Year 11  ES11-1 recognise implicit meanings to draw inferences  ES11-2 locate and extract information and ideas from texts to assist comprehension, for example skim read for general sense and scan for key information  ES11-3 locate and select information from a range of sources  Year 12  ES12-1 engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretation  ES12-2 monitor own comprehension and use a combination of strategies when meaning is lost, for example re-read to identify the main idea  ES12-3 locate and select information from a range of sources | Living in a world of fake news, conspiracy theories and urban legends  Discuss and brainstorm some of the strange rumours, conspiracy theories, urban legends and ‘news’ articles that have surfaced on the internet.  Students share their own experiences of falling for fake news and rumours online and on Facebook, Instagram or any Social media platform. As a teacher-led activity on a smartboard or projector, investigate the following clips and websites with students:   * ABC [Media watch](http://www.abc.net.au/mediawatch/) * ABC [Media Bites](https://iview.abc.net.au/collection/media-bites-latest-episodes)   Visit this site that “Keeps a watch on all those who work in, own or control the media.” They will have the latest media fact checking news.   * [ABC Fact Check](http://www.abc.net.au/news/factcheck/) – Visit some of the links here and discuss how the ABC ‘fact check’ sources and news events. * [Snopes.com](http://www.snopes.com) – Visit the archive and do a search of student rumours/urban legends they have read or heard about online. Read through these together and see if they are debunked. * [FactCheck.org](http://www.factcheck.org) – Students read the article ‘[Don’t get spun by internet rumours](https://www.factcheck.org/hot-topics/)’ and summarise the key points to remember when reading or viewing news online.   A responsible digital citizen  Get students to discuss what a responsible digital citizen looks like. Lead questions for discusion:   * What is critical thinking and what does critical thinking looks like? * Give instances of critical thinking on social media. What happened when the critical thinker challenged fake news or an urban legend?   Using a device, students visit [Young and eSafe](https://esafety.gov.au/youngandesafe).   * Students select the tab ‘I question things’ and prepare a checklist for engaging with critical thinking online. This can be a group or individual task. * Students distribute their checklists to their peers and compare and contrast the similarities and differences between their lists. | Students demonstrate knowledge of internet rumours or the knowledge that these rumours can exist.  Students synthesise information from the eSafety website into their own words. |
| Year 11  ES11-1 engage with a broadening range of texts that incorporate increasing levels of language complexity  ES11-6 explore a wide range of different types of texts to identify different strategies and styles of composing  ES11-2 predict meaning using text structures and language features  ES11-6 use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character’s back story  Year 12  ES12-1 engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretation  ES12-6 analyse a wide range of different types of texts, exploring the different strategies and styles of composing  ES12-2 interpret and draw inferences from structural and language features as well as the aural and visual cues used in texts  ES12-6 use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character’s back story | What’s the future?  Teacher selects a film, television series or documentary as a case study for this unit. These can be realistic or speculative in nature.  Examples include:   * CSI: Cyber (TV series) * Black Mirror (Season 3, Episode 1 – ‘Nosedive’) (TV series) * The Net (film) * The Social Network (film) * Tron (film)   Students complete active viewing tasks as appropriate to your context.  How has this case study influenced students’ perspectives on engaging within an online space? Invite students to complete one of the following activities as a contribution to their portfolio:   * Write a letter to their future self, predicting the social media pathway. * Write a letter to their past self, providing a warning or caution for what not to do in the online environment. * Interview an older relative or friend about life before the internet and write a report on the discussion. * Interview their favourite teacher and ask what they love and hate about using the internet in the classroom and write a report on the discussion. * Conduct a survey amongst their family and friends around social media use. What do people use? Why? Why not? What are the responders’ views on social media? Compile findings and write a report. | Students complete writing pieces using language appropriate to context, purpose and audience. |
| **ES11-2**  compose texts with an awareness of varying language to meet the requirements of audience, purpose and context  use writing as a tool to identify issues and express ideas  **ES12-2**  write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context  recognise and use evaluative language, for example emotive language and modality for particular purposes  use writing as a tool to identify issues and generate new ideas | Assessment task The last two weeks can be dedicated to the assessment task. Depending on student ability to manage and self-regulate their workflow.  Part 1 – BYOD Laptop or Computer Lab bookings  Students engage in creating a [LinkedIn](https://www.linkedin.com/) profile. Again teachers are encouraged to ask for their school’s Career Adviser to team teach or assist in this part of the task. This part will need explicit teacher guidance in the following:   * They are expected to complete the sections, including the components of education, career goals, talents and skills. * This profile must remain private. Show students how to adjust the profile settings to ‘Make my public profile visible to no one’. * Students are encouraged to look at different profiles and examine the language used to communicate skill set. Can they distinguish why a profile is “employable” and how that language compares to their own?   Student privacy must be protected and the assignment will be marked when students present their profile to their teacher/career adviser – as if they are presenting to a possible employer.  Part 2 – Mobile Phone device or BYOD Laptop  Students are encouraged to engage in some or all, Vlog questions, depending on student/class ability. Teachers allow five periods for the Vlog task. Explicitly discuss a Vlog transcript and ensure students engage in creating a transcript – the script does not need to be handed in with the task. The resource [How to shoot and edit amateur Vlogs that look pro](https://www.digitaltrends.com/photography/how-to-shoot-edit-your-own-video-blogs-vlogs/) can help your students build on their ICT knowledge.  The Vlog can focus on any of the videos, clips, articles or research they have engaged with the most. They can re-view a video or clip they engaged with, while teachers direct students to consider how composers use language and filming techniques to engage their audience successfully. Students should be directed to consider these video/dialogue methods to engage their audience.  Students then choose their topics and are encouraged to research their chosen topics further.  They can begin building their script and their vlog in class to ensure the task is finalised.  Possible end activity: Once Vlogs are marked, if appropriate, teachers may consider publishing student Vlog onto their school Website or school social media platform. | Student engages in the process of setting up a Linkedin account that summarises their experience and education so far. Students engage in the writing and preparing a script for a Vlog that discusses a variety of modern issues and express their opinions on the problematic nature of digital worlds and impact on the modern world. |

Reflection and evaluation

Invite students to complete the student reflection (Resource 2), then complete your own unit evaluation to support improved delivery next time (Resource 3).