Essential Skills

for Transition to Further Training

Project Report 2005

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College Sector Committee
for Adult Upgrading

Acknowledgements

Many organizations and individuals contributed to the success of this ambitious and far-reaching project.

They are:

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Introduction

The "Essential Skills for Successful Transition to Further Training Project" (Essential Skills Project) builds upon a large-scale, ongoing academic upgrading initiative involving Ontario's twenty-four colleges. For several years, the CSC has focused on the successful transition of Ontario Basic Skills (OBS) and Literacy and Basic Skills (LBS) students to further college training as required by their chosen career path. The primary goal of most students in college academic upgrading programs is postsecondary training.

The CSC conducted an extensive review of the outcomes necessary to ensure the continued access of OBS and LBS college graduates to further college training. This review went beyond merely gaining access to further training. It examined factors that ensured student success at the next stage of training. It also included an examination of the outcomes of those students graduating from the new secondary school curriculum to ensure that graduates of college upgrading programs were able to demonstrate the same outcomes.

The review process contributed to the development of the ACE Program, approved for delivery in July 2004 at all 24 colleges by the Colleges Branch of MTCU. ACE is a Grade XII Equivalent program. It is the level of programming generally accepted by colleges for admission to college-level, postsecondary programs and apprenticeship.

ACE courses include:
> Communications – English
> Communications – Français
> Communications – Anglais Langue Seconde
> Computer Skills
> Self-Direction
> Core Mathematics
> Apprenticeship Mathematics
> Business Mathematics
> Mathematics for Technology
> Biology
> Chemistry
> Physics

Students must successfully demonstrate mastery of all the learning outcomes in Communications (Anglais or Français), a Mathematics course, and any two other courses from the list to achieve ACE certification.

The review process involved looking at ACE learning outcomes by means of delivery "grids". The grids were very effective in identifying programming gaps. All twenty-four colleges participated in the review. To date, colleges have had three opportunities to provide input into the grids. An analysis of the grids revealed programming gaps in all ACE subject areas. One significant gap was identified in the area of Media Studies, which is part of Communications.

The primary purpose of the Essential Skills Project, then, was to continue the work of identifying gaps in the ACE curriculum and begin the process of filling those gaps. The goal of the Project was to promote consistency within the college system. It is anticipated that the development and widespread sharing of materials will ultimately result in cost-effectiveness for colleges.

The Project consisted of three distinct parts:

Part A: the development of a process for the collection and distribution of ACE information and resources, and individual college ACE initiatives

Part B: the investigation of strategies for improved sharing of ACE information and resources among colleges

Part C: the development of Media Studies curriculum, which is part of the ACE Communications Course

At the outset, it was recognized that the development of the Media Studies curriculum would be the biggest challenge and major focus of the Project in terms of the development time and resources available.

Part A: ACE Resources and Initiatives

ACE Resources

As mentioned, colleges participated in the identification of ACE programming gaps by means of delivery grids on three occasions. One grid was developed for each ACE subject. Each grid listed the performance indicators or units for that subject.

See **Appendix A** for a sample of a blank delivery grid for Self-Direction.

The grids proved to be a simple but highly effective means of identifying ACE programming gaps on a broad but rough scale. In addition to Media Studies, gaps in programming included:

- Biology – (1) Plant Biology (3 areas), (2) Energy, Pyramids and Food Chains, (3) Biogeochemical Cycles, and (4) Population Growth

- Computer Skills – Web Page Production and Ethical Issues
- Chemistry – Processes of Qualitative Analysis
- Core Math – Everyday Financing
- Physics – Hydraulic and Pneumatic Systems
- Self-Direction – Community Development

The delivery grids also afforded individual colleges the opportunity to see where they were with ACE development relative to other colleges. Colleges updated the grids in the fall of 2004 and will have another opportunity to update them in 2005.

During the ACE consultation process, many colleges indicated interest in knowing what learning materials and texts other colleges were using and what their needs were. This was particularly important, for example, to practitioners who participated in the math discussions. In science discussions, access to labs was indicated as a critical need.

With the approval of ACE in July 2004, many colleges began developing and revising their ACE materials. In response, the CSC asked all colleges to submit information on resources for all ACE subjects. Specifically, colleges were asked to list texts, software, learning materials along with the cost per unit, the supplier

and a brief commentary about each resource including information about usefulness, advantages and disadvantages. A list of criteria was also developed to help colleges evaluate current ACE resources and purchase new ones.

See **Appendix B** for the list of criteria.

Fifteen colleges responded to the CSC request. The information received from the colleges in the fall of 2004 was reviewed, sorted and displayed in simple chart format for easy access and distribution.

A total of five resource charts were subsequently developed according to the following subject areas:

- Communications
- Computer Skills
- Math (including Apprenticeship, Business, and Technology)
- Science (including Biology, Chemistry and Physics)
- Self-Direction

The following headings were used for each chart:

1) the name of the resource
2) the author(s)
3) the publisher
4) the type of resource
5) a description of the resource
6) the college(s) currently using, recommending or considering the resource
7) the ISBN number
8) the cost per unit

Although not all of the above information was requested, it was considered important to include all of the information that was submitted. No attempt was made to evaluate any of the materials. Details about costs or names of publishers were sometimes researched, verified, and added; but, for the most part, the information was presented as it was received.

See **Appendix C** for a sample of the Math Chart.

The five resource charts were distributed to all colleges in late December 2004 to coincide with the disbursement of one-time-only Ministry funds for the purchase of additional classroom resources.

Suggestions were provided for using the information contained in the ACE resource charts. For example, practitioners were directed to contact other colleges about a specific resource they were interested in for more details, if the information in the chart turned out to be insufficient.

Although the resource charts represent early drafts, informal feedback indicates that the resource charts have been very helpful. New information has already been added to the charts, and the charts will continue to be updated periodically.

ACE Initiatives

Colleges were also asked to submit information on current or completed ACE initiatives. Although fewer colleges (eleven) responded to this request, the feedback provided an opportunity to examine the nature and scale of the initiatives, and subsequently, to speculate on potential linkages between or among colleges.

See **Appendix D** for a summary chart of the feedback on ACE initiatives.

The final page of the appendix describes how the information could be used to suggest linkages based on similarity of initiatives or on common interest and need.

It was decided, however, not to pursue this particular approach. The main issue was the reliability of the information. Some colleges are moving very quickly on the development of ACE materials. Concern was voiced that college initiatives could shift dramatically by the time information was collected, processed and distributed to appropriate colleges. Another issue related to the difficulty of attaining sufficient information from enough colleges to suggest workable linkages. Finally, it was questioned whether colleges would actually make contact with other colleges – especially where there had been no previous linkages. It was felt that a different approach was required to help colleges connect for the purposes of ACE information and resource sharing.

Part B: Strategies for Sharing ACE Resources

Further analysis of the ACE delivery grids, resource charts and individual college initiatives yielded two promising strategies for the effective sharing of ACE information and resources. They are presented in the following section. <u>Please note that the information used to develop the strategies was collected in the fall of 2004.</u> It is neither complete nor up-to-date. Still, it was felt that the details were important in providing a more realistic view of college participation in the strategies – participation that will require both time and commitment.

If either strategy is to be considered for implementation, a concerted effort would be needed to gather and analyse information on ACE resources from all colleges within a very short time frame. In addition, the strategy would need to be implemented as quickly as possible once the information has been gathered.

