

Mass media and identities: Societies and change

Strand

Time, Continuity and Change

Place and Space

Systems, Resources and Power

Core learning outcomes

Time, Continuity and Change

TCC 6.2 Students use their own research focus to analyse changes or continuities in the Asia–Pacific region.

TCC 6.3 Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments.

TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles.

Place and Space

PS 6.5 Students make clear links between their values of peace and sustainability and their preferred vision of a place.

Systems, Resources and Power

SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.

Purpose and overview

Students analyse various changes or continuities in the Asia–Pacific region and use their findings to identify common values that have motivated individuals associated with these changes or continuities. They consider whether the way the mass media has portrayed the Asia–Pacific region has changed over time and the possible reasons for this change or continuity. Students clarify their own values and preferred visions. They apply what they have learnt to suggest ways of improving access to economic and political power.



Phases (Minimum time recommended: 12 hours)	Activities	Core learning outcomes	Assessment opportunities
1. Changes or continuities in the Asia-Pacific region (approximately 4 hours)	In this phase students identify and begin to analyse changes or continuities in an Asia-Pacific country or regional issue. Tables or spreadsheets may be used to collect information. Students identify and begin to research individuals associated with these changes/continuities. 1. Sorting information 2. Creating research questions	TCC 6.2 TCC 6.3	Summarising using tables, observations of collaborations
2. Common values (approximately 4 hours)	Students build on their understandings by sharing what they have found and use this information to consider their preferred future vision of an Asia-Pacific country. Students consider future visions and how the media may shape such visions. 3. Sharing findings 4. Our preferred vision for the Asia-Pacific region 5. Where do visions come from?	TCC 6.3 PS 6.5	Oral reports
3. Influencing the media (approximately 4 hours)	Students investigate how and to what extent the media may have influenced perspectives of Asia-Pacific people and places and, therefore, identities. 6. Corroborating an argument 7. Media images might change over time 8. Using what we have learnt to create better futures	TCC 6.4 SRP 6.5	Corroborated argumentative essays Oral or written reports

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Assessing learning outcomes at different levels

Activities are designed primarily for students working towards demonstrations of Level 6 learning outcomes. Some assessment opportunities may be used to decide whether students are demonstrating the learning outcomes at levels before or after Level 6. To guide judgments about students' demonstrations of learning outcomes consider whether students are:

- working towards demonstrations of the Level 6 learning outcomes
- demonstrating the Level 6 learning outcomes
- demonstrating the Level 6 learning outcomes and working towards Beyond Level 6 learning outcomes.

Learning outcomes in the syllabus at Level 5 and Beyond Level 6 could provide a guide for teacher judgments. Studies of Society and Environment learning outcomes are organised so that there is a progression of concepts and processes within a strand. For example, the progression from SRP 5.5 to SRP 6.5 and SRP D6.5 involves increasing sophistication and complexity particularly related to the concept of *access to power* and the process of *reflecting*, though neither of these is exclusive of other concepts and processes. The elaborations provide specific content examples of how the concepts and processes may be levelled from Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

Using this module

Commercial texts and videos are required as resources for this module. Multiple opportunities to demonstrate each core learning outcome are provided within rather than across the phases and assessment opportunities are suggested rather than outlined in detail. The suite of Level 6 modules provides examples of multiple opportunities for students to demonstrate learning outcomes.

Activities emphasise the key process of reflection. Students reflect on values and the role of media in shaping identities in the Asia–Pacific region.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

altruism	media
argument	migrants
Asia–Pacific region	mutual perceptions
corroboration	peace
democratic process	social justice
ecological sustainability	sustainability

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those related to social justice.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- challenge media stereotypes
- value diversity of cultures, beliefs and languages
- recognise that individuals who make positive contributions to their societies often share common values.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 4: *The telly never lies: Media representations*
- Level 5: *Industrial Revolution: Societies and change*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Changes or continuities in the Asia–Pacific region

Core learning outcomes emphasis: TCC 6.2, TCC 6.3

In this phase students identify and begin to analyse changes or continuities in an Asia–Pacific country or regional issue. Tables or spreadsheets may be used to collect information. Students identify and begin to research individuals associated with these changes/continuities.

Teaching consideration

Before beginning this module it is necessary to choose a case study topic and to collect relevant resources. Suggested case studies are listed in Activity 1. Materials relevant to many of these topics are included in Studies of Society and Environment textbooks designed for Queensland, in commercially available videos and on the Internet.

Focus questions:

- Who are some individuals who have improved life for people in the Asia–Pacific region?
- What are some questions that are worth investigating concerning changes or continuities in an Asia–Pacific country or regional issue?

Activity 1 Sorting information

Support materials and references

Select an Asia–Pacific country or regional issue and a collection of relevant resources. Distribute the resources and ask students about the information they contain. Create a summary of this information. Explain how a table can help to organise and sequence notes. For example, develop a table as follows:

Place/s	Australia–East Timor relations
References	bibliographical details of a textbook
Issue or topic	immigration, independence, urbanisation
Change	the percentage of people living in cities now as compared to a year in the past
Continuity	the percentage of Buddhists now compared to a year in the past
Individual contributor/groups	Xanana Gusmao in East Timor
Emerging questions	What action did Australia take when Indonesia threatened to invade East Timor in 1975?

