

Media Studies in New Zealand Schools and Universities: A Research Study



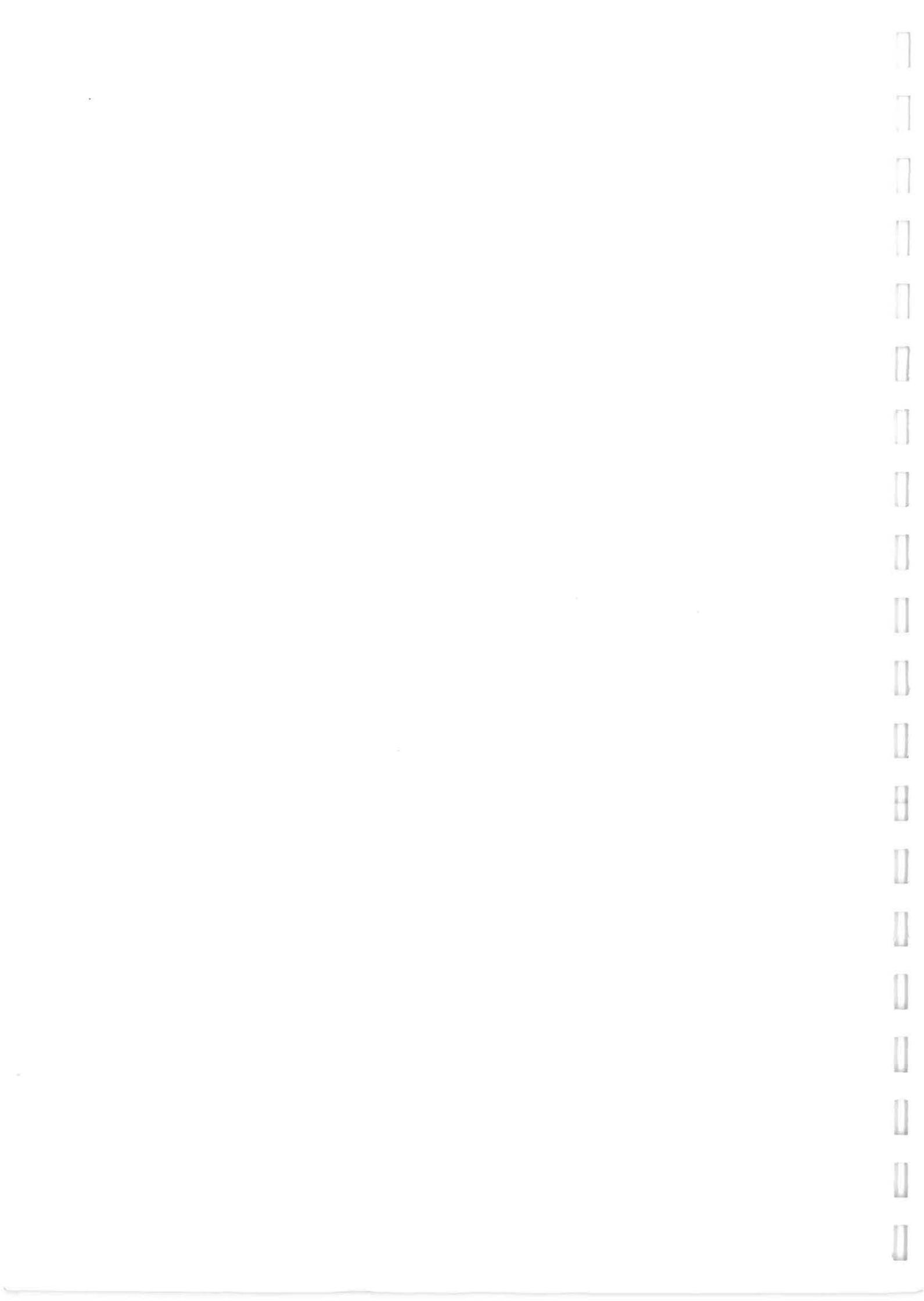
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NCEA Media Studies is teaching much the same things as tertiary Media Studies, but a lower level. If we could actually talk to each other, we'd know a bit more about how this content works in with each other. A bit more communication between tertiary institutions and high school would be good

Deborah Thompson (National Secondary
Media Studies Facilitator 2006-2008)
October 23, 2008

I get the feeling that if you ask the average university lecturer about how NCEA works, you are likely to get a blank look.

Hawkes Bay teacher, September 2008



Acknowledgements

I have numerous people to thank for their contribution to this research project. In many ways, the research would have not been possible without their assistance and cooperation.

I particularly want to thank my two research assistants Sasha McLaren and Kirsty Horrell, for their exemplary work in interviewing teachers in the Waikato, Bay of Plenty and Auckland regions. They were always more than reliable, and willing to put a great deal of effort into the interviews. They also seemed to enjoy visiting schools.

I wish to thank all the teachers who took part in this project and hope I have accurately reflected their experiences—especially in respect of the importance of teaching Media Studies. I also want to thank Deb Thompson and Toni Twiss for their additional feedback.

Many thanks too, to the convenors of first year tertiary media courses, who enabled me to reach a good number of students in such courses.

Thanks to Ian Francis (NZQA) for very useful statistics.

A final thanks to the Faculty of Arts and Social Sciences at the University of Waikato for funding this research

NOTE: I have endeavoured, in this report, to make the source of the many commentaries and direct quotations as anonymous as possible. For example, I have identified teachers by region, rather than their specific school. This is because their comments are often quite candid, and the purpose of this research was not to make judgements on any particular school or institution; its purpose was to investigate the status of Media Studies on a *national* basis.

There is one exception to this general policy in that I have identified the contribution of Deborah Thompson, in her capacity of national facilitator in Media Studies in 2008. This is because she was in a position to offer unique perspectives on the state of Media Studies in New Zealand schools.

Executive Summary

The Research

- Research funded by FASS Contestable Research Fund, 2008
- Research extends 2006 research on the relationship and perceptions of secondary and tertiary media sectors
- 2008 research incorporated interviews with 36 secondary media teachers in 28 New Zealand schools; survey of 340 students with NCEA Media Studies in nearly all first year tertiary Media Studies courses across New Zealand; observations of secondary teaching; seminars to students

Research Background

- NCEA Media Studies is now established as a popular and growing subject area in Year 12 and 13 in New Zealand schools.
- The estimated student cohort taking NCEA Media Studies in 2008 was 10,000, with 407 entries for Scholarship.
- An estimated 4000-5000 students are enrolled in Media Studies or media-related tertiary courses annually.
- Students in New Zealand schools have the option of taking two years (Level 2 and 3) of NCEA Media Studies. With the introduction of Level 1 NCEA Media Studies (in 2010/2011), they will be able to do three years of Media Studies at school.
- NCEA Media Studies is based on a matrix of Achievement/Unit Standards, which offer a mix of production elements and theoretical/critical approaches, and a mix of internal/external assessment, Scholarship is based on a three hour external exam.
- There is no coordinated approach to teaching and assessment across the tertiary sector in New Zealand. Assessment frameworks in the secondary sector are subject to continuous revision and alignment .
- NCEA Media Studies receive substantial support and resourcing from NZQA/Ministry of Education, and has a strong lobby group (NAME); tertiary media academics tend to work autonomously and in isolation.

Research Outcomes

- The 2006 research pointed to a considerable gulf in respect of levels of understanding and coordination between the secondary school and tertiary sectors. The 2008 research confirms that this gulf still exists, even though several universities are now offering more support and resources to teachers and students
- There is generally poor understanding of NCEA amongst media academics, but with some improvement in this situation, as more Media Studies graduates enter teaching.
- Most secondary teachers expect their students to go to university Media Studies, or associated courses (such as Communication Studies or graphic design)
- Most secondary Media Studies teachers approach the subject in a holistic way, integrating production and theory, as well as enabling the 'scaffolding' and accumulation of knowledge.
- Media Studies teachers regard their subject as providing very important skills for students, as well as encouraging critical awareness of the media, and the world.
- Most (81%) of first year media students in 2008 regarded NCEA Media Studies as beneficial to their subsequent studies.
- Nearly one tenth (9.4 %) found university media courses 'very challenging' and more than half (54%) found them 'challenging'. Nevertheless, more than one-third (36.8%) regarded them as offering familiar content, or providing little challenge.
- The most common complaints about university media courses were: little or no production opportunities; repetition of content; too much theory and/or reading; lack of excitement or intellectual rigour; higher standards or expectations needed.

Recommendations

- that tertiary institutions offering Media Studies or media-related courses provide courses that both *complement* and *extend* the content and objectives of NCEA Media Studies
- that academics, tutors and course convenors for first-year tertiary Media Studies courses become better acquainted with the structure, content and objectives of NCEA Media Studies
- that serious consideration be given to identifying Media Studies Scholarship students enrolling for tertiary Media Studies, with provision for accelerated, right-of-entry to Year Two courses (through waivers or other mechanisms). This could also be extended to students who achieve Excellence in Level 3 NCEA Media Studies.
- that tertiary media courses look to increasing and integrating production elements in Year One media courses

Introduction

This report describes the outcome of research conducted between January and December 2008. It draws on research done in 2006, which sought to investigate media teaching developments in the secondary sector (NCEA Media Studies, in particular), and the possible consequences for media teaching (Media Studies, in particular) in the tertiary sector. The 2008 research exercise was designed to extend and expand the information gathered in the 2006 research exercise, by focusing more closely on what is happening in New Zealand classrooms, in respect of NCEA Media Studies. The emphasis in the 2008 research is on the content and delivery of Media Studies Achievement Studies, and the consequences for students, with such prior knowledge, when they encounter first year Media Studies courses in New Zealand tertiary institutions.

NCEA Media Studies in New Zealand

Level 2 Achievement Standards for Media Studies were first introduced in New Zealand schools in 2003,¹ with Level 3 Achievements Standards provided in the following year, along with Media Studies Scholarship. To date, there are no Level 1 Achievement Standards available, even though some teachers have taken the initiative in developing equivalents, whilst policy makers in the Ministry of Education and the New Zealand Qualifications (NZQA), in response to a growing demand for teaching at this introductory level, formally agreed to the development of Level 1 Achievement Standards in April 2009.

The Media Studies subject expert group, which commenced work in 2008 revision of the Media Studies matrix (see below) also has made strong representations for the introduction of NCEA Level 1 (equivalent to Level 6 of the *New Zealand Curriculum*, to be first implemented in 2011).

¹ Media Studies and the associated field of Film Studies has a considerably longer history; a history which is described in Roger Horrock's excellent overview 'Media Teaching in New Zealand: Sketching Out a History', *Script* issue 66, May 2007.

The Media Studies matrix

In 2007, students in New Zealand schools were able to structure a programme in Media Studies from the following offerings provided at Level 2 and Level 3 of the National Certificate of Educational Achievement (NCEA):

Media Studies Matrix, 2008²

Level 2		Level 3	
AS90276 Describe the relationship between a media product and its target audience	2.1	AS90599 Demonstrate understanding of a specific media industry	3.1
3 credits	External	4 credits	External
AS90277 Close read unfamiliar media text	2.2	AS90600 Explain how meaning is created in media texts	3.2
3 credits	Internal	4 credits	Internal
AS90278 Demonstrate understanding of messages and/or values, and representations within media texts	2.3	AS90602 Explain the relationship between a media genre and society	3.4
3 credits	External	4 credits	External
AS90279 Demonstrate understanding of a media genre	2.4	AS90604 Complete and justify a concept and treatment for a media product	3.6

² Source:

<http://www.minedu.govt.nz/educationSectors/Schools/CurriculumAndNCEA/NCEA/NCEAAchievementStandards/NCEAAchievementStandardsAndMatrices.aspx>, accessed Jan 31 2009. This matrix represents the offerings provided in 2008. During 2008, and continuing into 2009, a significant curriculum alignment exercise was involving in re-examining the structure, content and intent of all Achievement Standards, as well as reviewing the relationship between Media Studies Unit Standards. This exercise, and resulting feedback, will result in some significant changes to the 2008 matrix.

3 credits	External		2 credits	Internal
AS90280		2.5	AS90606	3.8
Demonstrate understanding of narrative conventions in media texts			Create a media product using appropriate media technology	
3 credits	Internal		6 credits	Internal
AS90765		2.6	AS90779	3.3
Design and produce a media product and evaluate the process used to create the product			Investigate an aspect of media and explain its significance for New Zealand	
6 credits	Internal		4 Credits	Internal
AS90282		2.7		
Use technology in media production				
3 credits	Internal			

Enrolments in NCEA Media Studies, 2008

Figures supplied by NZQA indicate the following enrolments ;

i) External 2008 Level 2 Achievement Standards (comparative 2007 figures in brackets)

Note; figures represent number of **entries** for each ASA

AS 90276 (*media product and its target audience*) 2429 (2519)

AS 90278 (*message and/or values*) 2856 (3274)

AS 90279 (*media genre*) 3879 (3909)

ii) External 2008 Level 3

AS 90559 (*specific media industry*) 2502 (2353)

AS 90602 (*media genre and society*) 3097 (3074)

iii) Internal 2008 Level 2

Note: figures represent **result counts (Achieved/Merit/Excellence)** for the year, Results for 2007 in brackets. **Not Achieved** counts are not included for 2007³ .