Strategy # 1: College Leads

For this strategy, a single college, with the support of the CSC, would take a lead role in designing a process that would establish linkages among colleges for the purpose of information-sharing. The lead college would be identified through the delivery grid process. For example, in the fall of 2004, the delivery grid results indicated that Durham College had much of its ACE curriculum in place. (See the chart on following page.) Durham is a potential candidate to take the lead for the sharing and distribution of ACE curriculum materials, although at present, there may be other well-positioned candidates.

The strategy consists of four phases:

Phase 1: The CSC would enter into discussion with Durham or another well situated college to determine interest in taking the initial lead in the sharing of ACE materials. If Durham College, for example, accepted the role as lead college, it would need to conduct a review of its ACE materials to determine how portable they are and what programming gaps still exist. Assistance would be provided to help Durham consolidate and complete its ACE curriculum. For example, Durham could contact:

- Georgian for Self-Direction (Community Involvement)
- Georgian, Northern or Niagara for Computers (Ethical Issues)
- George Brown, Conestoga or Loyalist for Computers (Web Page Development)

Phase 2: Durham would contact three other well-positioned colleges such as Fanshawe, Northern and Centennial, to see if they would be willing to take a regional lead in the sharing of ACE materials. If not, it would be necessary to review the delivery grid data to identify other well-situated candidates and determine their interest.

Phase 3: Durham College would assist the three regional leads in consolidating and completing their ACE materials as quickly and as efficiently as possible. Again, the regional leads would need to conduct a review of their ACE materials to determine how portable their materials are.

Phase 4: Once all four regional leads have completed their ACE curriculum, they would begin assisting other colleges in their respective regions. This could be accomplished at regional meetings.

EAST: Durham College	CENTRAL: Centennial College
In place: • Apprentice Math • Biology • Chemistry • Communications • Core Math • Physics • Technical Math **Missing**: o Business (work in progress in 3 units – to be added) o Self-Direction (Community Involvement) o Computer Skills (Ethical Issues and Web Page Development)	**In place** • Chemistry • Communications • Physics • Technical Math **Missing**: o Apprentice Math (missing personal & workplace Finance) o Biology (four units) o Business Math (missing commission only) o Computer Skills (missing Ethical Issues only) o Core Math (missing Simple Interest, Compound Interest and Everyday Financing) o Self-Direction (missing Community Involvement only)

WEST: Fanshawe College	NORTH: Northern College
In place • Biology • Chemistry • Core Math • Physics • Self-Direction • Technical Math **Missing**: ○ Apprentice Math (missing last 3 units) ○ Business (not developed) ○ Communications (missing Comprehension) ○ Computer Skills (missing Web Page production and Ethical Issues)	**In place** • Apprentice Math • Business Math • Communications • Core Math (Everyday Financing not totally in place) • Technical Math **Missing**: ○ Biology (missing Plants in Industry only) ○ Chemistry (missing Process of Qualitative Analysis only) ○ Computer Skills (missing Presentation Software and Web Page Production) ○ Physics (missing (1) Machines part of Work, Energy Power and Machines) ○ Self-Direction (missing self-awareness, maximizing the college experience and community involvement)

Strategy # 2: Subject Leads

In this strategy, the CSC would assume a stronger role.

The strategy also consists of four phases:

Phase 1: The CSC would be responsible for contacting the colleges listed in the chart on the following page to see if they would be willing to take a lead in the sharing and distribution of materials for the specific ACE subjects they have indicated as complete.

Phase 2: Colleges that agree to take part in this initiative would conduct a review to determine the portability of materials for each component or unit of the particular ACE subject they have agreed to share or distribute. The CSC would

provide the direction and support necessary to see that this review was conducted in a co-ordinated and systematic way.

Phase 3: The CSC would develop and distribute a list of participating colleges with contact information. It is possible that more than one college would be willing to share curriculum for a particular subject. The list would include email addresses and phone numbers of individual faculty responsible for distributing ACE materials. The list might also include a brief description of the materials, for example, how the materials are organised or how they are formatted.

Phase 4: Colleges needing specific ACE subject units to complete their ACE Program would use the list to contact the college that has the material. If it is discovered that the material can't be easily integrated into their existing curriculum, colleges might contact another source.

Coverage by ACE Subject	
ACE Subject	**Colleges Responsible for Distributing Curriculum**
Apprenticeship Math	Algonquin, Canadore, Durham, Fleming, Georgian, Lambton, Niagara, and Northern
Biology	Durham and Fanshawe
Business Math	Canadore, Georgian, Lambton, Niagara, and Northern
Chemistry	Centennial, Durham, and Fanshawe
Communications	Algonquin, Centennial, Durham, Fleming, Niagara, and Sault
Computer Skills	Loyalist
Core Math	Durham and Fanshawe
Physics	Centennial, Durham, Fanshawe, and Sault
Self-Direction	Conestoga, Confederation, Fanshawe, Fleming, Georgian, and Seneca
Technical Math	Cambrian, Centennial, Conestoga, Durham, Georgian, Niagara, Northern, and Sheridan

Many variations are possible for both strategies. The CSC might assume the responsibility of the lead college for Strategy #1. For Strategy #2, a single college could take the responsibility for distributing a particular ACE subject rather than having several colleges sign on for this task. See the chart below to see what this would look like:

College Coverage by ACE Subject	
ACE Subject	**College Responsible for Distributing Curriculum**
Apprenticeship Math	Georgian
Biology	Fanshawe
Business Math	Northern
Chemistry	Durham
Communications	Algonquin
Computer Skills	Conestoga
Core Math	Fanshawe or Durham
Physics	Centennial
Self-Direction	Seneca
Technical Math	Niagara

This approach would be easier to co-ordinate and it would likely ensure greater consistency of ACE materials. On the other hand, it would probably increase the workload for the participating colleges.

If the CSC decides to implement either of the two strategies presented, or any variation or part of the strategies, it would need to update the ACE delivery grids to ensure that information on all units of ACE subjects is current and accurate. All colleges would need to participate.

The portability of ACE learning materials is also a chief concern. At this point, very little is known about what ACE materials actually look like, or what might be involved in sharing them with other colleges. The CSC might begin exploring this issue with colleges before moving forward with a large-scale strategy.

Finally, colleges interested in taking a lead role will need to consider the kinds of support required to successfully participate in any strategy.

Part C: Development of the Media Studies Module

Influences on Development of Module

The Media Studies Module represents the first attempt to develop ACE curriculum for broad distribution to college academic upgrading programs. Media Studies is one component of the ACE Communications Course. The learning outcome for Media Studies is: Interpret the media effectively. Students who successfully complete Media Studies will have demonstrated their ability to (1) assess a variety of media works and (2) create a media work.

As mentioned in Part A, Media Studies was identified early on as an important curriculum need. According the most recent data on ACE delivery, thirteen colleges had learning materials or curriculum in place for assessing media works. Only six, however, had materials in place for developing a media work.

Media Studies was also considered to be the top priority of the Essential Skills Project, and, as anticipated, it turned out to be a very challenging, complex and exhaustive undertaking. The timeframe for developing the Module was very compressed; work began on the Project the beginning of October with a mid-November deadline for distribution to colleges for input.

Specifically the consultant was asked to develop "curriculum" based on the learning outcome, and performance indicators for the Media Studies component.

See **Appendix E** for a list of the performance indicators for Media Studies.

One of the first steps was to define curriculum in context of the ACE Program. For purposes of clarification, a definition for "learning activity" was also developed. Because the consultant was directed to use demonstrations as a form of assessment for the Module, a definition of "demonstration" was drafted. It should be noted that while these definitions have been circulated to colleges, they have not been formally approved.

See **Appendix F** for the definitions.

