English sample unit: Online magazine

Stage 4

Focus outcomes: EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-9E

Duration: 5–6 weeks

Unit overview In this unit students design, develop and publish a class magazine for a teenage audience. Students will develop and express their own ideas and perspectives on a range of issues that are important to young people today. Students will work individually and collaboratively using an online workspace to plan and compose a variety of contemporary media and digital texts for the online magazine. This will involve online research, analysis, discussion and learning about language. Through collaboration on the design, development and publication of the online magazine students develop an understanding of the online environment as a source of information and collaboration, and as an interactive workspace and publication source. This will involve online research, and discussions and guided learning experiences about composing and responding to texts. Each student will record, evaluate and reflect on their own learning in a process diary and complete a student reflection.	**Learning across the curriculum** Student will use a range of software processes to design, develop, manipulate and publish the online magazine. It will include word processing programs, online tools, graphic design and desktop publishing options. The Learning across the curriculum areas integrated in this unit include: Information and communication technology, Critical and creative thinking, Ethical understanding.
Outcomes EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning	**Assessment overview** During the course of this unit students will: • create and maintain an active online learning space (wiki/blog) to record the processes of learning • contribute one individual text for inclusion in a class online magazine • contribute texts constructed collaboratively for inclusion in the class online magazine • reflect on their learning in the unit.

Outcomes	Teaching and learning strategies	Resources
EN4-2A • understand and use the terminology associated with responding to and composing digital texts **EN4-3B** • analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **EN4-4B** • plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas • recognise and appreciate the ways a wide range of texts communicate by using effective language choices • explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning • create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate **EN4-5C** • engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts • critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective	**Overview** Before beginning this unit, conduct a brainstorming session to find out what students already know about magazines. Discuss the different types of magazines available. Identify the categories of the magazines (fashion, sport, music, gaming). Show the class a selection of magazines appealing to a range of different readers. Encourage students to bring their own magazines for discussion. In pairs, students make a list of the features of magazines (stories, reviews, competitions, quizzes) and comment on the layout. **Print versus online magazines** Distribute a selection of print magazines to students working in small groups. Provide a worksheet to students to record the name of the magazine and comments on the features and layout. Each group shares their findings with the class. Students consider the similarities and differences between an online magazine and a print magazine. • What differences do you notice between the digital and the print versions? • Have publishers created a new form for the online magazine or just a magazine that is digital? Identify the parts of an online magazine using appropriate terminology. Consider, for example, navigation elements, feature articles, regular articles (opinion, stories, columns), reviews, blogs (featured blogs), podcasts, 'what's' on, social media links. • What are the interactive elements? • Is it multimodal? • Is it linked to a range of other texts/sites? • How does it use the technology? • What social media does it use?	Software to enable students to create colourful mind maps, such as Inspiration (free 30-day trial) and bubbl.us (free download) Teacher-developed worksheet **Online magazines** • *The Under Age* is a fortnightly online newspaper written entirely by Victorian high school journalists • Cyberteens • Teen Ink See Note to teachers

Outcomes	Teaching and learning strategies	Resources
	Assess the effectiveness of these features. Students may refer to motifs, icons, branding, hyperlinks, interactive elements. Individual reflection: What have you learned about the form and content of teenage magazines? **Note:** It may be useful to create a format for students to complete individual reflection, such as a class blog, individual students' blogs, class wiki, or journal. **Introduction to the class online magazine project** *Overview* Discuss the class online magazine project with students. The target audience is teenagers and the magazine will feature stories, reviews, letters and interviews. Students will work in small groups to compose a variety of texts for the class online magazine. Each group will be responsible for submitting at least three texts for publication. Students will use teacher-designed online templates for the composition of texts. Each group will use an online collaborative space for the project such as a blog, wiki or learning management system. The online space will provide workflow information for the project. It can be used to post stories, articles and graphics for the magazine. Individual students will use a personal blog/workbook for a process journal to record their learning.	**Online workspaces** Edmodo provides teachers and students with a secure place to connect and collaborate, share content and educational applications, and class discussions and notifications **Other suggested resources** Edublog Google docs Moodle www.wikispaces.com