AS 90277 (*unfamiliar media text*) 4269 (3395)

³ A policy change meant that Not Achieved results were included in NCEA statistics from 2008 on. It should also be noted that these numbers do not directly equate to counts of students taking the subject, as at any time, students will be enrolled in a number of Achievement Standards and are also able to be taking parallel Level 2 and Level 3 AS, in addition to those students who added Media Studies AS to other subject areas, such as English.

AS 90280 (<i>narrative conventions</i>)	3359 (2434)
AS 90282 (<i>technology in media production</i>)	4165 (3379)
AS 90765 (<i>design and produce and evaluate</i>)	4326 (3357)

iv) Internal 2008 Level 3

AS 90604 (<i>concept and treatment</i>)	3590 (2901)
AS 90606 (<i>create a media product</i>)	3424 (2595)
AS 90600 (<i>meaning in media texts</i>)	1709 (1201)
AS 90779 (<i>aspect of media for NZ</i>)	2752 (1709)

Scholarship in Media Studies (93303)

Students who display the necessary aptitude, or students who have been encouraged by their teacher, can enroll in their second year of Media Studies (Year 13) for entry to Scholarship in Media Studies. The pre-requisite for enrolment is enrolment in a full-time studies in Level 3 Media Studies. Success in Scholarship is determined by performance in end-of-year, externally assessed written exams.

Year 13 students can also choose to enroll in Scholarship in Media Studies, and work towards the November examination. Many achieve this goal, even though there are significant absences at the final exam. In 2007, for example, there were 243 entries for Scholarship (of which 125 were absent), and 407 entries (of which 128 were absent) in 2008.⁴

According to New Zealand Qualifications Authority (NZQA) figures, in 2007 there were 243 entries for Scholarship in Media Studies, comprising 3.05 percent of the number of Year 13 students studying the subject at Level 3.⁵ Of the 118 students who sat the Scholarship in Media Studies examination in 2007, 81 Scholarships were awarded, with ten students reaching Outstanding Performance.

⁴ Source: communication from Ian Francis, Team Leader, Secondary Examinations, NZQA, 12 Jan 2009. There are a number of possible explanations for such absences: student enthusiasm can wane during the course of the year; the examination is scheduled late in the year, when senior students are no longer under the direct guardianship of the school; or students lose confidence in their ability to pass demanding written exams.

⁵ Source: <http://www.nzqa.govt.nz/scholarship/numbers.html>. Accessed 31 Jan 2009. This percentage represented similar proportions in subjects such as Accounting (3.14%), Biology (3.14%), Economics (3.03%), Geography (3.23%) and English (2.93%).

Tertiary Media Studies in New Zealand

The history and development of tertiary Media Studies in New Zealand tertiary institutions parallels the experience of Media Studies in New Zealand secondary schools⁶ but obtaining accurate, national figures on past or current students taking Media Studies or media-related courses (such as Film Studies, Communication Studies, Journalism) in New Zealand tertiary institutions is quite an impossible task. An educated guess would put the figure between 4000 and 5000 students annually.⁷

The norm for enrolments in first year Media Studies courses offered by large tertiary institutions (such as Stage One core courses FTVMS 100 Media Studies and FTVMS 101 Film Studies offered at the University of Auckland) range between 300 and 400 students, with some annual variability.⁸

Students in Screen and Media Studies at the University of Waikato are directed to take two first year courses in their first year of majoring in the subject, as the first stage towards a Bachelor of Arts (Media Studies major) or Bachelor of Communication Studies (Media Studies major). Enrolments in 2008 were as follows (comparative 2004 figures in brackets);

⁶ This history is also comprehensively covered in Horrocks (2007).

⁷ In a presentation 'The media teaching interface: the New Zealand secondary and tertiary sectors' to the 2007 MEDIANZ conference (Victoria University of Wellington, 8-10 February), I suggested that, 'The current national picture for Media Studies or media-related courses (eg Communications, Broadcasting degrees) at tertiary level in NZ is around 4,000 students'. This estimate was based on information supplied by colleagues in other New Zealand institutions, and some guesswork.

The reality is completely accurate figures remain elusive, due to lack of central reporting, the long-established autonomy of New Zealand tertiary institutions (particularly accentuated by a competitive market for student enrolments), and a continuing fragmentation of the field.

⁸ In one aspect of the research described in this report (a survey of students, who had done NCEA Media Studies in first year tertiary courses), course convenors requested quantities of questionnaires which matched the numbers in such courses. The University of Auckland requested 400 questionnaires for FTVMS 100, whilst the University of Canterbury 300 questionnaires for its COMS101 Introduction to Mass Communications course.

SMST101 Screen Studies 1: The Moving Image (Semester A)

126 (202)

SMST 102 The Media and Society 1

299 (335)

In addition, the first year production-oriented SMST112 Video Production course attracted 52 students in 2008 (99 in 2005).

The 2006 Research Exercise

Research Design

The 2006 research project was designed to explore several assumptions about the state of media teaching in New Zealand; in a belief that,

media academics often display poor knowledge of what goes on in secondary school media teaching (NCEA Media Studies, in particular) and, in some cases, an unwillingness to learn more. Likewise, secondary media teachers are unaware of what constitutes tertiary teaching, or feel disconnected from the content being taught there.⁹

The objective of the research was to explore these propositions, in order 'to encourage a conversation across the sectors'¹⁰, and utilised a mix of interviews with media teachers and media academics and an online questionnaire (101 responses, with 69 teachers and 32 academics contributing).¹¹

Research Outcomes

The general experience amongst the teacher respondents—most of whom were relatively new to media teaching—was that knowledge about the content and purpose of tertiary media teaching was limited but there was an accompanying desire to know more. Despite

⁹ Geoff Lealand, 'Media Teaching in the Secondary and Tertiary Sectors in New Zealand: A Common Cause?', *Script* 66, May 2007

¹⁰ Lealand, 2007

¹¹ A full report on the range of questions included in this research is found in Lealand (2007).

the significant numbers of teachers who had completed tertiary qualifications with significant Media Studies components (32), there was broad agreement that the relationship between the secondary media and tertiary media sectors could be improved, in order to coordinate teaching objectives, share information and to ensure students benefited from all levels of their education, as in the following typical comments,

There are very few tertiary media teachers who have an interest in and understanding of secondary media courses... It would be good to have their elliptically or trendy sounding courses decoded into student-friendly language. Students often reject courses because they sound too academic or too confusing.

Bring the two together ... I have heard that some programmes at 100 level tertiary have been changed due to students coming in from secondary having a greater knowledge. [my emphasis]

Likewise, amongst the 32 media academics participating in the 2006 research, there was minimal awareness about the structures, content and objectives of media teaching at the secondary level—but also a willingness to learn more. Virtually all (30) also regarded the relationship between the two sectors as poor, as in the following comment,

At the most basic level there is not enough communication. ... The tertiary media sector needs to organise itself and enter into relations with a number of partners, including secondary school teachers. We need to look at the continuity of media curriculum from secondary and tertiary institutions.
[my emphasis]

Extending the 2006 Research

My general conclusions, from this aspect of the 2006 research, suggested that there a 'considerable gulf' continued to divide the two sectors, with 'a worrying lack of knowledge on both sides', This meant that, 'The New Zealand educational reforms of the

1990s [which] had the objective of creating a uniquely 'seamless' educational system for New Zealand' still had not been realised, with the lack of connections between media teaching in secondary school and teaching in tertiary institutions as one example.

One strategy for increasing knowledge flows between the two sectors is through providing ready access to programme outlines, teaching objectives and assessment tools. In respect of secondary media teaching, there are numerous routes for obtaining such information, such as the Media Studies community on the Ministry of Education-moderated TKI mega-site, or documents relating to Achievement Standards on the NZQA site. These provide detailed information on curriculum matters, explanatory language, exemplars and teaching resources.

Such sites address *national* teaching objectives for NCEA Media Studies. There is no equivalent resourcing for tertiary Media Studies. Institutions (universities, polytechnics, PTEs) develop Media Studies programmes in a completely autonomous manner, with minimal cross-referencing to teaching programmes at other institutions.¹²

The 2006 research had the objective of addressing the paucity and uneven quality of available information about the teaching of Media Studies across educational sectors in New Zealand. It went some way towards confirming the 'information gulf', as well as recording a range of information about the teaching objectives of both secondary media teachers and tertiary media teachers.

The 2008 research was designed to add to this information, by focusing on what New Zealand media teachers were delivering to their students in New Zealand schools, what they were doing towards preparing their students for possible higher level education, and

¹² New programme proposals do need to go through an approval procedure with The Committee on University Academic Programmes (CUAP) of the New Zealand Vice Chancellor's Committee, and other institutions do have an opportunity to comment on such plans. Nevertheless, they do not have the ability to veto plans, nor enforce changes. A number of university departments also operate schemes for the external moderation of student work but this is usually only at the graduate level.

what contact teachers had with the tertiary sector, This information was gathered through visits to 28 New Zealand schools during 2008, enabling extensive interviews with a range of media teachers (new teachers and experienced/senior teachers). Numerous opportunities also arose to talk to students in these schools.

As an important addition to the research, students taking Media Studies or related courses in New Zealand tertiary institutions were surveyed, and offered the opportunity to directly contrast their NCEA Media Studies experiences with their higher education experiences.

The 2008 Research Exercise

Research Rationale

The initial application to the University of Waikato FASS Research Committee Contestable Research Fund (November 2007) included the following arguments for widening the 2006 research;

What is apparent is there is now a large number of students taking Media Studies (Level 2 and 3 and Scholarship) in New Zealand schools ... It is important that tertiary-level Media Studies departments pay close attention to this growth, but it is just as important that attention be paid to the content and delivery of NCEA Media Studies...

I wish to build on the knowledge I have, by systematically investigating where Achievement Standards in NCEA Media Studies may complement (and possibly duplicate) the content of undergraduate teaching (especially first year survey courses).

The 2008 research focused on the following aspects of media teaching in New Zealand :

1. The experiences of secondary school teachers engaged in NCEA Media Studies

2. The experiences of students in first year Media Studies courses in New Zealand tertiary institutions.¹³

Research Design

The research involved visits to a wide range of schools, to report on a diversity of teaching experiences and school environments. The input from first year tertiary students involved responses to a one-page questionnaire, delivered to students towards the end of the first year Media Studies course they were enrolled in.

I. Interviews with teachers

Visits were made to 28 schools in New Zealand during 2008¹⁴. Altogether, 36 teachers were interviewed¹⁵:

Auckland: St. Cuthberts
 Baradene College
 Diocesan School
 Mt. Roskill Grammar
 Western Springs College

¹³ In several ways, this represents a revision, and redirection, of the intent of the original research proposal, which sought to investigate the experiences of teachers, and academics responsible for the design and/or delivery of undergraduate survey courses in Media Studies. The latter component was replaced by a targeted survey of first year tertiary students, in order to incorporate the experiences of the *recipients* rather than the deliverers of teaching. The views of media academics (teaching objectives; content and delivery issues) were well canvassed in the 2006 research.

¹⁴ Schools visits were distributed between Geoff Lealand, and research assistants Sacha McLaren and Kirsty Horrell (who concentrated their visits on Hamilton and Auckland schools). Arrangements to visit Northland schools (Kaikohe andf Kaitaia) were not successful.

In respect of Geoff Lealand's school visits, nearly all involved providing seminars for students (often 2 or 3 seminars during one visit). This obviously extended the research brief but also enabled frequent and direct engagement with students taking NCEA Media Studies. He also served as a judge for the Otago Secondary Schools Film Festival at Otago Girls on October 31.

¹⁵ Thirty-six interviews took place in the school environment. Two interviews were conducted outside schools: Deb Thompson, National Facilitator for Media Studies, Auckland and Toni Twiss, former media teacher at Diocesan School, Hamilton (and Technology Teaching Fellow in 2008).