Encourage students to suggest emerging questions about the topic and add them to the table. Discuss how investigating these questions could provide opportunities to demonstrate core learning outcomes TCC 6.2 and TCC 6.3.

Invite students to select an Asia–Pacific country or regional issue that they would like to investigate in small groups or pairs. Possible countries or issues include:

East Timor

Papua New Guinea

China

Vietnam

Pacific island countries — for example, Fiji, Tonga, Solomon Islands

migration to Australia from Asia

trade and economic links between Asia–Pacific countries

regional religions

mutual perceptions of specific Asian cultures and Australian cultures.

Activity 2 Creating research questions

Assist students to collect a range of resources to use during their research. Ask them to analyse these resources and collect information using a table as demonstrated in Activity 1. Explain that different terms may be used in different texts to describe the same idea. Assist students to frame their questions.

As students begin their research, assist them to modify their questions so that they provide a research focus on how individuals or groups have contributed to particular changes or continuities in the Asia–Pacific region. Ask students to assist each other to create a main research question.

Assist students as they continue their research by discussing individuals/groups who have made positive contributions. Consider whether the individuals and the groups to which they belonged really did contribute. Introduce the term ‘altruism’. Discuss why individuals may have made altruistic contributions and identify the values that appear to underlie their actions. Refer to the definitions of key values in the syllabus.

Ensure students understand how their research provides opportunities to demonstrate TCC 6.2 and TCC 6.3. Demonstrations could take many forms, such as an analysis table containing reference to an individual and the group to which this individual belonged. If appropriate, this could be supported by teacher observation notes concerning how each student has collaborated.

Phase 2 Common values

Core learning outcomes emphasis: TCC 6.3, PS 6.5

Students build on their understandings by sharing what they have found and use this information to consider their preferred future vision of an Asia–Pacific country. Students consider future visions and how the media may shape such visions.

Focus questions:

- What have we learnt about the Asia–Pacific region?
- What are our preferred future visions for the region?
- How are visions shaped?

Activity 3 Sharing findings

Invite small groups of students who have studied different places or issues to share their findings. Follow this group sharing with a whole class discussion about the diversity that has constituted human history in the Asia–Pacific region. Ask students to consider whether the individuals they have studied may have been motivated by similar values. Discuss definitions of values, including social justice, democratic process, ecological and economic sustainability and peace.

As students share their findings, compile a summary that emphasises the values of peace and sustainability. Discuss the summary.

Activity 4 Our preferred vision for the Asia–Pacific region

Review how some individuals in the Asia–Pacific region seem to have based their contributions to society on values such as peace and sustainability. Ask each student to write their own personal ideas of peace and sustainability.

Refer to *A Futures Perspective: Position Paper* (available on the Queensland School Curriculum Council website) for information about assisting students to envisage and create possible, probable and preferred individual and shared futures. Draw on the values researched and discussed to create a shared preferred future for an Asia–Pacific country.

Assist students to develop presentations of their findings from Activity 3 that refer to a specific place or places in the Asia–Pacific region. Encourage them to define peace and sustainability in the context of this place and to make links between values and vision.

Activity 5 Where do visions come from?

Encourage students to consider factors other than values that might have influenced the vision they created. Emphasise that they will need to reflect introspectively and discuss why it is important to understand what may influence our visions.

Support materials and references

Ask students to individually record the first images that come to mind when they think of countries in the Asia–Pacific region. Students who can't think of any images record 'nil'. Students then record what may have influenced their images — that is, the origins of their images. In small groups, students compare results and list the origins of their images. Students in the 'nil' group consider why they couldn't bring any images to mind. Discuss the lists. Is there a common force influencing the ideas of many students? Is it the media? Ask students who have more personal experiences of these places to compare their images with those whose only experiences are from television, magazines and so on. Show a short segment of a video that presents non-stereotypical images and discuss why these may not be common images (see 'Support materials and references'). Discuss how the media may have been a factor that contributed to the vision they created. Discuss the likelihood that media images have changed over time and why this may be the case.

Phase 3 Influencing the media

Core learning outcomes emphasis: TCC 6.4, SRP 6.5

Students investigate how and to what extent the media may have influenced perspectives of Asia–Pacific people and places and, therefore, identities.

Focus questions:

- How can we prove anything in Studies of Society and Environment?
- What does corroboration mean?
- Why and in what way might media images of the Asia–Pacific region have changed over time?

Activity 6 Corroborating an argument

Present students with a variety of historical sources that provide evidence of a change or a continuity in the way the media has presented an Asia–Pacific country. Old textbooks and books of paintings and other images are a useful source. Oral history can also provide insights. Students could interview people of different ages to find out what they recall of the way the media has presented specific places.