The developer drew from many sources such as current educational research, media resources, and related program initiatives to select the content and create the design for the Module. While there were several design constraints, there was a large degree of latitude in terms of creativity. Every effort was made to

develop an innovative, flexible curriculum that would appeal to students of different ages and abilities, and with different goals and interests.

See **Appendix G** for a simple model that attempts to illustrate some of the sources consulted in the development of the Media Module.

A checklist used in developing the ACE Media Studies curriculum is also included in the appendix. This checklist can be applied to the development of curriculum and learning materials for other ACE subjects.

The Media Studies component of the Project provided an excellent opportunity to see how well the Essential Skills, developed by Human Resources and Skills Development Canada, could be integrated into ACE curriculum. Although the Essential Skills are generally associated with the workplace, they also provide people with a foundation to learn other skills. The Government of Canada along with other national and international agencies have identified nine Essential Skills that are used in nearly every occupation and in daily life.

They are:

- Reading Text
- Document Use
- Writing
- Oral Communication
- Numeracy
- Thinking Skills
- Working with Others
- Computer Use
- Continuous Learning

The Essential Skills overlap in many areas with the ACE subjects as this rough comparison below shows:

ACE Subjects	Essential Skills
Communications (Includes Reading, Writing, and Speaking and Listening)	Reading Text, Document Use, Writing, and Oral Communication
Self-Direction	Thinking Skills
Core, Apprenticeship, Business Mathematics and Mathematics for Technology	Numeracy
Computer Skills	Computer Use

A finer comparison shows very strong linkages between Self-Direction (ACE) and Thinking Skills (Essential Skills) as indicated by the following chart:

Self-Direction	Thinking Skills
Critical Thinking (Uses systematic methods to analyse information, solve problems, and make decisions)	Sub-Skills of Problem Solving and Decision-Making
Developing Strategies for Learning and Employment	Job Task Planning and Organising
Organisational Skills	Job Task Planning and Organising

There are also linkages between Self-Direction and two other Essential Skills, Working with Others and Continuous Learning.

Although the ACE Program is considered to be primarily academic in nature, Essential Skills and Self-Direction skills are highly relevant to ACE. In fact, that is why the ACE Program includes an entire course devoted to Self-Direction. Because Self-Direction is not a compulsory course, however, relevant Essential Skills and Self-Direction skills should be incorporated into other ACE curriculum as much as possible.

The role of "soft" skills in facilitating successful student transition has been documented in a relevant Ontario literacy study. Paul (2001) concludes that Self-Management and Self-Direction skills impact greatly on the success of a student's transition to a new program, and recommends that these kinds of skills be taught and evaluated at the referring agency to prepare students for the next step of employment or further training.

Essential Skills and Self-Direction Skills are also relevant to ACE because of the postsecondary focus on "applied" skills and the preparation of students at the postsecondary Level for employment. Integrating the Essential Skills into ACE curriculum, would particularly benefit those ACE students who are seeking immediate employment.

The Self-Direction skills considered pivotal to the Media Studies Module with its emphasis on analysis, critical-thinking, problem-solving and self-reflection are:

Critical Thinking: Uses systematic methods to analyse information, solve problems, and make decisions

Self-Awareness: Demonstrates a variety of self-reflection and self-assessment techniques

Organisational Skills: Uses organisational techniques and approaches to meet deadlines

Working with Others: Works effectively with other students on an individual basis and in a group setting

Ferguson and Gauchie (1999) list the critical thinking skills that contribute to successful student transition from secondary school to postsecondary (specifically to Health Sciences and Human Services Programs).

They include:

- read and discriminate fact from opinion
- consider the specific situation or context to determine the best course of action
- take multiple perspectives and solve problems
- transfer knowledge to see the application of a concept to a program area
- integrate learning into own life
- think divergently
- examine data or information and come up with several options and alternatives to make the best decision
- consider the specific situation or context to determine the best course of action
- think through and don't come to a conclusion too quickly

The consultant tried to embed these and other skills in the assignments and demonstrations of the Media Studies Module. This was particularly challenging since the Module, for practical purposes, was designed for independent study and many of the critical thinking skills would be more readily developed by students in group work situations and classroom discussions.

Structure of the Module

The Media Studies Module consists of two distinct parts – the Guide and the Notebook. The Guide contains the content and is organised into four units:

Media Awareness, which provides a brief introduction to the role of media and popular culture in today's society

Media Concepts, which provides key concepts and tools for analysing various media works

Media Controls, which explores connections between media practices and government regulations and industry codes

Media Works, which will help students design and produce their own media works

Each unit includes the following:

- a list of the specific skills and knowledge students are expected to acquire and apply
- the content or material to be covered
- assignments based on the content
- a demonstration
- an assessment tool

The assignments were designed to introduce media content and have students work with the content to develop a critical perspective of the media. Demonstrations were used to assess how well students could apply their critical perspective to real-life or close to real-life situations.

The Notebook provides a place for students to record their assignments and demonstrations. It also enhances the assignments by clarifying instructions and adding details. Students are encouraged to adapt their notebooks to their own needs and interests.

The text chosen for the Module is *Mass Media and Popular Culture*, Version 2 by Duncan, DIppolito, MacPherson and Wilson. It was challenging to find an appropriate text and although some of its content is dated, the text is well organised and visually attractive. Another important factor in choosing this text is that its authors are Canadian and the text was published in Canada.

College Input into the Media Studies Module

The curriculum was reviewed by nine college upgrading practitioners, representing all four regions in the province. Input was elicited from practitioners in three areas:

1) The Structure and Style of the Units

2) The Content of the Units

3) The Media Notebook

An extensive amount of feedback was collected.

See **Appendix H** for the raw data collected through the feedback forms.

Summary of Practitioner Input:

Feedback on the Media Studies Module indicated strong support* for the following features:

- organization (i.e., the units are well organised and easy to follow)
- style and tone
- format
- content (i.e., the content is at an appropriate level)
- motivation (i.e., the presentation of ideas and information should motivate students)

*(Strong support is defined where 75% {six out of eight reviewers} or more "agreed" or "agreed strongly" to a positive statement about the curriculum.)

All reviewers supported the concept of the Notebook. Seven out of eight reviewers agreed strongly that the Notebook would help ACE students organise their work more effectively, help them keep track of their assignments, and encourage them to self-reflect.

Reviewers were less supportive of the assignments and demonstrations. Only five reviewers agreed, or agreed strongly, that the assignments and demonstrations would help ACE students develop a critical perspective of the media. Some reviewers commented that the assignments were not challenging or difficult enough. One reviewer provided excellent suggestions for "extending" some of the assignments. (See reviewer's suggestions on page 38.) Two reviewers, on the other hand, felt that the level of the content might be too high

for ACE students. Two other reviewers mentioned that students would likely have a more difficult time with the content in programs where literature was not offered.

Reviewers were also asked to rate the number of hours assigned to each unit in the Module. Only six responded to this question. Two reviewers who did not respond reported that they had difficulty estimating how much time each unit would take, without having had the opportunity to pilot the curriculum with students. Only four reviewers felt the time allotment for each of the four units was realistic.

Issues Identified: Comments from reviewers revealed a more critical issue – the length of time it would take students to complete the whole Module. The estimated time of forty hours was considered to be too long by several reviewers. Interestingly, three reviewers from different programs offered the same suggestion: to introduce media activities to LBS 5 students in an effort to reduce the workload for students at the ACE level. Other reviewers recommended selecting particular assignments for ACE students to do, or eliminating some of the assignments and demonstrations from the Module altogether. They felt that choices such as these should be left to the discretion of the practitioner.

Several reviewers were already using media materials and activities that they had developed themselves; they plan to continue using these materials. Some felt they could quite easily "blend" the assignments in the Media Studies Module with their materials.