Hamilton/Waikato: Fraser High
Hillcrest High
Hamilton Girls High
Matamata College
Te Aroha College
Diocesan School

Napier: Colenso College
Karamu College

Rotorua/Bay of Plenty: Western Heights High School
Rotorua Lakes High
Otumoetai College
Mt. Maunganui College

Palmerston North: Awatapu College
Palmerston North Girls

Wellington: Newlands College

Christchurch: Christ's College
Catholic College
Burnside High
Avonside High

Dunedin: Logan Park
Kaikorai Valley High
Otago Girls High
Bayfield College

II. Tertiary student survey

With the assistance of course convenors of first year media courses in tertiary institutions throughout New Zealand, a one-page questionnaire was distributed to students who had taken NCEA Media Studies during their secondary schooling years. Ten media programmes participated in this research exercise¹⁶:

Media Studies, University of Auckland

Communication Studies, Unitec (Auckland)

Screen & Media Studies, University of Waikato

Media Studies, Massey University (Palmerston North)

Media Studies, Massey University (Wellington)

Media Studies, Victoria University of Wellington

Bachelor of Broadcasting Communications, New Zealand Broadcasting School at
Christchurch Polytechnic Institute of Technology

Film Studies, University of Canterbury

Mass Communications, University of Canterbury

Film, Media & Communications, University of Otago

This questionnaire featured five questions, seeking information and assessments on the following aspects of first year tertiary courses;

1. What levels of NCEA Media Studies had the student done at school
2. Was NCEA Media Studies beneficial to their subsequent university studies?

¹⁶ Even though these ten institutions represent a good range of Media Studies offerings in New Zealand, they do not include all that is available. Despite early agreement from the Auckland University of Technology (AUT), they did not participate in the survey, due to internal staff dissent. The survey also did not include private training enterprises (PTEs) such as the South Seas School of Film and Television and the New Zealand Film School(Wellington)

3. How did the the experiences of their university media course compare with their media courses at school.
4. What content would they have like more/less of in their university course.
5. Was there any aspect of media content that was over-familiar, or the student felt over-exposed to.¹⁷

Research Outcomes

I. Teacher Interviews

Thirty-six interviews were conducted during pre-arranged visits to twenty-eight secondary schools across New Zealand (see list above). Interviewing was done by Geoff Lealand, Kirsty Horrell and Sacha McLaren, over the period June to November 2008, and in respect of Geoff Lealand, frequently involved talks to students and tours of teaching facilities (see Footnote 14).

The interviews were structured around a set of questions which sought information on the following aspects of media teaching;

1. Unit Standards and Achievement Standards being taught
2. Scholarship in NCEA Media Studies
3. Experiences of teaching NCEA Media Studies
4. Progressive learning in NCEA Media Studies
5. Links with university level Media Studies
6. Student engagement with NCEA Media Studies
7. The role of NCEA Media Studies

Unit Standards and Achievement Standards being taught

Only three teachers included media-related Unit Standards (US) in their teaching programme, drawing on US 7467 *Investigate how different audiences interact with media*

¹⁷ See Appendices for questionnaire

text and US 7470 *Investigate print conventions by producing a print publication* for internally-assessed courses, adding these to a programme of Media Studies Achievement Standards.

The majority of teachers constructed a programme of teaching from both Level 2 and Level 3 Media Studies (with two teaching only Level 2).¹⁸ Ten teachers taught *all* Achievement Standards on offer at Level 2 and Level 3, but the majority of teachers chose to exclude particular AS from their offerings, for a variety of reasons. For example, thirteen teachers did not teach the externally-assessed AS90278 2.3

*Demonstrate understanding of messages and/or values, and representations within media texts*¹⁹, and eight did not teach the internally-assessed AS90600 3.2 *Explain how meaning is created in media texts*.

Explanations for the exclusion of these two Achievement Standards, and others, included,

Not a fan of 2.3. generally. It makes Level 2 harder than Level 3. Level 2 is too prescriptive and subjective [with] close reading and narrative aspects too broken down. Level 3 is broader and I prefer the higher level of thinking required from students at Level 3. Most people probably enjoy teaching Level 2 more, as they are really easy in terms of prescription. I find that students do not necessarily need to have done Level 2 to do well in Level 3. (Auckland teacher)

¹⁸ The maximum number of credits in NCEA is 24, in a subject area at any level. Many schools offer fewer standards, in order to manage workloads for teachers and/or students. Some schools have specific policies that limit credits, or strongly recommend that credits on offer do not exceed 18 or 20 for each level, to allow for more manageable programmes of study. Some exclusions of specific Media Studies Achievement Standards can also be attributed to teachers lacking expertise or confidence in certain aspects of media teaching, as well as inadequate resourcing of production-oriented AS.

¹⁹ Achievement Standards 2.3 and 2.4 are currently being reworked by a group of senior media teachers, under contract to NZQA. This a further example of continuous evaluation and revision which characterizes NCEA Media Studies, in response to teacher feedback.

I don't teach 2.3 and 3.4 [Explain the relationship between a media genre and society] as I have found they are beyond most of my students. These units require critical thinking and my students are not just ready for it. I have tried them in the past and found that it was too difficult for most of the students and most of them failed. (Hamilton teacher)

I prefer to teach AS students are engaged in. There is also a lack of local production houses/film-makers etc to call on, for an AS like AS90599. You don't need to teach the full gamut but I do attempt to make teaching seamless, with theory informing production. (Hawkes Bay teacher)

Scholarship

Nearly two-thirds (20) of the 28 schools offered special tuition or support for students who had enrolled for the end-of-year external examination in Media Studies Scholarship. The number of such students ranged from a single potential candidate to twelve students. Five schools had ten such students in 2008.²⁰ Even though numerous students decline to sit the final exam, or do not succeed in their attempt, they are potentially the most intellectually advanced and informed students in their cohort,

Scholarship exams are hard. They are for the most able students and require high-level analytical skills, critical thinking, and advanced written language skills.²¹

Preparing scholarship students for the end-of-year exam is the responsibility of media teachers and it often involves additional commitments from such teachers. Teachers will run meetings before and after school, or in lunch breaks, in order to advise and groom

²⁰ Provisional results from NZQA for Media Studies Scholarship report 82 scholarships (8 outstanding) for 2008. (www.nzqa.govt.nz/scholarship/numbers.html#subjects. Accessed 10 March 2009)

²¹ www.nzqa.govt.nz/scholarship/qsandas.html. Accessed 11 March 2009

promising scholarship students, and these meetings increase in frequency as the exam looms.²²

Many of these scholarship students go on to higher education, with a significant number opting for Media Studies or media-related courses in their first year of study. Those students who participated in the 2008 survey, and were in this position, were most visibly the same students who found much repetition and little challenge in first year university courses, feeling constrained in utilizing or extending the skills and knowledge they had acquired at school.²³

Experiences of teaching NCEA Media Studies

Although some teachers enjoyed teaching *all* NCEA Achievement Standards in Media Studies, a greater number enjoyed some more than others. Frequent mentions were made of production-oriented Achievement Standards, such as,

I enjoy creating something they can be proud of. Media Studies should, by right, always include some production elements. But there is one important element missing: scriptwriting. (Christchurch teacher)

I particularly love 2.4 (Media genre) and close reading, and how it leads to the practical work...watching how the theory flourishes through the practical work. (Auckland teacher)

²² For the past four years, Screen and Media Studies at the University of Waikato has run late afternoon seminars for scholarship students in the Waikato/Bay of Plenty region. Lecturers provide short presentations on a number of topics pertinent to Media Studies Scholarship. I have had reports that other tertiary institutions organize similar events.

²³ The implications of this research outcome will be explored in the *Discussion and Recommendations* section of this report.

I really love the practical side of Media Studies where students make work [but] struggling with limited resources makes this difficult to teach. The students get a lot of joy out of making practical work, so that makes it a joy for the teacher.

(Bay of Plenty teacher)

I enjoy production but I don't come from a production background. I tend to just throw them in the deep end.

(Wellington teacher)

The practical ones...it's concrete, so some kids like it. It can be good for the macro as well as the micro thinkers. It's rare to have an AS that enables all kids to pass.

(Waikato teacher)

Positive comments—and more general observations-- on other Achievement Standards included,

Close reading (AS 2.2) is a great way of encouraging student attention, and developing a specialist language. AS 3.2 is a great way for exposing students to unfamiliar texts and the discussion of concepts (very much reflecting the emphasis in the new school curriculum).

(Hawke's Bay teacher)

I enjoy them all [but] there is a constant adjustment and change of content, as I would get bored teaching the same thing. I draw on recent events in the media which are relevant to students. This way the students are more aware of following the media, and with what is happening in the world.

(Bay of Plenty teacher)

Standards are like 'children'. I teach them in such a way as one leads to the next one.

(Auckland teacher)

Several Achievement Standards which were less enjoyable for some teachers, and the reasons offered tended to echo the reservations expressed about specific Achievement Standards identified in the previous section,

Kids do struggle with 2.5 (Narrative Conventions) in Level 2. They tend to close read it, as opposed to viewing it as a convention. Students tend to still be a little text-focused at this level. Instead they must place texts within genre conventions, rather than approach them as 'film study'.

This is a rather sophisticated ask of the students at this level. Perhaps this is due to the fact that Media Studies made itself too hard initially, in order to be taken seriously—but this is getting better all the time.²⁴ (Auckland teacher)

I do have some issues with the expectations of some AS. 'Achieved', in some cases, is too low an expectation. Resourcing some standards can be a problem—especially 3.1 (Audience), where perspectives tend to swing widely from one thing to another—from a New Zealand perspective, to a global perspective. (Christchurch teacher)

More general comments included,

Externals can be a problem and I am not always sure what the expectations are ... there are still pre-NCEA effects, with Media Studies placed in Social Sciencs and often taught by people who are not trained in social sciences.

(Manawatu teacher)

The difficulty of Media Studies is not the AS or subjects; it is the marrying of ideas to the interests of students and allowing them to develop objectively. Media Studies is really about critical thinking, reflection and distancing [students] from their subjectivity. Most students tend to see themselves subjectively in the films they watch. Teaching Film Noir in Year 13 is easier as it is new to them. Thus they are more objective and therefore better engage. Teaching teen films in 2.4 doesn't work so well. (Auckland teacher)

²⁴ It could also be attributed to the influence of Media Studies academics (including myself), who played a part in the early development of Media Studies in New Zealand schools.

Level 3 standards are generally too crammed and the external requirements tend to impede teaching..3.3 (Aspect of the media in New Zealand), for example, is problematic and has timing issues. It can be left to the end of the year and is rushed. In part, this is due to the production units, which can take up large amounts of time. (Auckland teacher)

AS 2.5 students are often confused as we the same text for more than one AS. I think many of them struggle with the holistic approach we have.

(Wellington teacher)

Progressive learning in NCEA Media Studies

The 'holistic approach' cited above is a major characteristic of NCEA Media Studies (and NCEA generally), whereby Achievement Standards are linked within levels, and learning and knowledge acquisition accumulates, and is reiterated and reinforced, across levels.

Teachers were asked whether they were able to measure or discern increased levels of understanding and knowledge acquisition in their students, as students progressed from Level 2 Media Studies to Level 3 Media Studies, and possibly on to sit Scholarship in Media Studies.

Examples of discernible progressive learning included the following lengthy discourse,

Sometimes, at the beginning of the year, I will get students to sit a 'prior learning' pre-test. However [my school] is smallish, so I am often teaching the same students a lot of the time. Often the students will have been taking media since Year 9... Even the pre-test may not discern increased levels of understanding. The best way [to find out] is most likely through having conversations with students.

Students at the beginning of Year 12 are beginning to get their heads around the idea of 'wider implications' but, by the end of the year when I say things such as 'the effect on society', they already grasped it.

Media Studies is different in some ways because of its links to society, culture etc. It is not just close textual analysis. Rather, Media Studies is constantly contextualized, with a developing awareness of the audience.

This Auckland teacher continued,

The students quickly find that if they are making a filmic product for their own delight, and with little consideration of an audience, then it doesn't work. The maturing of the student's insight is evident during the production where a consideration for the audience becomes the highest priority.

The scholarship class has been very successful ... students work on a bridging of knowledge from previous years. I read out to them the work of previous students, and the class discuss ways in which they could the work better.

Remarks from other teachers included,

Measure through the data, through the external and internal marks. Can also gauge from conversations I have with students. There wouldn't be one time of any school day that there aren't media students in the room, self-motivating themselves to work on their projects. Thus there is a lot of one-on-one time.

(Bay of Plenty teacher)

L2 and L3 have become a continuum. It has to be taught as a two year programme or it doesn't work. It has to be scaffolded. For example, you can't discuss film in any sophistication, in Level 3, with students who haven't done Level 2. We have made 16 NCEA Level 2 English AS as a pre-requisite for Level 3, to counteract this issue. (Waikato teacher)

Students begin to articulate their views using film technology in about Term 3...[they] are better able to problem solve, plan for and articulate what they want in the practical application of their knowledge. They can problem solve using techniques.

(Waikato teacher)

Other comments included,

The levels do represent quite a big jump but I can discern acquisition of knowledge. Students are not so naïve. For example, they begin to regard the camera as a 'paint brush', rather than being intent on getting a shot done.

(Rotorua teacher)

I find a significant difference between students who start at Level 3 without having done Level 2, and those who do both. I am still happy to take on the [former] students, as I find students help and support each other to catch up.

(Bay of Plenty teacher)

Generally, over two years, students get better. Possibly this is a consequence of the 'carnage' at Level 2.