Model how to corroborate evidence and to argue using such evidence that change has occurred or not occurred. Explain that this 'proof' is tentative because new evidence may be discovered or new ways of looking at old evidence may emerge. Explain that nonetheless some arguments are of a higher standard than others and that this is mainly because the argument is based on corroborated evidence.

Provide a current written argument about people or places in the Asia–Pacific region and assist students to assess how well it corroborates evidence.

Activity 7 Media images might change over time

Discuss why some media images may change over time and record hypotheses that arise. Examples of hypotheses are included in the left-hand column of the following table. The right-hand column includes examples of evidence that could be sought to test the hypotheses and then later used in a corroborated argument about the causes of change in media imagery.

Reasons	Evidence
Historical events, such as: <ul style="list-style-type: none"> – the racially motivated coup in Fiji in the late 1990s that may have changed the image of a peaceful idyllic holiday destination – anti-Australian demonstrations in Indonesia during the late 1990s – uprisings on the Solomon Islands during the 1990s – more trade occurring between Australia and China – independence in East Timor. 	<ul style="list-style-type: none"> – textbook descriptions of events – newspaper articles and photos – trade statistics
More Australians now study this place — for example, greater emphasis on the Asia–Pacific region in Studies of Society and Environment learning outcomes.	<ul style="list-style-type: none"> – comparison of the content of 1960s subjects and textbooks with current ones
More Australians now visit this place.	<ul style="list-style-type: none"> – tourist statistics from the Australian Bureau of Statistics
Changes in the economy of an Asia–Pacific nation — for example, from being a supplier of raw materials to a tourist destination.	<ul style="list-style-type: none"> – economic data, tourist postcards from different time periods
Media personnel becoming less Euro-centric in their reporting.	<ul style="list-style-type: none"> – old and current newspapers – old newsreels and current TV news

Using this information and the model of a corroborated argument, discussed in Activity 7, assist students to develop a range of arguments about causes of a change or continuity in media. Provide opportunities for visual and/or written samples.

Students' arguments may provide evidence of demonstrations of TCC 6.4.

Activity 8 Using what we have learnt to create better futures

Review discussions about values, people, power and the media. Discuss how the media has depicted people and places in the Asia–Pacific region. Review the values of people who have made a contribution to Asia–Pacific countries. Provide students with a newspaper cutting or a video clip of a news item depicting one of these countries and ask them to analyse what it suggests about access to economic or political power. Discuss the degree of access to power. Ensure students move from comprehension to interpretation of the sources.

Revisit definitions of social justice and democratic process from Activity 3. Ask students to use these definitions to suggest ways of improving access to economic and political power. Emphasise that the ways that are suggested should be realistic. Ask students to share their decisions and prepare and present reports. Student reports may provide evidence of demonstrations of SRP 6.5.

Support materials and references

- Alexander, A. 2001, *SOSE for Queensland Book 2*, Heinemann, Port Melbourne, Vic.
- Asia Education Foundation 2001, *Studies of Asia: A statement for Australian Schools*, Curriculum Corporation, Carlton South, Vic.
- Cunningham, S. & Turner, G. 1997, *The media in Australia*, Allen & Unwin, Sydney.
- Gilligan, B. 2001, *Voices and Values*, Curriculum Corporation, Carlton South, Vic.
- McCauley, D., Brown, P. & Mills, M. 2001, *SOSE for Queensland 2*, Jacaranda, Milton, Qld.
- Nicholls, G. 1994, *Images of Australian History*, Nelson, Melbourne.
- Shafer, M. 1996, *Visions of Australia*, Oxford University Press, Melbourne.
- Stewart, C. 1997, *Media: New ways and meanings* (2nd edn), Jacaranda Wiley, Milton, Qld.
- Turner, G. (ed.) 1993, *Nation Culture text: Australian Cultural and Media Studies*, Routledge, London.
- Ward, I. 1995, *Politics of the media*, Macmillan Education Australia, South Melbourne, Vic.

CD-ROM

Curriculum Corporation 2001, *Asia at a Glance*, Melbourne. (Includes stories, photographs and statistics on a range of Asian countries.)

Videos

Film Australia has numerous titles that are appropriate for this module. For example:

- *Flowers and the Wide Sea*
The story of the Chinese, one of Australia's oldest immigrant communities, at a time when the world is more than ever aware of China and its economic and cultural influence.
- *The Reef*
Traces the history of the Great Barrier Reef from early exploration by European travellers to its exploitation by modern visitors.
- *Line Home*
When the military coup ends democracy in the Pacific island state of Fiji in May 1987, the lives of a young Fijian couple in Australia are shattered.
- *Winds of Change*
Stories of change and struggle from Indonesia, Vietnam and Hong Kong.
- *Starting From Zero*
Tells the story of three East Timorese people who return to their shattered homeland after 24 years in exile.

Website

(Website accessed in April 2002.)

Australian Bureau of Statistics. www.abs.gov.au/

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Studies of Society and Environment Syllabus

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

Studies of Society and Environment Initial In-service Materials

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