Revisions to the Module: The reviewers provided many suggestions for revising the Module, and these suggestions have been acted upon as much as possible. The consultant ordered a copy of *Assessment & Learning: The ICE Approach* and used the ideas contained in the text to extend many of the assignments. ICE stand for Ideas, Connections and Extensions. Young and Wilson proposed that students should be given regular opportunities to extend their classroom learning and extrapolate that learning in novel ways. Specifically, students should have opportunities to answer questions about how their new

knowledge affects their changing view of the world (page 94). While this notion is not entirely new, the concept is presented in a simple and practical format. ICE seemed highly compatible with the demonstrations approach and so the consultant used ideas from ICE to extend many of the assignments. Extending the assignments and demonstrations in the Module involved challenging students to expand their knowledge more fully in an area of media studies, and then apply that knowledge in a particular situation.

A simple example of how one assignment was extended involves Assignment #3 in Unit 2, which introduces students to the concept of ideas and values in media productions such as films and music. The assignment asked students to compare and contrast two different music videos (or another media product) for ideas and values. The first draft of the assignment fell short of moving the students beyond ideas and connections. The revised assignment asked students which video message, if either, they identified with and asked them to explain why or why not. The extension, then, required students to reflect on how their own ideas and values influenced them as media consumers. A more involved extension of an assignment can be seen in the final appendix.

See **Appendix I** for the both the draft version of an assignment sent for input, and the revised version.

More structure was incorporated into the Module to help students move back and forth among the Guide, Notebook and text. Dividers were used in the revised draft and students are now directed to specific page numbers when moving among documents. A new icon was added to direct students to return to the Guide after completing an assignment or a demonstration in their notebooks.

In revising the Module, the developer did not want to duplicate successful learning activities that already existed in college programs, and therefore did not develop new content for the Module.

One reviewer mentioned that samples of completed units, along with the practitioner's score, rubric and rationale for the mark, would be very helpful. As mentioned, the CSC is providing opportunities for practitioners to share ACE resources and learning materials. Practitioners should begin collecting samples of

students' assignments to share with other practitioners when opportunities arise, such as at regional meetings and at the CSC Provincial Conference.

Options for Using the Media Studies Module

Based on practitioner feedback, several options for using the curriculum were outlined. Having a choice of course delivery options for goal attainment is one of the key advantages of a Learning Outcomes approach. The proviso, of course, is that the performance expectations for achieving the learning outcomes must be met regardless of what option is chosen.

Five options for using the Module are presented below:

1) Review existing ACE courses to identify areas of overlap or duplication with the Media Studies Module and adapt accordingly. (See the section below for details on adapting curriculum.)

2) Introduce media activities at the LBS Level 5 to provide students with foundational skills and knowledge. This will ease the pressure at the ACE level since the student will be better positioned to complete course requirements more quickly.

3) Select the most relevant assignments from each of the four units based on the ACE student's goals, needs and interests.

4) Use assignments from the Module to build onto existing media curriculum or blend with existing media learning activities.

5) Use the entire Module (or most of it) if the learner's postsecondary goal is Media Studies.

Suggestions for Adapting the Module

How practitioners adapt the curriculum will depend on many factors including program size, campus size, program structure (i.e., combination of independent study and group work), the student's goal, and the student's community. Assignments and demonstrations can be adapted to the student's unique situation. For example, one of the demonstrations asks the student to do a media scan of the college. A student who is interested in a postsecondary

business program could perform this task at a local mall, while a student whose goal is employment could complete the scan at a particular workplace where s/he is interested in working.

Many of the assignments in the Module provide learners with reading, writing, and speaking and listening opportunities. Assignments and demonstrations in the Media Studies Module should be reviewed to see how well they interconnect with the other three ACE Communications course components. Practitioners can examine the concepts that are taught (or reinforced and evaluated) in the Module and cross-reference them with the skills taught in the other course components. Practitioners can then adapt assignments in the Module to "dovetail" with the other components, or vice versa. The Module, however, should not lose its media focus, that is, be used primarily as a means to develop students' writing skills.

This above approach can be applied to other ACE courses, especially Self-Direction and Computer Skills. Teachers, for example, can ask students to do an Internet search for documents instead of providing the documents as handouts. They can ask that assignments be submitted by email.

Guidelines for Assessing Assignments and Demonstrations

A 4-point evaluation scale (quantitative rubric) is provided on page 3 of the Guide. An assessment tool is also provided for each assignment and demonstration. It lists performance indicators, that is, the specific tasks the learner is expected to carry out for successful completion of an assignment or a demonstration. The scale and the tool must be used together. Without the scale, the tool is simply a checklist. The scale should be applied to the tool for each assessment by the ACE student (for self-assessment) and by the practitioner. The practitioner will need to explain the scale to the student and review specific performance expectations with him/her. In time, the student should be able to internalize the scale.

Although the Introduction of the Module suggests a "weighting" for each of the four units, it is anticipated that this will change if extensive adaptations are made to the Module. Students and practitioners can negotiate the weighting for

individual assignments and demonstrations, unless there are specific program guidelines already in place.

The Media Studies Module, then, is very much a "work in progress". It will need to be validated with learners. Practitioners can begin the validation process by using the module with ACE students, collecting samples of their assignments, and noting any observations, questions, and suggestions they may have. This does not have to be a formal process, but student input is key. Practitioners will have opportunities at regional meetings to share samples of students' work and assessments. The CSC Provincial Conference will provide an opportunity for all colleges to share on a broader basis.

Conclusion

In brief, the "Essential Skills for the Successful Transition to Further Training Project" supported the implementation of ACE by focusing on the quality and consistency of program content. This initiative required strong participation from all colleges. The colleges did not disappoint. The Project involved identifying programming gaps, developing a process to fill the gaps, and making a start towards filling the gaps. The Project also provided a valuable opportunity to examine how the Essential Skills associated with facilitating successful student transition could be incorporated into academic curriculum. The Media Studies Module represents the first attempt to develop ACE curriculum for broad distribution to college upgrading programs. While it is too early to draw conclusions about the overall effectiveness of the Module, initial feedback has been favourable, particularly for the way the Module is organised. Colleges will need to document how well the Module works in the classroom and how reliable and valid the demonstrations are. Finally, colleges will need to continue strengthening partnerships and forging new ones for ACE information sharing, as they work towards full implementation of ACE.

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Appendix A: Sample of delivery grid for Self-Direction

College	Self-Awareness	Critical Thinking	Responsibility for Self	Goal Setting	Learning Strategies	Organizational Skills	Working with Others	Maximizing the College Experience	Community Involvement	Life Long Learning	ADDITIONAL COMMENTS
Algonquin											
Boreal											
Cambrian											
Canadore											
Centennial											
Conestoga											
Confederation											
Durham											
Fanshawe											
Fleming											
George Brown											
Georgian											
Humber											
La Cite											
Lambton											
Loyalist											
Mohawk											
Niagara											
Northern											
Sault											
St. Lawrence											
St. Clair											
Seneca											
Sheridan											

Appendix B: Criteria for evaluating learning materials and resources for ACE

When purchasing learning materials or resources for ACE, consider ones that:

- ☐ Align with ACE Learning Outcomes.
- ☐ Contain Canadian content and/or are published in Canada.
- ☐ Are recent publications (or sufficiently up-to-date).
- ☐ Are well organised, sequential and easy to use.
- ☐ Simplify concepts in step-by-step format.
- ☐ Provide clear instructions and directions to learners.
- ☐ Use attractive, colourful and appropriate illustrations and graphics.
- ☐ Contain many practical examples and exercises with increased levels of difficulty.
- ☐ Provide sufficient practice for reinforcing skills.
- ☐ Include summaries.
- ☐ Ensure that content is ideologically sound.
- ☐ Ensure that content is free of cultural or gender bias.
- ☐ Offer a variety of ways for students to explore and analyse concepts.
- ☐ Use principles of clear language, that is, use language that is clear, natural and appropriate for the group.
- ☐ Provide supplemental materials for a range of interests or abilities.
- ☐ Have accompanying student manual.
- ☐ Have accompanying website for further explanation or updates.
- ☐ Have accompanying interactive CD ROM or video for additional student support.
- ☐ Include or suggest a variety of assessment approaches.
- ☐ Have test banks.
- ☐ Provide complete answer keys.
- ☐ Are easily priced and easily attainable.