(Wellington teacher)

The boys especially. Throughout the course of the year they really start to blossom...their levels of understanding as well as their ability to express it changes lots between the assessments.

(Waikato teacher)

Yes, it's obvious as they say themselves that it's changed them. The course is life and mind changing, providing insights into how the system works. It's a way to understand the political, social, economic and cultural systems that make up society.

(Waikato teacher)

Their practice essays show clear progression from the beginning of the year. In some topics like sitcom and genre, their understanding of gender stereotypes show a move away from black and white thinking.

(Waikato teacher)

You see a critical approach and thinking developing. We looked at the Dove 'Real Woman' campaign and the fact that Rexona owns Dove. They did some research of their own and came up with real world examples (Waikato teacher).

Links with tertiary Media Studies

The intention of this question was to explore levels of knowledge, or links (both formal and informal), teachers involved in secondary-school level Media Studies had with tertiary level Media Studies courses (or departments or individuals). The 2006 research cited above suggests that such knowledge was limited, and links were few, and the responses to a similar question posed in 2008 indicates that little has changed. One Auckland teacher reported on a 'disappointing' experience when she took a group of Media Studies students on a field trip to one New Zealand university. When one of these students asked a lecturer, "Do I need to take Media Studies at high school to get into university?", the lecturer replied with a 'fast, flat 'no''. The teacher thought that this highlighted the lack of communication between school media teachers and universities.

In respect of their responses to this question about links and levels of knowledge, the explanations provided by the 38 teachers in this study can be grouped as follows:

a. no links

More than one-third (14) of the interviewed teachers reported that they had no knowledge about what was being taught in tertiary level Media Studies and/or had no means nor links of finding out more. This experience was not just confined to schools who were not geographically close to urban-based tertiary institutions, as the following comments suggest,

No links, other than occasionally talking to ex-students—even though, as a teachers association [CANTOM], we have tried. But they have never come to the party.
(Christchurch teacher)

It is not brilliant. There has been even less contact with the merger of the Teacher's College and the University. There is no significant contact, even through CANTOM. (Christchurch teacher)

b. formal links with tertiary institutions

Two teachers indicated that they had formal links with tertiary institutions; firstly, in the form of university providing lectures to secondary students in an university environment, as well as to cluster meetings of teachers, and secondly, through a local tertiary institution organizing screenings and providing feedback for secondary students' production work. Several other teachers mentioned that there had been attempts, in the past, to share teaching and ideas but these had not been successful, for a number of reasons.,

One [Auckland] tertiary institution invited Media Studies teachers last year to discuss building links between it and schools but I didn't get the sense that anything would change from that meeting. Their approach was quite arrogant in a sense. The teachers there sensed that they wanted to talk to the Media Studies teachers about what they could/should be doing, as opposed to engaging in a mutual conversation, and sharing knowledge and resources. (Auckland teacher)

Some of it has just been fairly naked recruiting exercises for tertiary providers.
(Dunedin teacher)

c. informal links

A significant number (14) of media teachers had informal links with tertiary Media Studies departments. In most cases, such links were with specific individuals who were willing to provide advice and support for teachers and/or students²⁵. Such support included offering occasional after-school seminars for students (especially Scholarship

²⁵ In the interests of full disclosure, the author was mentioned on a number of occasions as one of these individuals.

students²⁶) or talks within the school, providing resources for teaching and student work, and responding to email requests from students.

In most cases, the initiative for seeking support, or information about tertiary courses, came from teachers (or, in the case of students, on the teacher's recommendation) but there were also cases of media academics offering their services unsolicited. Comments included,

I do try to look at what universities are doing...thinking about what a general skills Year 13 student will need for entering university. (Auckland teacher)

Have contacts through Scholarship days but not really much else. To be honest, It's hard to get information for students out of [some] places. (Waikato teacher)

Contacts through the Auckland teacher-trainer, who runs a course in Media Studies teacher training. (Waikato teacher)

d. educational links

Another group of teachers (8) based their knowledge of tertiary Media Studies on having done such studies themselves, most often as their major in an undergraduate degree or were currently doing extramural studies. In a couple of cases, teachers had completed a higher degree (MA) in Media Studies.. Two teachers were also directly involved in tertiary teaching, having recently done tutoring or direct teaching in undergraduate Media Studies courses at neighbouring institutions.

It was this group of eight teachers who seemed in the best position to make an assessment of tertiary level Media Studies. In addition to commenting on the state of relations between secondary and tertiary Media Studies, they were also well-placed to comment on the content of undergraduate courses, and their students' expectations of university and subsequent feedback .

²⁶ See footnote no. 22

Such comments included,

I am aware of how tertiary content relates to NCEA. University work is more theory based , so for students who love the practical side of Media Studies, I wouldn't encourage them to do a BA but, rather, would encourage them towards the skills-based tertiary sector (NZ Broadcasting School, AUT), or a communications degree at university...largely because of a personal perception that these are successful for those with practical skills. (Auckland teacher)

The content is the same. I teach the same stuff in NCEA—it's all big-picture stuff, even though NCEA compartmentalizes. University teaching, on the other hand, is too narrow and too specialized—there is no relationship between courses and nothing inter-relates. There is little satisfaction in this for holistic thinkers.

(Waikato teacher)

Further comments from this group of teachers included,

I really only know what the students who leave tell me, although I only ever hear from them for the first half of the first year. After that, they seem to settle in and I no longer hear from them. They often say that [university] is too easy. And they complain a lot about the fact that it is all theory and no production.

(Waikato teacher)

NCEA doesn't necessarily prepare you for uni as the way uni is taught is just so different. Even if the content is similar, you know, 180 or more students in a room is a world away from a school like this.

(Waikato teacher)

The weaker students who go on to university Media Studies courses are given confidence by the familiarity of the ideas and the direct link to NCEA. The more academic scholarship students find parts of it dull and they don't necessarily have the essay writing skills that the uni courses value. But they do have a greater ability to understand than they are given opportunity to express. Often uni courses don't present enough of a challenge. Students always comment that they want more practical elements.

(Waikato teacher)

Progression on to university

Teachers interviewed in this study were asked how many of their Media Studies students planned to go on to university or other higher education Media Studies. More than one-third (14) expected most of their students to take this next step, whilst another twelve teachers expected some to do so. A smaller group of teachers (8) indicated that only a few students would go on to tertiary Media Studies. One teacher, for example, reported that six out of her 17 Year 13 students planned to progress on to university; another nominated four out of her 18 Year 13 class.

Further observations and speculations on the likely routes NCEA students would take at university included,

Most students go on to university from this college, and some of these would do Media Studies specifically. A large percentage of my Media Studies do go on to study Media Studies at university, but only some of these take it as a major. Communication Studies is really popular, and some students will go to AUT and the New Zealand Broadcasting School in Christchurch, in order to enter the television or radio industries. Others might go on to study graphic design as there is a strong print focus at the school. Others have even gone on to study animation. It is not specifically taught but they often talk about this and other careers in class.

(Bay of Plenty teacher)

Most of my students who want to study at a tertiary level, want to study Media Studies specifically. Often they will do a BA congruent with another subject, such as music. (Auckland teacher)

Those in my Year 13 class are likely to go on to university; Year 12 students are less likely to and are more likely to opt for a vocational course. (Hawkes Bay teacher)

Some students instead of most due to the fact that not all subjects can be picked up in Year 12, to then get into uni—and this includes Media and other 'English-rich' subjects. (Waikato teacher)

Several teachers commented that students from their school seemed particularly drawn to communication studies degrees, with their stronger emphasis on vocationalism, rather than a more Humanities or Social Science-oriented approach to Media Studies,

Most students would go on to higher education but it is difficult to know if they actually do Media Studies. I believe that most students who expressed interest in Media Studies at high school are probably drawn to Communication degrees.

(Auckland teacher)

Some-to-most go on to further study and those who enjoyed Media Studies tend to have a Humanities bent and often tend to pick up media papers—but more as electives rather than as a major. My students tend to do Communications over a straight Media Studies degree. (Auckland teacher)

The parents and culture in this school is one where there is pressure for students to become professionals (doctors, lawyers etc). There is a negative attitude to students studying BAs [so] more students go on to study Communications over a BA. Lots of students go on to study law and commerce, and marry their media skills—such as in media law.

Reports coming back from students doing media at university level is that it is not as dynamic as at high school—it is not as exciting, with many subjects simply re-jigged.

(Auckland teacher)

Student engagement with NCEA Media Studies

As concluding questions in the interviews, the participating teachers were asked to comment on a number of broad aspects of Media Studies teaching. Firstly, they were asked whether there was a place for student prior or skills in NCEA Media Studies, and how such knowledge could be incorporated into formal teaching. Only three teachers disagreed with the proposition, pointing to the fragmentary or unfocused nature of student experiences.

Nevertheless, the great majority of teachers considered that student prior knowledge was both a reality, and a very important component of media teaching. Comments—often quite detailed--included,

There is always a place for prior knowledge; it is just a matter of directing it in a particular direction. A high proportion of this prior knowledge is student confidence with using and watching media—they tend to be refined and sophisticated users and watchers. There is often a benefit that most students will be familiar with the text being taught...they will, of course, be given new perspectives. I often hear, 'Miss, you've ruined this film for me because now I have to think about it.'

At recent parent/teacher interviews, there was a lot of feedback from families that parents are learning lots from their kids as they watch film and television with them. .. I also find that one cannot discuss film and television without discussing the internet. Media Studies is a 'real' subject in this way. (Auckland teacher)

The more they know, the better. Often students don't realize how much knowledge they actually have from sophisticated media watching and interaction.

(Waikato teacher)

Yes, you can't do Media Studies without an understanding of the world and the ramifications of one's place in it. Media Studies must have an opinion and then be able to reason it through...The Year 13 scholarship students, in particular, bring in lots of knowledge from their other subjects—they tend to do subjects like History and English—more critical thinking subjects [and] tend to be genuinely interested in the world.

(Bay of Plenty teacher)

Yes, this is a strength of the subject...tapping into personal perceptions and experiences.

(Auckland teacher)

Many of them have technical knowledge that supercedes the teacher's.

(Waikato teacher)

Media Studies lends itself to teaching info-literacy skills, which is a primary skill for lifelong learning.

(Waikato teacher)

Other teachers commented that whilst students were knowledgeable in *some* areas, they were not necessarily competent in all areas,

They know lots of the modern stuff from their own viewing and can bring their prior knowledge to bear [but] their practical skills are sporadic, with only about a third have ever touched a camera.

(Waikato teacher)

A number can use professional cameras but sound recording is always a problem.

(Christchurch teacher)

Not all are competent but there are one or two students every year who are technologically wonderful and they take over teaching—and I let them take over.

(Manawatu teacher)

Students bring their own experiences as media consumers [but] have little understanding of the construction of the media. Throughout Media Studies, they become less passive and understand better how the media operates. Students are vulnerable and this is very important information for them to know.

(Auckland teacher)

The great majority of the teachers interviewed agreed that *teaching Media Studies required special teaching skills*. Even though the growth of Media Studies in New Zealand schools has been characterized a trend towards specialized teachers, as more graduates emerge from Media Studies degree courses, it still remains that a good number of teachers have gravitated to the subject from other areas (English, Geography) without specific training.²⁷ Indeed, four teachers interviewed during 2008 stated that formal training in Media Studies was not necessarily a pre-requisite for teaching, as in the explanation from one Waikato teacher, ‘You only need to be passionate about the subject’.

Passion does clearly motivate many of these teachers but there is also a growing understanding that the breadth, complexity and shifting boundaries of Media Studies does require a high level of expertise, and a multiplicity of skills, as demonstrated in the following comments,

It is certainly handy to have done a degree in Media Studies. [It] is like any subject in the sense that, like a science subject for example, one must know what it

²⁷ Of the 69 teachers who participated in the 2006 research, 25 reported that their expertise was ‘self-taught’ but nearly half (32) had completed tertiary qualifications with significant Media Studies components.

is before teaching it. A Media Studies teacher must also be a jack-of-all-trades [and] must do both theory and production...Media Studies teachers must be really aware of what is going on in the world; they absolutely must be reading the papers etc.

(Auckland teacher)

The level of teaching is much richer if the teacher has been specifically trained in media.

(Auckland teacher)

A variety of skills are needed; technical and theoretical, IT confidence to be able to use things like YouTube, cameras, DVD players. You have to have a knowledge of institutions, not just textual analysis. I think this is where lots of untrained teachers can fall down.

(Waikato teacher)

Teachers have to string practical and theory together. They must have the technical skills and be able to multi-task and trouble-shoot...A Media Studies must have group skills also...This can be tricky to manage, as managing personalities and hormones! More management is required than with tertiary students...Media Studies teachers must also be up-to-date with what is happening in the media, as it rapidly changes. Much more is required in Media Studies than for an English teacher, for example. How much does King Lear change? Media Studies teachers can't simply rehash their teaching year after year; it must be current knowledge.