Outcomes	Teaching and learning strategies	Resources
EN4-2A • recognise and practise responsible and ethical digital communication EN4-9E • understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes	**Ethical digital citizenship** One or more of the available online resources may be used to further develop students' understanding of ethical communication.	**Suggested digital citizenship resources** • Digital Citizenship provides essential information for students, teachers and parents about being safe, positive and responsible online • Collaborating online is a series of videos and activities about collaborating online • Privacy: Whose Space? explores how to log in to sites and stay safe • Budd:e Staying Smart online – cybersecurity education modules for secondary students
EN4-1A • respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-2A • understand and apply knowledge of language forms and features EN4-4B • create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	**Learning about types of texts** Identify five types of texts for the class magazine. Provide a model of each text for the class to deconstruct. Distribute a scaffold for each type of text and explain key terms, language features and structure. Provide opportunity for guided practice by selecting three of the five types of texts for students to jointly construct as a class. **1. Magazine news story/feature article** Students may: • select a current topic or local issue • use a visual text as a starting point for a story. **2. Imaginative piece** Students may compose: • a narrative based on family holiday • visit to a special place.	**Resources** • Writing a feature article • Writing a review – Book and film • Writing a review – Multimedia • Letters to the editor: community agrees • Letters to the editor: community disagrees

Outcomes	Teaching and learning strategies	Resources
EN4-5C • critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own perspective • investigate and understand the ways the web and digital technologies influence language use and shape meaning • express considered points of view and arguments on areas such as sustainability and the environment accurately and coherently in speech or writing with confidence and fluency	**3. Opinion/letter to the editor** Students may compose a letter: • to the local newspaper about a local issue • to the local council about youth programs. **4. Review** Students may write a review about: • a film • a computer game • a book • an event (school, local community). **5. Interview** Student may write an interview with: • the main character from a film or TV program • a character from a book they have read • a sports person • a local person of interest.	
EN4-1A • experiment with language forms and features to compose texts for pleasure and enjoyment EN4-2A • use a range of software, including word processing programs, to create, edit and publish texts imaginatively • use collaborative processes, eg playbuilding, performances and digital compositions, to construct texts	**Group activity** The students will be divided into small groups which will be responsible for composing three or more texts for the online magazine. Each group member will use the online templates to plan and draft one text as directed by the teacher. Texts should be selected from the five texts learnt about previously. In addition, group members will be assigned an editorial role, such as editor, creative consultant, art designer. Students will use the group blog to collaborate in the drafting and editing processes. A group representative will be part of the editorial team to edit and publish the final product online.	

Outcomes	Teaching and learning strategies	Resources
EN4-4B • create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	**Assessment of learning** Students will use the feedback from peers as well as their own editorial processes to compose a final draft of their text. **Templates for the class magazine** The teacher will provide templates for layout of the magazine. The layout templates will be distributed electronically for students to use.	**Template design** Digital scrapbooking is one way of using layout templates to share and collaborate in the development processes Other programs to consider: • Microsoft Word • Adobe Acrobat • Pages for Mac
EN4-9E • articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning • reflect on and assess their own and others' learning against specific criteria, using reflection strategies, eg learning logs, blogs and discussions with teachers and peers • understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes • discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced	**Assessment for learning** Each student will create and maintain an active online space (blog) to record their learning in the unit. Students should demonstrate that they can review, edit and respond to feedback to improve the final product. Students may choose to present their reflection as a podcast, video, interactive pdf or VoiceThread.	See: Student reflection: information sheet

Note to teachers

Students must have access to online magazine websites to complete this unit. However, online magazines and e-zines are a broad category encompassing a range of publications some of which may not be suitable. It is most important that teachers research and carefully check each site before allowing student access. It is also important to keep in mind that online magazines may change frequently and should be checked regularly for the school student audience.

Online magazine websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses before allowing student access.

Process journal

Students should have a personal online workspace (blogs) to record their ideas, work and learning throughout the project. This will help them to write the student reflection at the end of the unit.

The process journal could include:

* class notes, information on research on magazines
* details about the work and activities
* details about their contribution to the group

Student reflection: Information sheet

The student reflection is composed throughout and submitted at the end of the class online magazine project. It is a reflection on the processes used and the completed product. Student can negotiate to submit their student reflection statement as a podcast, video, interactive pdf or VoiceThread.

Students should address the following:

* What have you learned about the audience, purpose and contexts of magazines?
* What features of digital magazines make them effective?
* What have you learned about composing texts for magazines?
* What did you contribute to the group?
* What challenges did you encounter in the editing process?