Appendix C: Sample of resource chart

ACE Technical Math Resources							
Name of Resource	Authors	Publisher/Date	Type of Resource	Description	Used at	ISBN	Cost
Essential Mathematics 6th edition	Keedy, Bittenger and Rudolph	Addison Wesley	Text book		Durham	0-201-56606-0	
Introductory Algebra, 9th edition	Bittinger, M.	Addison Wesley	Text	The Bittinger book comes with computer programs and videos as student supports. They are expensive and they are American, but they have lots of questions. Some students find they go into too much detail in their explanations	Fleming	0-201-7461	Over $100.00
Systems of Equations					Loyalist		
Basic Algebra, 4th edition	Barker, J. et al.	Harcourt College Publishers (1995)	Text		Niagara		
Intermediate Algebra, 2nd edition	Barker, J. et al.	Saunders College Publishers (1987)	Text		Niagara		
An Interactive Course in Algebra, 1st edition	Warr, A. et al.	Harcourt College Publishers (2001)	Reference Text	Used for support/reference purposes only	Niagara		
Fundamental Mathematics	Zimmer, R. (at Fanshawe College)	Available from: BC Publishing Company, 247 Milbank Drive, London Ontario N6C 4V9 or Call (519) 681-1678	Self-Instruction Text	On the whole we find these books very good; they are designed with the idea of preparing students for Ontario Community Colleges. Each comes with a student manual and a separate text. There are also test banks that we use.	St. Lawrence		

Appendix D: ACE initiatives by college

College	Initiatives Completed or in Progress	Initiatives Planned	Needs	Issues/Comments/ Interest in Piloting
Algonquin	A tremendous amount of work has been completed in the area of Communications, Computer Skills, Chemistry and Biology. New chemistry course with study guides, labs, tests, has been piloted with students.		• There are gaps in math curriculum - particularly Everyday Finance and Core Math. • More materials in Self-Direction.	• Recommend that efforts in math focus on Everyday Finance and Core Math. • Self-Direction project developed by St. Lawrence in 2003 is excellent and very comprehensive. • Interested in participating by developing and piloting math materials.
Cambrian	Development of a reading section for OBS English recommending <u>Advancing College Reading Skills</u> by John Langan.		Ways to teach (1) Media Studies and (2) Speaking and Listening in a continuous intake setting.	Time and money are two identified issues for not moving ahead with initiatives.
Canadore	There was no ACE related development scheduled for the fall. No texts were evaluated for use in ACE.			• Staffing changes made it impossible to do any ACE development during the fall. • Willing to pilot Media Studies, Biology, Chemistry and Physics

College	Initiatives Completed/ in Progress	Initiatives Planned	Needs	Issues/Comments/ Interest in Piloting
Centennial	Curriculum development for OBS English			
Conestoga	Looking for appropriate textbooks for some ACE courses. Primarily looking at Chemistry but also looking at Biology.		Development of laboratory activities for ACE Science courses.	• Currently pleased with existing Prep Biology and do not wish to alter it. More likely to develop ACE Biology Course. • Concerned about potential cost of software associated with virtual lab and cost of new computers to meet the system requirements of the labs. • Interested in piloting materials for either Media Studies, Chemistry and Physics
Fleming	Curriculum development work completed Math (Exponential Functions, Logarithms, Trigonometry module, and some Excel assignments) and Communication (Unit Booklets)	Curriculum work planned for Biology and Chemistry to adapt them to self-paced delivery	• Materials for web page development and working with data bases • Computer modules that explore transformation geometry	• Interested in piloting: • Self-paced Biology and Chemistry materials • Demonstrations developed for topics covered in Personal Everyday Finance • Materials for web page development and working with data bases • Computer modules that explore transformational geometry

College	Initiatives Completed/ in Progress	Initiatives Planned	Needs	Issues/Comments/ Interest in Piloting
Lambton	No initiatives to report during the fall 2004	ACE Curriculum development		
Mohawk	Undertaking a process to compare what is in place with what ACE requires.			Sciences have not been offered for some time and re-instituting them represents a big challenge.
Niagara	Working on revising texts			
St. Lawrence (Kingston)	No initiatives reported, but a detailed description of current offerings and rationale for content and delivery methods.		• Would like to add the 3 necessary modules to Physics. • Would like to look at self-instruction materials from other colleges	• Expanding current operations at main campus to meet ACE requirements presents a challenge. • The biggest challenge will be finding learners who have the time to work through an extensive curriculum.
St. Lawrence (Brockville)	Produced an updated College Prep Chemistry Course.	Development of materials for Everyday Financing. (Core Math)		
Sault	Developing a computer unit.			

Examples of possible linkages for sharing ACE materials

Canadore ⟷ **Algonquin** (Canadore is interested in piloting <u>Biology</u> and <u>Chemistry</u> curriculum. Canadore might want to contact Algonquin and St. Lawrence to see what they have developed. Canadore might share what they have in <u>Personal Financing</u> with Algonquin.)

Conestoga ⟷ **Algonquin** ⟷ **St Lawrence** (Conestoga is interested in texts for <u>Biology</u> and <u>Chemistry</u>. Algonquin and St. Lawrence may have knowledge about these resources.)

Fleming ⟶ **St Lawrence** (Fleming might check with St. Lawrence on their self-instruction materials for <u>Physics</u>, <u>Chemistry</u> and <u>Biology</u> at the Grade 12 level (no labs).

Fleming ⟶ **Algonquin** (Fleming might check with Algonquin to see if the materials they developed are self-paced.)

Fleming and Algonquin ⟶ **St Lawrence** (Fleming and Algonquin mentioned the need for <u>Everyday Finance</u> curriculum, which is part of Core Math. They might contact teacher at Brockville Campus who will be producing some materials in this area.

Fleming ⟶ **Conestoga and Loyalist** (Fleming is looking for materials on web page development. The Grid shows that Conestoga and Loyalist have developed some materials in this area.)

Appendix E: Performance expectations for Media Studies

Learning Outcome: Interpret the Media Effectively

Students who have successfully completed Media Studies will have demonstrated their ability to assess a variety of media works and to create one type of media work.