(Auckland teacher)

People who teach Media Studies with no media experience really struggle. The technical stuff is no big deal, however, as the students deal with that—they are very comfortable and savvy with the technology. It is the academic and theory [aspects] that some teachers struggle with.

(Bay of Plenty teacher)

Further comments included,

You need to know aesthetics, cinematic language, semiotics—as well as technology, such as computers. Literature teachers teaching Media Studies know the text but not the context, and that’s the distinction between English and Media Studies. To teach Media Studies you need to well-read, know about the world, the global economy, socio-political issues... (Wellington teacher)

You have to be more daring as a teacher to teach Media Studies. You have to be prepared to say, “I don’t know. How shall we find out?” It’s much more of a collaborative learning experience, than say other subjects like maths, where the teacher always knows the right answer. (Waikato teacher)

You have to be internet savvy to be able to use all the resources available to you to keep up to date. Reading newspapers also helps. The best teachers I know are all obsessed in some way with something, like Hitchcock or something.

(Waikato teacher)

Aligned with this contention that Media Studies teachers needed to be proficient in a range of skills—as well as possessing a wide knowledge of current events and global issues—there was general agreement that teaching grounded in such expertise led *to students acquiring a specialist body of knowledge or particular understandings of the world*, as in the following comments,

In my school’s Mission Statement, Media Studies aims to develop students to from ‘passive media consumers’ to ‘active citizens’. (Auckland teacher)

In respect of NCEA, students are very focused—on passing, that is. I hope that they also acquire an awareness of the media and how it operates, and the relationship between it and society [but] I am unsure how deep this awareness actually is in teenagers, who tend to be very egocentric (they and their community is the only audience).

(Waikato teacher)

[As] student exposure to a variety of media expands [it] is valuable and exciting transition for teachers.

(Waikato teacher)

Media Studies cannot necessarily change the world but it does provide the opportunity to open up the kid's minds, and it's up to them what they do with it...One of the dangers for kids today is the increased focus on the individual, and a culture of 'me, me, me' [To] open up students up to viewing the world more objectively is a very important aspect of teaching Media Studies. I show the students what I think [but] not so they will regurgitate my ideas, but so they will begin to think critically about what they think, and therefore consider their own opinions.

(Auckland teacher)

Further comments included,

Media Studies is much more of a social science, but it tends to be lumped in with English. Media Studies students have to be able to look at historical and social links, in order to understand much of what is discussed.

(Bay of Plenty teacher)

There is a danger in teaching Media Studies in that you can teach a cynical world view eg globalization is bad, the USA is bad. There is a difference between teaching kids to be critical thinkers, and being critical for them.

(Waikato teacher)

They learn to both deconstruct and create.

(Waikato teacher)

There is a specialist body of knowledge which is largely the language of the industry...They also learn that the world is mediated and that there are influences forces controlling, or at least influencing their consumption.

(Waikato teacher)

As a final 'global' question, these teachers were asked what *were their primary, or most important, objectives in teaching NCEA Media Studies*. In many cases, the responses to this question mirrored the responses and explanations offered for earlier questions, but other interesting comments included,

To engage students; to guide them to achieve and to create life-long learners...not worried about grades. If the students are engaged, then grades take care of themselves.

Media Studies is the best subject. (Auckland teacher)

Media Studies has always been viewed at my school as a two-year course. It was clear from the outset that it was a highly academic subject, and the top students were steered towards it.

(Bay of Plenty teacher)

I would like students to be media literate and discerning...and interested in dissenting voices, such as John Pilger. But I also want them to be interested and enjoy the media.

(Dunedin teacher)

Further comments included,

Media Studies is increasingly vital and should be a compulsory subject...They need to understand how the media works, from a young age, and Media Studies should be formalized at an earlier age within the school system.

(Auckland teacher)

Overall, it is not really about whether the teaching is on radio, or television, or Facebook; it is about awareness. (Auckland teacher)

Media Studies is about students going beyond themselves and challenging their opinions and the surrounding hegemony..It is about taking risks and believing in themselves. (Auckland teacher)

The kids of today are cyborgs; they are intimately connected to their phones, to the internet and YouTube etc. But how wisely are they using this technology? Awareness of the implications of their media use is super-important; Media Studies should therefore be a compulsory subject. (Auckland teacher)

Media Studies gives students a chance to see the world from a slightly different perspective. It also gives them an opportunity to get NCEA in something they are actually interested in, and have a go at something in the form of practical work.. Quite a lot of our girls learn that they can't be 'stars'—lots of them start, wanting to be celebrities or TV presenters but quickly learn they are not cut out for that. A useful lesson to learn early on! (Waikato teacher)

Assessing Screen and Media Studies (University of Waikato) courses

As a final task in these interviews with media teachers, they were asked to comment on the objectives and courses content of two first year University of Waikato courses (SMST 101 *Screen Studies 1: The Moving Image* and SMST102 *The Media and Society 1*), referring to the 2008 course outlines for these two courses.²⁸

The purpose of this exercise was to enable teachers to identify areas of complementary content, as well as pointing to areas which might entail more challenging material for NCEA students going on to such courses. It should be stressed that the judgements presented here are based on *course outlines*

²⁸ See appendices

(expected earning outcomes; schedule of lecture topics; required readings) , and not on the *actual delivery* of course content.

Nevertheless, numerous assessments were made as to whether the content of these two courses might replicate, complement or extend to content of NCEA Achievement Standards. There was generally a positive assessment of both SMST 101 and SMST 102 in respect of what they might offer students, as in the following comments,

SMST 101

[101] looks like a cool course. There is a similar language and terminology and [it would be] a really good complement to what they do, in terms of enhancing, challenging and adding to knowledge—as opposed to simply being repetitive. There is enormous benefit in including copyright and authoring issues, as the students need to know this stuff but they don't have a chance to go into it [at school].

(Auckland teacher)

There's a lot of overlap with 101. The language is slightly different but the content is essentially the same. Students will be familiar with lots of it and 'Achieve' students will be comforted by the familiarity but "Excellence' and scholarship students will be bored and it might mean that the more able fall through the gaps.

(Waikato teacher)

101 is covered by the AS we do eg we use the Bordwell and Thompson text. Scholarship students especially will be working at this level of inquiry

(Christchurch teacher)

A lot of the content in SMST 101 would be quite a bit above my Level 3 students' understanding.

(Waikato teacher)

Anything to do with narrative will be familiar as we cover narrative conventions thoroughly.

(Waikato teacher)

We haven't touched on new media as school blocking of access is a problem.

(Manawatu teacher)

SMST 101 looks like a deeper investigation but with the skill my students have, they should come up with really good close readings.

(Auckland teacher)

My students would come to 101 having had a really good springboard [but] it also depends upon which texts are studied at uni, in terms of repeatability.

(Auckland teacher)

The learning outcomes of 101—all five have a nice marrying to the Achievement Standards; and to fundamental learning in Media Studies. The paper is a lovely furthering of what is already been studied by students in high school...I like the texts used in 101 and have read some of them myself.

(Auckland teacher)

Because of standards and the way they are set up, schools tend to be more modular [and] students tend to be more focused on particular themes, rather than thinking more 'holistically'

(Auckland teacher)

The range of media on offer may be too diverse [but] most of the content would be a natural extension of student learning and they would not be bored. But we need to get students away from just writing essays, to present their information and research with new media.

(Bay of Plenty teacher)

101 is rather limited. It's like Level 2 NCEA and my kids could progress to this from Level 2 without difficulty.

(Waikato teacher)

NCEA covers the same stuff but not in as much detail [but] there is an absence of the text at uni level, in the way that NCEA students have begun to understand Media Studies. They access wider issues through the text.

(Waikato teacher)

SMST102

We do pretty much all of 102. We do Marxism but without the name! It goes beyond NCEA but not all NCEAs are created equal. It very much depends on the teacher as to what experiences the students have. (Waikato teacher)

Some is familiar but, students would struggle with a topic like Case Study: violence in the media. Students in the past have struggled in the past with reaching any conclusions to these types of issues, in order to meet the requirements of NCEA. (Waikato teacher)

Too theoretical for school level but broadly the same topics/content. (Waikato teacher)

My students would see this as an extension of what I do but I know that all teachers do the same. (Waikato teacher)

Looks fascinating and clearly builds on NCEA Levels 2, 3 and Scholarship [but] the terminology may be scary for students. (Auckland teacher)

I think that university lecturers assume that the 'issues' they see are the same as the issues that face students. I don't that is at all the case. (Waikato teacher)

There is a lot of cross-over but that not necessarily a bad thing. There is a need to revisit knowledge, to full understand it—especially for an 18 year old. (Wellington teacher)

One Waikato teacher drew on her own experiences of taking these two courses at university, as a major in her undergraduate degree,

I loved them (101 and 102) when I did them. It looks like they still cover a big broad base, so students will find something familiar and unfamiliar in them. NCEA would set them up well for this—it's an extension of what they have begun in NCEA.

Additional Feedback

As further input to this research exercise, Sasha McLaren interviewed Deb Thompson in her Auckland office on October 23, 2008, in her role as National Facilitator in Media Studies, attached to Team Solutions at the Kohia Teachers' Centre (University of Auckland). Nearing three years in this role in October 2008, Deb occupied a critical position in respect the development and promotion of Media Studies in New Zealand.²⁹ She directly serviced schools in the Auckland/Northland region, through school visits, workshops, cluster meetings and online support, but also played a critical national role through developing and maintaining the Media Studies on-line community, as well as direct involvement in the assessment and alignment of Media Studies Achievement Standards.

Given her central position in respect of secondary school level Media Studies, she was well-placed to provide a unique perspective on the questions raised in this research, and her responses to specific questions included,

Q. What is the relationship between NCEA Media Studies and tertiary Media Studies? Is it a productive relationship? If not, how could it be improved?

High school students who go on to study Media Studies at tertiary level feel well prepared, and some things seem really familiar. Some students find Level 3 too hard, and harder at tertiary level.

²⁹ In early 2009, Deb Thompson completed her contract with Team Solutions, and took up a position as HOD Media Studies, Western Springs College, Auckland (as well as continuing work on the Media Studies alignment project). Jane Hall (formerly at Western Springs) took up the Facilitators role in April 2009.

Media Studies has no set curriculum; it is cross-curricular. In respect of the new New Zealand Curriculum, we have had to define where Media Studies fits. We point to three main strands: text, context and practice.

It would be great for NCEA Media Studies if there was greater support from tertiary institutions. They have long down times, during mid-semester breaks and December, when facilities, equipment and teaching staff are more available. This would be a wonderful time for Media Studies teachers to up-skill, making the most of facilities, equipment and expertise.

Q. Does Media Studies require special teaching skills?

A Media Studies degree and/or some practical experience is important. Currently there are lots of teachers without a formal Media Studies background. The nature of Media Studies is that it is changing all the time and teachers must constantly up-skill.

The sociological aspect of Media Studies is really important. Some believe that 'Film Studies' taught in English is good enough and the sociological elements of the media are ignored. Media Studies is such a broad subject and there is so much that can be done with it.

Q. What are the challenges and opportunities facing Media Studies?

In the future, there will be Level 1 Media Studies. The Standards need refining—they need to be made better.

There will be an increase in the use of new media technologies and Media Studies teachers need to teach to this.

Providing exemplar material would be of huge benefit.

Media Studies is growing... The new curriculum states that children in today's education system need to be active citizens of the twentieth-first century and this, through critical thinking, is an enormous part of Media Studies. The Key Competency skills the curriculum wants students to leave the system with are-

- *The ability to relate to others*
- *The ability to manage oneself*
- *The ability to think for oneself*
- *Participating and contributing to society*
- *The ability to use language symbols in texts*

Media Studies taps into all these things very well. It is very collaborative—very much about working as a team. It also offers opportunities for innovative thinking, such as allowing for interdisciplinary work, such as music students working on the films produced in Media Studies courses.

II. Tertiary student survey

At the completion of the field research phase in November 2008³⁰, 340 valid responses had been returned from first year media courses around New Zealand, as follows;

University of Auckland	71
Unitec	3
University of Waikato	48
Massey University (PN)	17
Massey University (WN)	15
Victoria University (WN)	81
NZ Broadcasting School (CH)	28
Univ of Canterbury (Film)	12
Univ of Canterbury (Mass Comm)	38
Univ of Otago	27
	—
Total	340 ³¹

³⁰ The majority of surveying took place in the first half of 2008. Both Semester A and B first year courses (*101 Screen Studies 1: The Moving Image* and *102 Media in Society 1* in Screen and Media Studies at the University of Waikato were included.

NCEA Media Studies

Of the 340 students participating in the survey, 244 had taken Level 2 NCEA Media Studies, 303 had taken Level 3 Media Studies and 59 had enrolled in Scholarship in Media Studies.³²

In response to the question, *Do you consider that doing NCEA Media Studies has been of benefit to your studies?* most (276 or 81 per cent) replied in the affirmative. In general, NCEA was judged to have equipped students with a grounding in core concepts (eg *audience*), analytical frameworks (eg *semiotics*) and appropriate terminology in Media Studies. For other students, NCEA had prepared the ground for the level of analysis and means of assessment (such as essay writing) which was expected at the tertiary level.

For numerous students, NCEA also provided important information on media industries, and likely careers—as well as generating the initial spark to ignite student interest in the subject, and create a focus for their enthusiasm.

Comments included;

Everything in NCEA is used in university Media Studies (UoW)

It taught me to be passionate about media and social ideas (UoW)

My interest began at high school due to my teacher, who was exceptional (UoW)

It has probably helped me the most in modes and ways of thinking and seeing the world; mainly building a framework on which I could add when I came to this [university] course. (VUW)

³¹ This number does not represent all qualifying students enrolled in New Zealand tertiary institutions in 2008. Incomplete participation can be largely attributed to the timing of the questionnaire. It was given to students at the end of a semester-long course, where it is common practice for many students to be absent eg in the 2008 102 *Media in Society 1* course at the University of Waikato had close to 300 students still formally enrolled; at the time of the final lecture in a twelve week course, there were between 120-160 students attending. Reasons for such absences usually include assignment deadlines looming, and possible general lassitude. Course convenors at other institutions reported similar experiences (see also Footnote 8).

³² These numbers do not represent completion rates, nor necessarily progression up the levels of NCEA Media Studies.

It made you understand the basics and certain things in detail before getting to university and then we had a bit of everything. (Massey/PN)

There have been some terms that are assumed to be 'common sense', when only I know what they are talking about, from Level 3 NCEA. (Massey/WN)

It's been vital as such an in-depth subject takes a while to get your head around it (UC/Film)

It's helpful to analyse popular films before making them ourselves (NZBS)

We did quite advanced Media Studies, which prepared me for university (UoA)

It's the best subject to prepare you for university (UoC/MassComm)

I know what the lecturers are talking about (Otago)

Nevertheless, a minority of students (64 or 19 per cent) judged their NCEA experiences to be of little or no value once they continued on to tertiary education. A number of students (five first year students at Victoria University, for example) placed the blame on inadequate teaching during their school years, and others pointed to the difference emphases in NCEA Media Studies (production and theory) and university level Media Studies (primarily a theoretical orientation). Explanations included;

It did not cover the content which is discussed at uni. (UoW)

More on film analysis; at school me made our own movies (UoW)

NCEA is more production focused (VUW)

Not really. Things aren't quite the same concepts or areas of Media Studies as university (Massey, WN)

The topics covered were completely different--For NCEA Level 3, we did a director study, go to do a magazine layout, wrote an essay on censorship (UoC,MassComm)

No overlap. NCEA is more structured and interesting than uni media (UoA)

It would have been if I had a decent teacher at school. (NZBS)

Comparing NCEA and university Media Studies

Students were asked to rate, on a five-point scale, the experiences of first year media courses with their school (NCEA) media course, in respect of how challenging they found the university courses.³³ The overall results from this question displayed the following distribution;

<u>very challenging</u>	<u>challenging</u>	<u>about the same</u>	<u>little challenge</u>	<u>no challenge</u> ³⁴
32 (9.4%)	183 (53.8%)	97 (28.5%)	25 (7.4%)	3 (0.9%)

With the important proviso that these assessments do not necessarily represent the views of all students in media courses in the nine institutions who participated in this survey—nor necessarily all students who were in a position to make such judgements--the results indicate that nearly two-thirds (63.2 per cent) encountered challenges in their first year tertiary courses. Explanations as to why such courses extended students, and enabled them to discover ‘new and exciting’ elements or ideas , included;

More in-depth and more theory, compared to NCEA which is generally more hands-on (UoW)

It was good to apply knowledge, to analyse audiences and effects of media, rather than just films and visual media (UoW)

It was not so much ‘exciting’ but definitely new in regards the amount of writing (UoW)

³³ ‘Challenging’ in this respect was implied to be synonymous with ‘demanding’, ‘complex’ or ‘intellectually stimulating’

³⁴ Details on particular courses can be found in the Appendices

Challenging in a good way—able to be passionate about it, and different way of viewing things (UoW)

Comments from other courses included,

Put things in context whereas at NCEA level it was just all very muddled and nothing was clearly laid out (VUW)

I found that media at high school was helpful in the lead-up to courses at university. However, it was more basic and mainly related to film. (VUW)

University was an extremely detailed expansion of the media studies done in school. NCEA helps with basics. (VUW)

Learning something new every week and more exciting. You feel a strong sense of pride when you pass a univ assignment because it's harder (VUW)

It was challenging because I felt I was thrown in the deep end. We straight away got into writing and reading for radio (NZBS)

The topics covered were very broad. What was challenging was the amount of necessary individual work. (Massey, PN)

There were so many different topics covered whereas at school we just had two or three topics in lots of detail. It really opened up the world of media and showed me that the topic is a lot bigger than I originally thought. (Massey, PN)

Other comments included,

Taking thinking further, placing things in a global context. (UoC, Film)

All the course was interesting; the challenging aspect was the increase in essay standards (UoC, MassComm)

If by 'new and exciting' you mean friggin' hard—especially the referencing and essay structure! (UoC, MassComm)

All the broad challenging topics. Also, most of what we do (if not all) is theory.

Therefore it's very challenging but still all exciting (UoA)

Harder work than NCEA (UoC)

Students who encountered less challenge in their first year university courses offered the following explanations,

A lot of the ideas and concepts had already been covered in NCEA Media, The course [SMST101] just approached the ideas in different ways (UoW)

It's not very hard when compared to NCEA. Not enough detail nor practical enough [101] (UoW)

Needs more media content—not just ideas or theories. More documentary/film studies [102] (UoW)

Needs to be more challenging. Students need to be more involved and excited, sharing views and interests (VUW)

In a way it was a recap and not overly challenging. Interesting, though (Massey, WN)

Very basic and kind of rushed—most of what is studied, I studied at school (Otago)

Found topics irrelevant and boring—no overlap with NCEA and uni media, so no opportunity to build on skills/knowledge learnt at school (UoA).

The content was about the same. University needs to drive a higher standard. (UoA)

What is particularly striking about such comments, even though they represent a minority of opinion, is that most were provided by Scholarship students; students who enrolled in university courses with a highest level of achievement and/or expectations of such courses.

Content of university media courses

Students were asked to nominate what they would have liked less of in the university media courses and, conversely, what they would have liked more of. The expectation here was that students would be considering *course content* in respect of this question.

Responses, ranked in terms of the most-cited aspects of media teaching, can be summarized thus,

LESS

theory
readings
written assignments/essays
exams
close analysis
old movies

MORE

practical/production
film analysis
in-depth analysis/concepts
political/controversial issues
study of advertising
theory

More detailed explanations included,

LESS

Watching pointless videoclips. I'd prefer to make pointless videos (UoW)
Less reading...it's about the moving image! (UoW)
Fewer long and boring readings that were difficult to understand (UoW)
Rushed-through topics (VUW)
In Media Studies I learn more when I have time to engage with materials (VUW)
Being talked at rather than interacting with (NZBS)
Some of the readings don't go into the topics in any great depth. I think more focused readings would be good so that you can read up on the stuff that is covered in a very short space of time in class (Massey, PN)
More focus on specific topics (UoC. MassComm)
Better construction of some lectures...just telling a story is not enough (UoA)
Stop trying to cover all the bases (UoA)

MORE

More on advertising and design in media (UoW)

Practical work, like scripting and storyboarding for own films (UoW)
Better explanation of Marxism in both lectures and tuts. (UoW)
More on issues and on how the media effects us (VUW)
Open discussions and interlinking of concepts (VUW)
Focus is too feminist, without consideration or appreciation of other points of view (VUW)
Chances to use more media terms eg cross-cutting (Massey, PN)
More on the effect of media on society (Otago)
Film trends...in historical and cultural contexts (Otago)
Actually making a film and looking into how films are constructed. Also a study of world film—not just New Zealand film (UoC, Film)
More time to grasp difficult concepts (UoC, MassComm)
Exemplars and examples of past student work (UoA)
More visual material (UoA)
Perhaps one lecture purely analyzing one text, to draw all the ideas together (UoA)
More bizarre theories! (UoA)

A number of these are rather generic suggestions (eg *fewer readings*) and undoubtedly familiar to university teachers, irrespective of their subject area—as is the impossibility of meeting all (often contradictory) needs of students in large and diverse first year courses. Indeed, one student requested fewer *opinionated students!*

It was not the intention of making judgements on the content of any particular university but there are suggestions here which course convenors might want to be consider, in order to draw on the complementary strengths of NCEA Media Studies, and media courses designed for first year university students.

Over-familiar content in university media courses

Only a small minority of students (35 or 10.3 per cent) reported particular aspects of media content which they thought they had been over-exposed to, or re-encountered in

university media course. Examples include theoretical concepts such as *representation* or semiotics or national cinemas such as *Japanese film* or *New Zealand film.*, or particular films, such as *American Beauty*, *The Lord of the Rings* trilogy and *The Matrix*.

Discussion and Recommendations

The research evidence presented here provides a body of information not generally available in any one source. Similar information has been previously gathered and/or published through a number of routes (such as online discussions on the Media Studies on-line community, and via course evaluations regularly administered to first year tertiary courses) but such information has been fragmentary and seldom available..

This research project has gone some way towards providing a much-needed, broader overview of the state of Media Studies in New Zealand, by casting its gaze over the two most important sectors of such activity in New Zealand (NCEA Media Studies, and first year tertiary Media Studies), and it has provided sufficient evidence to make the following assertions;

Research Outcomes

- The 2006 research pointed to a considerable gulf in respect of levels of understanding and coordination between the secondary school and tertiary sectors.
- The 2008 research confirms that this gulf still exists, even though several universities are now offering support and resources to teachers and students. Nevertheless, there is too little communication across the two sectors. Media academics, in particular, lacking an engagement with and understanding of secondary school developments.

- There is generally poor understanding of NCEA amongst media academics, but with some improvement in this situation, as more Media Studies graduates enter teaching. These graduates may well be the vanguard in respect of increasing communication and understanding across the sectors.
- Most secondary teachers expect their students to go to university Media Studies, or associated courses (such as Communication Studies or graphic design). These students greatly enrich tertiary level Media Studies, bringing considerable prior knowledge and production skills.
- Most secondary Media Studies teachers approach the subject in a holistic way, integrating production and theory, as well enabling the 'scaffolding' and accumulation of knowledge. This contrasts markedly with the usual tertiary approach, which emphasises a rapid transition from broad first year courses, to specialized courses in Year Two and Three. In addition, with a few exceptions, tertiary Media Studies privileges critical analysis and/or textual analysis, seldom offering the mix of production and critical analysis components which are the norm for NCEA Media Studies students.
- Media Studies teachers regard their subject as providing very important skills for students, as well encouraging critical awareness of the media, and the world. For many students, this is their first significant encounter with theory-based critical analysis, as well as incorporating aspects of out-of-school experiences (media consumption) into formal learning.
- Most (81%) of first year media students in 2008 regarded NCEA Media Studies as beneficial to their subsequent studies. The subject provides a grounding and introduction to the ideas and concepts they will later re-encounter at university. In addition, Media Studies provides a platform for many students to explore enthusiasms, and to become passionate about learning more.
- Nearly one tenth (9.4 %) found university media courses 'very challenging' and more than half (54%) found them 'challenging'. Nevertheless, more than one-third (36.8%) regarded them as offering familiar content, or providing little challenge. Real thought should be given to increasing the type of content and level of challenge for this latter group, who also tend to be the higher achievers in NCEA Media Studies (Level 3 and/or Scholarship), as one Waikato teacher commented, 'NCEA gets them all revved up, then uni is a big let-down'.

- The most common complaints about university media courses were: little or no production opportunities; repetition of content; too much theory and/or reading; lack of excitement or intellectual rigor; higher standards or expectations needed. Of particular significance is the lack of production opportunities in most undergraduate Media Studies courses.
- Universities were urged to pay close attention to the development of growth subject such as NCEA Media Studies, with particular criticism directed against the University of Auckland, in respect of its use of an 'A' and 'B' list of approved school subjects (with Media Studies a B List subject). One Auckland teacher commented, 'they don't necessarily rate it as being significant or important. I find this pompous and sanctimonious'.