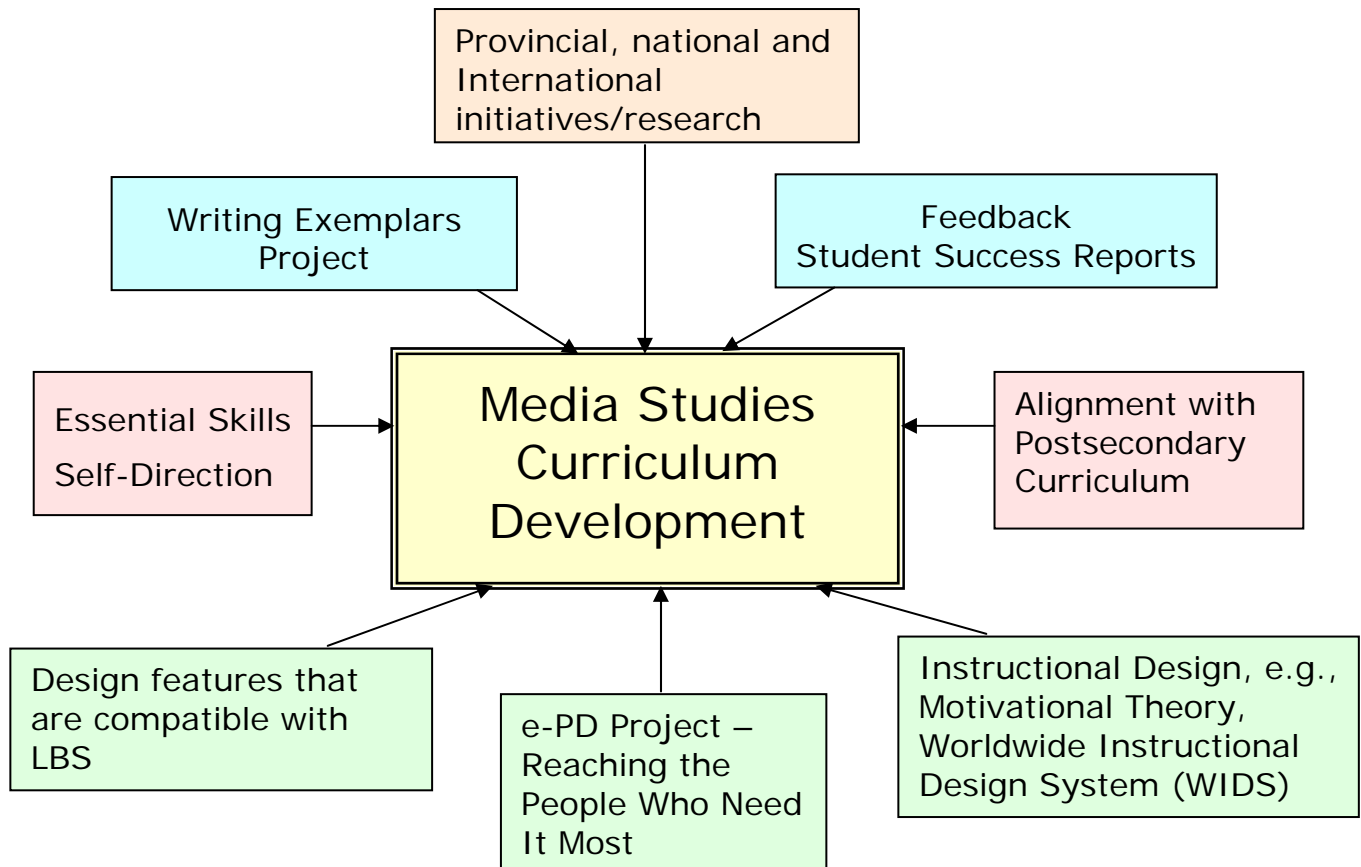| Features/ Units	Performance Expectations	Examples
Analysis	• Distinguishes between explicit and implicit messages in media works • Explains how key elements in media forms are used to influence people • Explains how different audiences react to different media works • Explores connections between media works/practices and industry codes/government regulations	• Discusses bias or stereotyping in TV sitcoms • Assesses how advertisements use language to influence consumers • Surveys younger and older classmates for their reactions to an article in the college newspaper or to a guest speaker • Discusses the marketing of toys related to children's movies or comic books
Development	• Designs or collaborates on the creation of a media works based on knowledge of media works • Documents choices about design and production made during the creation of the media works	• Creates a commercial about the college upgrading program • Designs a class or program newsletter • Maintains a journal noting design/production choices and decisions

Appendix F: Draft definitions for ACE

Curriculum: A structured educational plan of considerable scope (more than 40 hours of student involvement) identifying specific learning outcomes that underpin the knowledge, skills and behaviours to be acquired in a sequential manner. The plan includes topics to be covered (content), learning activities or assignments, an assessment method and/or assessment tools and required resources. The plan may also include motivational and instructional techniques to be used although these may be inherent in the learning and assessment activities.

Learning Activity: An activity or assignment of relatively short duration (10 hours or less) that provides the student with an opportunity to develop and practice a number of complex, integrated skills related to his/her goals. As much as possible, the learning activity should be relevant, motivating and pertain to real-life.

Demonstration: An assessment activity that resembles, as closely as possible, a real-life application and provides the student with an opportunity to apply a number of complex, integrated skills related to his/her personal, educational and career goals. The emphasis is on the construction of knowledge – not on the assessment of discrete skills. The demonstration might take the form of a project, presentation or a research report. Depending on its purpose, the demonstration may be carried out independently or in collaboration with other students. Where possible, authentic materials should be used in real-life or close-to-real-life contexts.

Appendix G: Model

Provincial, national and International initiatives/research

Writing Exemplars Project

Feedback Student Success Reports

Essential Skills Self-Direction

Media Studies Curriculum Development

Alignment with Postsecondary Curriculum

Design features that are compatible with LBS

e-PD Project – Reaching the People Who Need It Most

Instructional Design, e.g., Motivational Theory, Worldwide Instructional Design System (WIDS)

Checklist for developing ACE Media Studies curriculum

☐ Build in critical-thinking, reflective, problem-solving activities/components

☐ Encourage working with others

☐ Contextualize activities

☐ Focus on applied learning

☐ Tie activities and assessments to goals

☐ Tie demonstrations to real-life as much as possible

☐ Use authentic materials where appropriate

☐ Build in motivational features and instructional design features

☐ Encourage use of technology, e.g., computers, digital cameras

☐ Provide opportunities for students to self-assess

☐ Provide opportunities for students to provide feedback on materials

☐ Provide structure but allow flexibility, e.g., for independent or group learning

Appendix H: Consolidated feedback from four regions

The scale of 1 to 4 to indicates level of support for the following statements. Number **1** equals '**Strongly Agree**' and number **4** equals '**Strongly Disagree**.'

Part A: Structure and Style of Units

1. The Units are generally well organised and easy to follow.

1	2	3	4
4	**3**		**1**

Comment A: Absolutely!

Comments B: The format is easy to follow once it is clear that the Notebook enhances the assignments by clarifying instructions and adding details. It is almost as if the first part is the instruction booklet and the Notebook is the Assignment booklet. I liked this format and so I have used it with another module which I was reviewing. It simplifies the instruction booklet – a good thing.

Comment C: I like the Media Studies notes, which explain the course and give more background information on the media. They fit well with the text and add to its information. I also like the Notebook, which clearly focuses on the expectations for the assignments. I do have some concerns though.

I began the project as if I were a student who had been handed the module. I found myself confused jumping from the Studies information to the Notebook to the text with various possible resources thrown in. Particularly confusing was the instruction in the Media Studies to go to the Notebook with no instruction to return. The natural tendency is to keep going on the assignments until the end of the unit. I then found myself back near the beginning of Unit 1, which I thought I had completed, and that I'd missed important information. The other units are set up the same way. The two sections need either to be integrated or clear instructions given to read all of the unit information in the Studies and then go to the Notebook.

Comment D: The units are easy to follow, but going back and forth from unit to notebook might be a problem. Notebook could include "go back" to page in module.

2. The style is clear and appropriate for ACE students. The tone is appropriate.

1	2	3	4
5	**3**		

Comment A: Yes. Nice to follow a text that is logically organised and straightforward. Tone is personal and direct.