The research evidence is also sufficiently compelling to make a number of recommendations, which are addressed to particular sectors of the New Zealand media teaching community:

Recommendations

- that tertiary institutions offering Media Studies or media-related courses provide courses that both *complement* and *extend* the content and objectives of NCEA Media Studies.
- that academics, tutors and course convenors for first-year tertiary Media Studies courses become better acquainted with the structure, content and objectives of NCEA Media Studies. It is particularly important that areas of significant overlap or duplication are identified, as well as those areas where it is possible to raise expectations, in terms of levels of complexity and difficulty. This will benefit those more advanced students who arrive at university with a proven track record, but will involve strategies for identifying and providing for such students in large mixed-ability first year courses.
- that serious consideration be given to identifying Media Studies Scholarship students enrolling for tertiary Media Studies, with provision for accelerated, right-of-entry to Year Two courses (through waivers or other mechanisms). This could also be extended to students who achieve Excellence in Level 3 NCEA Media Studies. This will enable such students to face immediate challenges to extend and build on their existing knowledge base. It might also solve the problem cited above, in respect of providing a good learning environment for *all* students, in large mixed-ability courses.

- that tertiary media courses look to increasing and integrating production elements in Year One media courses. The ideal pedagogy is to integrate both production elements (learning by doing) and theoretical/analytical elements (learning through critical analysis and explanatory frameworks). Such an approach underpins the NCEA Media Studies matrix but as students progress on to tertiary education, they frequently encounter a disruption or discontinuity in such patterns of learning. 'Production', in this respect, implies engagement with the pre-production/production/post-production phases of media, with digital technology making for easier and cheaper integration of such processes into the classroom, tutorial room or lecture theatre.
- media academics should look for opportunities to work more closely with their colleagues in the secondary sector, and teachers should more actively seek advice and resources from their academic colleagues, given that most university media departments are better resourced than most school-based Media Studies programmes, As one Auckland teacher put it,

there should be more links with universities, more conferences, networking and sharing of ideas, as lecturers and high school teachers are all teachers of media with students in front of them.

Appendices

- 1. Interview schedule for teachers**
- 2. Student questionnaire**
- 3. Responses re tertiary media courses**
- 4. SMST 101 and SMST 102 course outlines, 2008**

NCEA RESEARCH: Interview Questions for Teachers

School:

Teachers(s):

Date:

Q. 1 What Unit Standards/Achievement Standards are you currently teaching?

US _____

- AS 2.1 Media product and target audience (e) 90276
- 2.2 Reading unfamiliar text 90277
- 2.3 Message/values/representasion (e) 90278
- 2.4 Media genre (e) 90279
- 2.5 Narrative conventions 90280
- 2.6 Media product 90765
- 2.7 Use technology 90282
- 3.1 Specific media ^{industry} ~~audience (e)~~ 90599
- 3.2 Meaning in a media text 90600
- 3.3 Aspect of media in NZ 90779
- 3.4 Media genre and society (e) 90602
- 3.6 Concept and treatment 90604
- 3.7 Media product + technology 90606

Q. 2 Are you teaching Scholarship this year?

yes no

If 'yes', how many students?

Q. 3 Of the US/AS you are teaching now, or have taught in the past two years, which do you most enjoy teaching?

1. _____

2. _____

3. _____

Q. 4 What are less_enjoyable—or more difficult--to teach?

1. _____

2. _____

3. _____

Q. 5 Are you able to measure (or discern) increased levels of understanding and/or expertise in your students, at the completion of:
[prompt: knowledge building; scaffolding]

Level 2 NCEA MS

Level 3 NCEA MS

MS Scholarship

(give examples if you can)

Q. 6 Do you have any knowledge of or links with university Media Studies courses?

yes

no

If you answered 'yes', are you able to comment on how the content relates to what is taught in NCEA? (eg does it seem similar, or more difficult?)

Q. 7 How many of your MS students expect to go on to university or other higher education Media Studies?

all

most

some

few

none

Q.8 Is there a place for student prior knowledge or skills in NCEA Media Studies?

yes

no

Please elaborate:

Q. 9 Do you think that teaching NCEA Media Studies requires special teaching skills?

yes

no

If you answered 'yes', what are the special skills?:

Q. 10 Does doing MS involve students acquiring a specialist body of knowledge, or particular understanding of the world?

How would you describe this?

Q. 11 What are your primary (most important) objectives in teaching NCEA Media Studies?

Any other comments?

Hand out SMST101 and SMST102 (2008)) Course Outlines, for annotation:

kia ora. I am currently doing a research project on the relationship between NCEA Media Studies (Levels 2 & 3 + Scholarship) and first year Media Studies/Film Studies courses at New Zealand universities. I am keen to hear about your experiences in media courses at university, and how these compare with those you did at school.

IMPORTANT : So, if you did NCEA Media Studies (Unit Standards and/or Achievement Standards) at school, can you answer the following few questions. If you didn't do NCEA Media Studies, you don't need to do this questionnaire.

Please answer all the following questions. There is no need to provide any personal details, so all information will remain confidential and anonymous. You can also use the reverse of this form, to add notes and comments

Q1. What levels of NCEA Media Studies did you do at school?

Level 2 Level 3 Scholarship

Q. 2 Do you consider that doing NCEA Media Studies has been of benefit to your university studies?

yes no

please explain _____

Q. 3 Using the following scale, how would you rate your experience of the first year Media course(s) at university, when you compare it to your school media courses.

very challenging challenging about the same little challenge no challenge

If you replied 'very challenging' or 'challenging', what was new or exciting about these courses? _____

If you replied 'little challenge' or 'no challenge' why didn't these courses excite you or increase your interest? _____

Q. 4a In your first year course(s) at university, what would you have liked **more** of?

Q. 4b In your first year course(s) at university, what would you have liked **less** of?

Q. 5 Are there any aspects of media teaching you think you have been **over-exposed** to eg particular films, or media concepts?

yes no

If you answered 'yes', give examples

Thank you very much. Your lecturer will ensure these questionnaires get passed on to me

3. Student Experiences of First Year Media courses (2008)

Important Note: these figures should be read with caution for, as noted elsewhere (see Footnote 31), they do not represent *all* students enrolled in any of these tertiary-level media programmes.

	<u>very challenging</u>	<u>challenging</u>	<u>about the same</u>	<u>little challenge</u>	<u>no challenge</u>
UoW (101)	-	8	12	6	1
UoW (102)	-	6	11	3	-
VUW	14	53	12	2	-
NZBS	7	17	3	1	-
MU(PN)	-	12	5	-	-
MU(WN)	-	13	2	-	-
OTAGO	-	16	8	3	-
UoC(FILM)	-	5	6	1	-
UoC(MCOMM)	8	24	4	1	1
UoA	3	26	33	7	1
UNITEC	-	1	1	1	-
TOTALS	32	183	97	25	3

Arts & Social Sciences

Te Kura Kete Aronui



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4

SCREEN AND MEDIA STUDIES

SMST101-08A
The Moving Image

Paper Outline 2008

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Lecture & Tutorial Times

Lecture	Tue	14:00-16:00	L.G.05
Tutorial 1A	Tue	17:00-18:00	J.1.10
Tutorial 1B	Tue	17:00-18:00	I.G.09
Tutorial 1C	Tue	17:00-18:00	I.G.02
Tutorial 2A	Wed	12:00-13:00	K.3.10
Tutorial 2B	Wed	12:00-13:00	J.2.18
Tutorial 2C	Wed	12:00-13:00	I.1.08
Tutorial 3A	Thu	10:00-11:00	K.G.09
Tutorial 3B	Thu	10:00-11:00	K.G.07
Tutorial 3C	Thu	10:00-11:00	K.3.10
Tutorial 4	Fri	13:00-14:00	K.3.10

Purpose Statement

This paper will introduce you to ways of analyzing moving image media. There will be a particular focus on film and television but other media, from video games to emerging web forms, will also be referred to.

Learning Outcomes

By successfully completing this paper you will have demonstrated your ability to:

- 1 understand the fundamental communication processes that operate through moving image media;
- 2 understand how the symbolic power that moving image media have is put to contemporary cultural use;
- 3 understand how genre and narrative interrelate with each other to constitute contemporary moving image forms;
- 4 use discourse analysis to understand the ways in which contemporary media forms represent us, people supposedly like us and how 'others' are constructed;
- 5 analyze a range of representative moving image forms, including the horror film, the daytime TV chat show, the TV situation-comedy, the reality TV show; web video, and the work of a selected 'world cinema' director.

What you'll be doing in this paper

- 1 Attending classes that will present content and engage you in activities designed to produce the Learning Outcomes listed above.
- 2 Writing *Reading Commentaries* in order to develop your own understanding of a range of ways of thinking about moving image media.
- 3 Participating in tutorials and a short online video 'mashup' assignment in order to enhance what you are learning through discussion and creative practice.
- 4 Using Moodle (a virtual learning environment) in order to enhance your engagement with the topics, with other learners and with the teachers.
- 5 Writing an essay in order to develop deeper understanding of selected issues.

Lecture Schedule

<p>Week 1 Beginning 25 February</p>	<p>THE MOVING IMAGE & MULTI-MEDIA</p> <p>Watson, J. (1998). The Language of Study. In <i>Media Communication: An Introduction to Theory and Process</i>. London: Macmillan. 33-56</p> <p>There are no tutorials this week.</p>
<p>Week 2 Beginning 3 March</p>	<p>SIGNS, CODES AND CULTURES (PART 1)</p> <p>Lull, J. (2000). Symbolic Power and Popular Culture. In <i>Media, Communication, Culture: A Global Approach</i>. 2nd edition. Cambridge: Polity. 160-173 (to 'Cultural uses of symbolic power').</p> <p>Tutorial: Introduction to reading commentaries.</p>
<p>Week 3 Beginning 10 March</p>	<p>SIGNS, CODES AND CULTURES (PART 2)</p> <p>Lull, J. (2000). Symbolic Power and Popular Culture. In <i>Media, Communication, Culture: A Global Approach</i>. 2nd edition. Cambridge: Polity. 173-188 (from 'Cultural uses of symbolic power').</p> <p>Tutorial: Review of lecture content and course readings.</p>
<p>Week 4 Beginning 17 March</p>	<p>GENRE ANALYSIS (PART 1)</p> <p>Ryall, T. (1998). Genre and Hollywood. In J.Hill & P.Church Gibson. (Eds.). <i>The Oxford Guide to Film Studies</i>. Oxford: Oxford University Press. 327-341.</p> <p>Tutorial: Reading Commentary 1 due on Weeks 2 - 3's readings.</p>
<p>Week 5 Beginning 24 March</p>	<p>GENRE ANALYSIS (PART 2)</p> <p>Jaffe, Ira (2008). Introduction. In <i>Hollywood Hybrids</i>. Lanham. Rowman & Littlefield. 1 – 31.</p> <p>Tutorial: Review of lecture content and course readings.</p>
<p>Week 6 Beginning 31 March</p>	<p>NARRATIVE ANALYSIS (PART 1)</p> <p>Bordwell, D. and Thompson, K. (1980). Narrative and Nonnarrative Formal Systems. In <i>Film Art: An Introduction</i>. London: Addison-Wesley.47-72</p> <p>Tutorial: Reading commentary 2 due on Week 4 - 5's readings.</p>

<p>Week 7 Beginning 7 April</p>	<p>NARRATIVE ANALYSIS (PART 2)</p> <p>Geist, K (1992). Narrative Strategies in Ozu's Late Films. In Noletti & Desser (Ed.s) Reframing Japanese Cinema. Indiana University Press. 92-112.</p> <p>Tutorial: Review of lecture content and course readings.</p>
<p>Week beginning 14/04</p>	<p>Teaching recess</p>
<p>Week beginning 21/04</p>	<p>Teaching recess</p>
<p>Week 8 Beginning 28 April</p>	<p>DISCOURSE AND CONTENT ANALYSIS (PART 1)</p> <p>Hesmondhalgh, D. (2006). Discourse Analysis and Content Analysis. In M. Gillespie & J. Toynbee. (Eds.). <i>Analysing Media Texts</i>. Maidenhead: Open University Press. 119-156.</p> <p>Tutorial: Reading commentary 3 due on Week 6 - 7's readings.</p> <p>Digital 'mashup' assignment due 28 April.</p>
<p>Week 9 Beginning 5 May</p>	<p>DISCOURSE AND CONTENT ANALYSIS (PART 2)</p> <p>Lunt, P & Steiner, P (2005). The Jerry Springer Show as an emotional public sphere. In <i>Media, Culture & Society</i>. Volume 27, no. 1. Sage Publications. 59-81.</p> <p>Tutorial: Review of lecture content and course readings.</p>
<p>Week 10 Beginning 12 May</p>	<p>THE POLITICS OF VISUAL REPRESENTATION (PART 1)</p> <p>Burton, G. (2002). Meanings and Issues. In <i>More Than Meets the Eye: An Introduction to Media Studies</i>. 3rd Edition. 210-221.</p> <p>Kermode, M: (2003). Luck of the Drawn Blade. In <i>Sight and Sound</i>. London: British Film Institute. 11/20-24;</p> <p>(2004). Zatoichi. In <i>Sight and Sound</i>. 4/72.</p> <p>Tutorial: Reading commentary 4 due on Week 8 - 9's readings.</p> <p>Essay due Monday 12 May (to FASS Information Centre).</p>
<p>Week 11 Beginning 19 May</p>	<p>THE POLITICS OF VISUAL REPRESENTATION (PART 2)</p> <p>Toynbee, Jason (2006). The Politics of Representation. In M. Gillespie & J. Toynbee. (Eds.). <i>Analysing Media Texts</i>. Maidenhead: Open University Press. 158-185.</p> <p>Tutorial: Review of lecture content and course readings.</p>

Week 12 Beginning 26 May	MULTI-MEDIA AND DIGITAL CITIZENSHIP Couldry, N. (2005). The Extended Audience: Scanning the Horizon. In M.Gillespie. (Ed.). <i>Media Audiences</i> . Maidenhead: Open University Press. 183-222. Tutorial: Reading commentary 5 due on Week 10 -11's readings. Assignment on 'Zatoichi' due Monday 26 May (to FIC).
Week 13 Beginning 2 June	NEW MEDIA & FUTURE DIRECTIONS Tutorial: Review of lecture content and course readings.
Week beginning 9/06	Study week
Week beginning 16/06	June Examinations
Week beginning 23/06	June Examinations
Week beginning 30/06	June Teaching recess

N.B. Reading commentaries are to be handed in to your tutor in the tutorials.