Comment B: Doesn't assume too much pre-existing knowledge and doesn't talk down to the student.

Comment C: I think it works in general. Personally I'd substitute other words for the deconstructionist jargon (p 7). They get it in the book; let's tie it in to the real world – built, created, made are more familiar words.

3. The format (font, layout, etc.) is attractive and appropriate for ACE students.

1	2	3	4
6	**2**		

Comment A: Yes. Enjoyed the icons. Quotes and margins were eye friendly.

Comment B: It's clear and easy to read, but when teaching, we place a strong emphasis on the importance of using correct mechanics especially for reinforcing purposes, e.g., quotation marks for articles, chapters, etc. and italics for books, films and newspapers. I'd like to see the correct conventions used.

Comment C: Love the icons.

4. The number of hours assigned to each unit seems to be realistic.

1	2	3	4
2	**2 & a split 2-3 response**	**1**	**1**

Comment A: Absolutely. Might add a bit to Unit 1.

Comment B: Hard to determine without doing the exercises.

Comment C: I find it hard to predict the time involved for students to work through the material. If the 40 hours is accurate, then it is really too long for one module. I would give Unit 1 to Level to 4 or 5; perhaps Unit 2 to Level 5 and then have students in ACE to Units 3 and 4 to complete.

If the student has started upgrading at the ACE level, we would probably have to exempt the student from a couple of the other modules. That would probably eliminate some of the few remaining literature modules in the program and our team hasn't discussed it. The provincial guidelines for ENG 4C do call for some literature; however, I know that some college upgrading programs have dropped this type of study.

It would also mean that a student doing the media in Level 4 or 5 would have to commit to the media in ACE; however, this would not be a difficulty, I don't think.

Comment D: I think the units are too long, and too many hours would be needed for completion. However, perhaps instructors could pick and choose selected assignments to reduce the workload.

Comment E: We could eliminate some assignments and demonstrations (at the instructor's discretion).

Comment F: My final concern is the time allocated to this module. This concern is huge. Forty hours is a quarter of the time allowed for the whole of the ACE Communications course. In the high schools, the media courses are optional courses. In fact, the high school booklet I saw, clearly marked them as not to be considered as a forth compulsory English credit. The module you have developed ties in well to the description of a Grade 11 Media course, but the high school students would also have to take a Language Arts English course at Grades 11 and 12 as well as the media course. Each course at high school is approximately 110 hours. ACE is put at 150 hours and has to include

literature which is also taught as an optional credit in the high schools.

Maybe a section of the module could be used in the ACE Communications course and students entering a media arts related program at college could complete all of it. Or Communications could do like math and have a core course and other courses like Business Writing, Technical Writing, Media Arts and Social Communications. My concern here is that it would be extending the time to complete ACE which would deter students from registering.

Comment G: It would take many ACE students a month or more to complete the work as it is presently organised.

Comment H: I'm not quite sure about Unit 4. It might take quite a while to produce a media work.

Comment I: Hard to say without trying it out on students.

Part B: Content of Units

5. The content is at an appropriate level for ACE students.

1	2	3	4
3 & a split 1-2 response	**2**	**1**	

Comment A: I do not think any of the assignments are difficult or challenging. The fact is not necessarily negative, in as much as our program also combines MacLean's Teacher Program, which has a media-based bias work section, which is challenging. We would complement OBS IV with other assignments so, no problem.

Comment B: I think so; the students have an opportunity to bring their work to an ACE level. The first Unit is more introductory and could be done quite successfully in a lower level.

Comment C: Maybe slightly too high.

Comment D: I think the content in this unit is at an appropriate level for ACE students (probably not for LBS students)

Comment E: The content may be too detailed and time-consuming. An abridged (condensed) version may be more suitable.

Comment F: Page 13 of the Notebook. I felt this assignment was too vague, I decided I'd use comedy as my genre and thought of *Bridgett Jones*, *Calendar Girls*, *The Princess Bride*, and *Lock, Stock and Two Smoking Barrels*. These are very different comedies and I couldn't figure out how to fill out the chart meaningfully. I think the students may have the same problem.

Comment G: It involves self-reflection and critical thinking leading to application.

Comment H: Students really needs skills at Level 5 and up.

6. The ideas and information in the units are presented in a way that should motivate ACE students.

1	2	3	4
3 & a split 1-2 response	**3**	**1**	

Comment A: Very much so. Every assignment has a nice real life link, highly applicable, develops critical thinking skills at a low to medium level. I found the information motivating enough to try a number of the assignments.

Avoid the use of might/may want to in instructions. I suggest "it is recommended" or (some such) as a stronger motivator.

Comment B: There is enough choice that students should be able to make some personal connection with their work on the topics. It is Pop. Culture, and we have all of us much experience with it. Once the student sees he or she can use their own experience, then they should maintain their interest.

Comment C: Because of the length of the module, I think this will be overwhelming to students.

Comment D: The entire subject area is one that few students have even thought about, but it should hook a wide range of interests.

Comment E: A variety of activities and forms of media are included.

Comment F: Really liked the variety. There are numerous ways to present media literacy that are more motivating, i.e., use media news reports, newspapers, ads, films, etc.

Comment G: Yes, although going back and forth between the Module and the textbook will frustrate some students.

7. The assignments and demonstrations should help ACE students develop a critical perspective of the media.

1	2	3	4
3	**2 & a split 2-3 response**	**2**	

Comment A: Yes all assignments and demonstrations are expanded nicely from module and text content and I thought this was excellent for students who have not thought about the ways they are influenced daily.

Comment B: I am trying to use the ICE (Ideas, Connections, and Extensions) approach and I don't have a good working knowledge of how to move something from a quantitative to a qualitative perspective. I also have just started to apply the principles to our assignments so this is how I tried to look at the assignments in the media module.

I typed up a chart for the media assignments with categories for Topic, Type of Assignment, and Resources Used so I could get a handle on the breadth and depth of the assignments. I also tried to categorize them in terms of the ICE assessment.

With 16 assignments and the Assessment tool, I found many tasks at the Ideas level and many at the Connections level, and often the same assignment would offer the opportunity to do the work at both the Ideas level and the Connections level if the student had the capability. At the Extensions level, there were only 4 assignments that I would rate a true Extensions level. The Extensions level can be introduced at any grade; it is not something reserved for ACE or College or University, that is, at the top of the academic hierarchy. Therefore, I would like to see some of the assignments tweaked a little to offer the students to move to the Extensions level if they can. Not all assignments lend themselves to this, but there should be more work offering the possibility of Extensions. Assignments that allow opportunity for Extensions would enhance the ACE student's ability to develop a critical perspective of the media.

Comment C: Yes, but there are too many.

Comment D: Many may develop that eye with the constant help of the teacher. I believe a lot of support will be needed on my part.

Comment E: A variety of activities and forms of media are included.

Comment F: Textbook and websites – good resource, but should be combined with media, radio, TV, Print, film, etc.

8. What's missing? What areas need further development?

Comment A: There is no essay really present, but again, we cover that in our OBS IV course through other elements.

Comment B: See edits re: format, wording, punctuation, spelling, etc. Other than those minor concerns, I find this material to be thorough and well developed. Samples of (well and poorly) completed units, plus the instructors mark and rubric and rationale for the mark, would also be very helpful.

Comment C: There isn't an opportunity to get into in-depth work on how the media reports the news. The assignments look at the impact of the conglomerates on media, but there isn't much attention to the actual news report. My view here stem from an older video called, I think, *Reporting the News*, that looks at how the US government influences the material in a TV broadcast. The video shows the reporter in Central America interviewing many villagers whose lives have been badly disrupted by guerrilla fighters backed with US dollars. He has hours of video but is only allowed a short segment of about 30 seconds. His editor, ever mindful of the money, chooses a very inoffensive portion that does not reflect the situation at all. It makes the US defined rebels look bad and the US backed guerrilla fighters look good. Yet that wasn't the truth.

I don't sense that the assignment opens up for students to move to this kind of investigation. There ought to be an opportunity to look at the front page of newspapers or watch a newscast and evaluate the type of editing that has gone into the production. Then the editing should be connected to the ownership issue. I think that our students need practice at the Ideas level to develop the skills to deconstruct a news report of some sort. Then they need to put the deconstructed piece in the perspective of the larger framework.

I had some reservations when I first read the assignments Media Controls and cultural policies (Unit 3, Assignment 1); it may be a bit too broad and general and involve more work than a short paragraph could do justice to. The questions give some good guidance, but our students, I think, would have a hard time getting started. Also, there may be more research and reading involved than the assignment suggests.

It is a good assignment to do, and I would like to pilot it to see how our folks would manage. I haven't looked at the websites very carefully, but I did find

some material that would give them ideas for criticizing current policies. They may just need more guidance to get the materials that would give them different perspectives and help them form their own views. There is more to this question than just reading the codes and policies. I just don't know how savvy our students are in terms of evaluating controls of the media. They may just come in as rebels and anti-society and anti-control just because of their personal perspective and I don't know if the assignment gets them to the level where they can openly judge the controls issue.

Comment D: Although I like the idea of this module (layout, format, notebook, etc.) it doesn't really fit with the other course material we have. I think more modules should be structured this way so we can be consistent.

Comment E: I like the Media Studies Section and the text book. I'm not sure that the Media Notebook is very valuable. I would use it for Assignment # 3 on pages 4-5 and possibly the demonstration on page 21.

Comment F: I would add more analysis of popular culture/media in order to help students apply the concepts and think laterally.

Comment G: Real use of media as large group before done individually or groups. Connections, i.e., to writing. Connections to goals – why important, when used.

Comment H: A choice of assignments/demos in some cases. In our program, we have two types of students: the traditional adult between 25 and 50 and the young, restless very media centred 19 to 22. The latter group tends to be bored in upgrading. I think media studies will capture their interest. Their skill levels at using media and their experience at observing are high, but their critical thinking skills may not match. They'd respond to a choice of assignments and use of media they use most (evaluate computer games for example).

Part C: the Media Notebook

9. The Media Notebook should help ACE students better organise their work, keep track of their assignments and encourage self-reflection.

1	2	3	4
7	**1**		

Comment A: Work is laid out very nicely. Marking schemes encourage self-reflection – nicely adult orientated.

Comment B: I didn't see the role of the Notebook in these terms. I thought it was a way to clarify the assignments without muddying up the Instructions and Discussion portion of the module. And I thought it was a great idea just doing that. I suppose it would help them organise their work, but the instructions portions would help with that too. The assignments and self-evaluations encourage the self-reflection so that part works well.

Comment C: I liked the Notebook. Its explanations and ideas for feedback made the requirements of the assignments much clearer.

Comment D: Very well done. I like very much the idea of alternative ways of submitting work for evaluation. I have been using email this fall and have had a very positive response.

Comment E: Yes, but they will need more space in the charts…if it is on disk, the problem is solved.

10. In general I like the idea of the Notebook (learning log, learning journal).

1	2	3	4
8			

Comment A: Absolutely keep it! Idea made the units logical and comprehensive. I would be more frustrated if details of assignments were just lumped in continuously with modules. I felt I was accomplishing something by going back and forth, i.e., moving ahead.

Comment B: Good stuff! The text seems appealing too.

Comment C: Without the notebook, students' work would be a disorganised mish-mash.

11. Other:

Comment A: Overall I found this to be a very comprehensive and useful tool and could easily use it in my classes.

Comment B: The only negative for some might be that nothing was challenging or difficult. However, I love it and cannot wait to use it for my OBS IV and ACE students. I will use it as my essential Media Studies curriculum and I will add some other tasks to complement it. Thanks. Good job!

Comment C: This unit would require updating every couple of years because media references change so rapidly. Also I like the text book (very easy reading and appealing to students). I hope we have the money to purchase several copies.

Comment D: My major concerns remain twofold: the degree of guidance and support for students and the time required to complete all units. I would guess ACE students would have to add a minimum of four to six weeks to their time in Access (i.e., OBS IV/ACE).

Comment E: Errors noted throughout. Check the URLs – one at least has an error in it.

Comment F: Bravo! This looks workable and appropriate. I'd like to see the whole thing come out on CD so that we can customize as we choose.

Comment G: I put my suggested corrections/additions right on the module and notebook text (instead of on the blank reverse) as I feel that will provide clearer feedback. This method also saved me time. Good stuff! The text seems appealing too!

Appendix I: Example of extended assignment

Initial Draft of UNIT 3/Assignment 1 (Media Controls)

Required Reading: "Canadian Content" (pages 147 to 151 of your text).

Instructions:

Ask your teacher for the following handouts:

1) Canada's Cultural Policies
2) Canadian Content Rules

Read handouts 1 and 2, and record definitions for the following acronyms in your glossary.

- Cancon
- MAPL system
- CRTC

Based on what you've read, what do you think about Canada's cultural policies and their effect on the media? Do the policies seem effective? Is there too much control? Should there be more control? What changes might you make of you were in a position of influence or control?

Write a short paragraph describing Canada's cultural policies and their effect on the media. Support your opinion with examples from your reading.

_____
_____
_____

For Reflection:

Did this assignment present any significant challenges? For example, did you have any difficulty formulating your opinion? If so, can you identify why?

<u>Revised Draft</u> of UNIT 3/Assignment 1   (Media Controls)

Required Reading: "Canadian Content" (pages 147 to 151 of your text)

Instructions:

<u>Ask your teacher for the following handouts</u>:

    A) Canada's Cultural Policies
    B) Canadian Content Rules (Cancon)
    C) No Industry without Cancon
    D) Canadian Pop Music Doesn't Need CRTC

<u>Read handouts A and B</u>. Record definitions for the following acronyms in your glossary:

- Cancon
- MAPL system
- CRTC

<u>Read handouts C and D</u>. Complete the following assignment:

Cancon is credited with stimulating and supporting the music industry in Canada. At present, music must fulfill two of the four conditions of the MAPL system to qualify as Canadian content. Also, thirty-five percent of all music played each week on the radio (AM and FM) must be Canadian. Not everyone supports Cancon's rules, however. Opponents claim that the rules create markets which are artificial. In this kind of market, music is played, not because audiences demand it, but because the rules require it. If you were a recording artist here in Canada, what would your position be on Cancon's rules for music? Develop your position using two or three references from your readings. How would you feel if you were the owner of a private radio station in Canada? Develop your position from this perspective. Jot down your points in the columns provided on the following page.

As a recording artist, I…

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

As an owner of a private radio station, I…

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Instructions: Overall, do you agree with Canon's rules governing what music qualifies as Canadian content, and what music gets aired on Canadian radio stations? Why or why not? What changes, if any, would you make to Cancon's rules? For example, would you increase or decrease the amount of Canadian content? Would you leave the amount as it is? Support <u>your</u> position with two or three references from your readings. Provide a title.

Title: _____

_____

_____

_____

_____

For Reflection:

What value do you think there is in doing an activity that requires you look at two sides of an issue? What significant challenges, if any, did this assignment present? For example, did you have any difficulty supporting your position?