Readings:

Please obtain a copy of *SMST101-08A Screen Studies 1: The Moving Image Reader* from Campus Copy (note: this is not the same as last year's Reader). The Reader has been carefully sequenced in order to develop the ideas that you'll find in the Summary section of this outline, below.

ASSESSMENT

Summary

Assignment 1: Weekly Reading Commentaries (25%). Five, due fortnightly.

Assignment 2: Digital 'Mashup' exercise (25%). Due: 28 April.

Assignment 3: Essay (25%). Due: 12 May.

Assignment 4: Article on 'Zatoichi' (25%). Due: 26 May.

Assignment 1: Reading commentaries (25%).

Each week there are readings associated with the lecture programme. You are required to hand in a 1-2 page reading commentary to your tutor at the end of five two-week blocks (the first is due at the end of Week 4), making a total of five in all.

Your reading commentaries should consist of your comments on:

- **New ideas** that you've encountered either from the reading or from the associated lecture.
- Two to three other **key themes** that you've identified in the reading.
- **Uncovered aspects** that you feel need to be followed up.

Assignment 2: Digital Moving Image 'Mashup' exercise (25%).

For this assignment you'll need to access:

<http://americanimage.unm.edu/propagandafilmmaker.html>

(You may also want to have a look at <http://www.flickr.com/photos/johncollierjr/>)

Using the online 'mashup' tool above, you will make a short online video with film clips, graphics, and photographs produced during the 1940s to support the US effort in World War Two. This activity will be demonstrated in class. Post the URL of your 'mashup' video in your Workbook on ClassForum along with a discussion (approx. 800-1,000 words) of what you have learnt from doing this exercise. You may want to relate your comments to how the contemporary 'war on terror' is being represented.

Digital Moving Image 'Mashup' assignment due Monday 28 April.

As part of the Assignment you are also required to post comments in ClassForum on any two of the other students' 'mashup' videos (comments may be any length), before 1 June.

Courtesy: University of New Mexico Maxwell Museum of Anthropology USA

Assignment 3: Essay/Content & Discourse Analysis (25%).

Due date: Monday 12 May.

Maximum 1,500 words (excluding any transcripts).

Undertake your own content and discourse analysis of one "reality" TV show of your choice. You should refer as much as possible to the content of specific programmes but you can also utilize any relevant websites. Here are some examples:

<http://www.drphil.com/>

<http://www.bigbrother.com.au/>

<http://www.oprah.com/>

<http://www.gordonramsay.com/>

<http://www.survivor.com/>

<http://www.supernanny.co.uk/>

Note: For the purpose of this assessment you may choose talk shows or game shows. You are advised to make extensive use of the Week 8 & 9 Readings in your analysis.

The central questions we want you to address are:

How is the perception of 'reality' represented in your selection of TV show and its associated website?

What discourse(s) can be identified as underlying the superficial representations in the content?

Please submit via FASS Information Centre.

Assignment 4: Write a magazine article about the film 'Zatoichi' (25%).

Maximum 1,500 words.

We will be screening Kitano Takeshi's film 'Zatoichi' during Week 12. Write an article about this film for the magazine *Sight & Sound*, using the relevant material in the Reader as an example of such an article.

Due date: Monday 26 May.

Please submit via FASS Information Centre.

Arts & Social Sciences

Te Kura Kete Aronui



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

4

COPY

SCREEN AND MEDIA STUDIES

**SMST102-07B (HAM)
THE MEDIA AND SOCIETY 1**

Paper Outline 2007

This paper is offered by Screen and Media Studies at the University of Waikato. It is core for the Bachelor of Communication Studies. In this paper we will introduce the fundamental structures of the media: production, distribution and audience. The paper begins with a two-week introduction to media studies. The main part of the paper is then divided into three blocks addressing each of the major terms. In the final week we conclude with a discussion of media futures.

The three blocks each comprise three lectures - one on the key activity, one on the kinds of value it produces, and one on the core skills used in each area of the media. Every week there will be a two-hour lecture. The lectures will introduce a key term, connecting it with the overall design of the paper, and backing it up with a case study of a significant example of the material under discussion.

Every week students will also attend a tutorial developing the themes of the lecture, and a lab session simulating the kinds of activity which are undertaken in the daily practice of making, distributing and attending to the media.

Convener/Lecturer

Dr Alistair Swale

Email: alexei@waikato.ac.nz

Phone: ext. 6352

Room: IJ.4.01

Contact hours are by appointment

Dr. Craig Hight

Email: hight@waikato.ac.nz

Phone: ext. 6214

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Contact hours are by appointment

Department Administrator:

Carolyn Henson

Room: I.4.22

Telephone: 07-838 4543; Fax: 07-838 4767

Email: henson1@waikato.ac.nz

Assessment

Students undertake a series of assessments during the paper.

1. Tutorial participation, worth 10%
2. Labs, worth 15%
3. Reading report, worth, 20%
4. Class test, worth 20%
5. Final essay, worth 35%

PLEASE NOTE: *Tutorial participation, the reading report, the class test and the final essay are all compulsory pieces of assessment (if a compulsory piece of assessment is not completed an IC will be awarded as the final grade).*

1. TUTORIAL PARTICIPATION,

Worth 10%

A roll will be taken every week. Your tutor will award marks for attendance and *active participation* in weekly discussions.

2. LABS,

Worth 15% total

There are three labs, worth 5% each.

The labs provide an opportunity to learn practical skills which relate to topics covered in the lectures, tutorials and readings. The labs begin in the **THIRD** week. As shown below, there are **THREE** labs in the paper, each runs over two weeks. Each lab includes an exercise which you complete during the last session of each lab rotation. Each tutorial group will rotate between each of the labs, and each group will attend a different lab every third week. Make sure that you know the order of labs for your tutorial group (they will be listed in MyPapers).

The lab topics are as follows:

Lab	Tuesday 12-1	Wednesday 2-3	Thursday 1-2
Research skills runs 2 weeks	Library level 2 Tute room	Library level 2 Tute room	Library level 2 Tute room
Online assessment 2 weeks	JB.08	JB.08	JB.08
Photoshop 2 weeks	KB.01	KB.01	KB.01

3. READING REPORT

Due Friday 7th September, Worth 20%, Length 1000 words

Write a report on one of the readings assigned in the Paper Reader (the list of assigned readings will be provided in MyPapers). To achieve a pass mark, you need to give a clear account of the content of the reading. To get a B, you will need to place the reading in terms of the ideas and traditions analysed in the lectures. To achieve an A, you will need either to critique the reading or offer an application of its ideas to an example other than

Other information:

In general the style for referencing in Screen and Media Studies is Harvard. Details of how to reference in Harvard are available on the Handbook section of the Screen and Media website (<http://www.waikato.ac.nz/film/handbook.html>). As with the use of the Mac computer operating system, knowing two systems is always better than being restricted to one.

Cellphones

It is a requirement that *all* cellphones be turned off in lectures and tutorials.

Collection of assignments

Marked assignments and tests may be collected from the Faculty Information Centre in JG.16 when they appear as being available on the Assignment Checkpoint.

The Assignment checkpoint may be accessed on the computers in FIC or it may be accessed from any other computer by going into www.waikato.ac.nz, then the Faculty Homepage www.waikato.ac.nz/wfass/ Arts & Social Sciences menu – click on **Resources & Support** All Students menu, then click on **Assignment Checkpoint.**

ID is required when picking up marked work.

International student support

Is available in the Faculty of Arts and Social Sciences. Please see Jenny Xu in room JG.02 or email her at: jennyxu@waikato.ac.nz

Maori student support

The kaiawhina, or mentors can help with essay writing, referencing, going over concepts discussed in class and much more. Te Aka Matua can be reached via email on kaiawhina@waikato.ac.nz, phone on 838 4466 ext 6539, or drop in to room JK 2.02, in either groups or singularly. More information about the support group can be found at <http://wfass.waikato.ac.nz/te-aka-matua/>

Student representatives

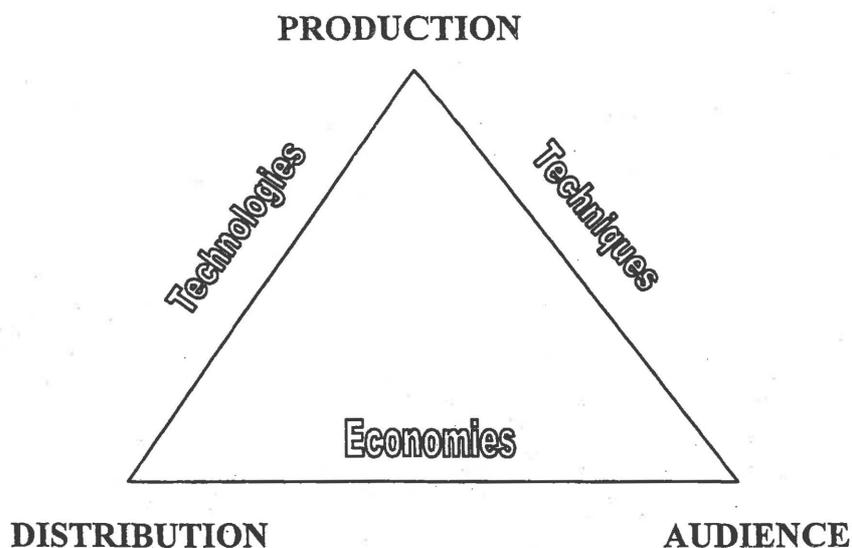
During the first week of the paper you will be given an opportunity to elect one or two fellow students who will represent the interests of members of the course at the Department's Subject Forum and may discuss any difficulties or suggestions with the lecturer on your behalf.

Cheating in tests

The Department is aware that sometimes students at the University of Waikato attempt to cheat in tests, and is committed to eliminating the practice as far as possible, for the sake of the vast majority of students who behave ethically and work hard for their degrees. To this end, the following rules have been introduced for tests:

Lecture Schedule

This is a basic structure of the topic covered in this paper. Each lecture will introduce concepts and case studies. Tutorials offer discussion of lecture material, and the readings.



Wk 28: Studying media and society: discourse, code and ideology
Wk 29: The Media Cycle: production, distribution, audience

PRODUCTION

Wk 30: Production and the production industry
Wk 31: Labour
Wk 32: Technologies

AUDIENCE

Wk 33: Audiences and the audience business

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Teaching recess
.....

Wk 36: Attention
Wk 37: Techniques

DISTRIBUTION

Wk 38: Distribution and the distribution economy
Wk 39: Exchange
Wk 40: Economies
Wk 41: Class test

SMST102-07B The Media and Society 1

WEEK	DATE	TOPIC	READING	LAB	ASSESSMENT
28	9 Jul	Studying media and society: discourse, code and ideology	Lealand and Martin		
29	16 Jul	The Media Cycle: production, distribution, audience: the media cycle	O'Shaughnessy and Stadler		
30	23 Jul	PRODUCTION Production and the production industry	Flew	Lab 1	
31	30 Jul	Labour	Miller, Marx	Lab 1	
32	6 Aug	Technologies	MacLuhan	Lab 2	
33	13 Aug	AUDIENCE Audiences and the audience business	Bird	Lab 2	
34-35					
36	3 Sept	Attention	Artz	Lab 3	Reading report Due Friday
37	10 Sept	Techniques	Hall	Lab 3	
38	17 Sept	DISTRIBUTION Distribution and the distribution economy	Scannell		
39	24 Sept	Exchange	Nightingale		
40	1 Oct	Economies	Cubitt		
41	8 Oct	Class test	Barbrook Enzensberger		Class test held Monday
42					
43					
Final Essay Due Friday					