**Self-Reflection**

**Intervention One Reflection**

**Logo Wonderland**

**What worked?**
Students really enjoyed the ‘Logo Wonderland’ PowerPoint. Students were attentive while I was presenting new information. Students were offering answers and ideas. Students were very enthusiastic when designing their logos for their brand. They stayed on task and produced some great work. Students were happy to share what they had designed at the end of the lesson.

**How did this lesson address my inquiry question?**
Students enjoyed the Logo Wonderland PowerPoint and task. All students felt more confident about the production tasks than the pre-production theory and analysis work. Feedback from students indicated that they really appreciated the effort I had put into designing the resources for the lesson and wanted to know what program I had used (InDesign), particularly for the fonts. Modelling work for students in their resources is a good way to engage students in the design process and make success visible for them.

**Rubric Design**

**What worked?**
Students were engaged during this lesson. I saw students with their eyes on me while I was presenting new content and giving instructions. I saw students write down their goals for the project. I saw students brainstorm ideas. I heard some groups nominate a scribe to write their ideas on the rubric template. Students asked me questions, such as ‘are we on the right track?’ and ‘is this what we’re meant to be doing?’ I heard students discussing what makes an assignment a ‘very high’ or a ‘low’. I saw some students writing more than others.

**What didn’t work?**
While students were engaged in the task of writing their own rubric, they were not using specific media terminology or metalanguage. They were using very general terms to describe their project. While students could identify the difference between a ‘high’ assignment and a ‘low’ assignment, they were not using language specific to the task and industry. For example, students did not volunteer information about target audiences and production elements until they asked the teacher ‘what else could we include in the rubric?’

**How did this lesson address my inquiry question?**
This task indicated that students are interested in how their rubrics are written and how teachers decide what is included in their marking schemas. Feedback from students indicated that making their own rubric helped them to define what they need to do to achieve a high mark for the task. As a self-assessment and goal-defining activity, this task worked very well. Students stated that they were given ownership of the task by writing their own criteria.
**Intervention 2 Reflection**

**What worked?**
The conferences were an opportunity for me to formatively assess how groups were progressing with the task, give verbal feedback on specific aspects of the assignment and develop a rapport with students. Students were passionate about their advertisements and eager to show me what they had achieved. My focus group for my VIT had developed great ideas for their advertisements and had begun filming, however they had not completed storyboards for their TV advertisement. This is a critical step in the ideation process. I spoke to students about why storyboards are important. The group began working on their storyboards. Student A asked me if I could borrow a blue screen for them to film with, which I was able to get for the next lesson. The group liked the ‘traffic lights’ graphic organiser. This indicated that they were confident with their TV and photography advertisements. They needed some assistance with the radio advertisement, specifically a suggestion for what app to use to record their ad and music. The group indicated that they didn’t understand the viral marketing campaign. I discussed this with them and showed them some examples. As a group we then brainstormed ideas for their own social media campaign. I used this feedback to plan a future lesson where I revised viral marketing campaigns with the whole class. This was the area most students indicated as having a lack of understanding.

**What didn’t work?**
While Students A, B and D were engaged with the conferencing, Student C did not really participate. Student C agreed with his peers and asked clarifying questions but did not appear confident in broadcasting original ideas for the viral campaign. As a method of giving feedback, this lesson worked well. However, it did not appear to boost Student C’s self-efficacy. He relied heavily on his group members and did not volunteer information.

**How did this lesson address my inquiry question?**
This lesson was a good chance for me to further develop my rapport with the class. It provided an excellent opportunity for me to give targeted verbal feedback to students about how each group was progressing with their major production. However, it raised questions about how to support students’ self-efficacy during a group assignment. While group work provided support in the form of more-knowledgable others and a chance for collaboration and problem solving, some students removed themselves from the process by relying heavily on others to undertake the design and production process.

**Intervention 3 Reflection**

**What worked?**
All groups submitted their final outcome for the unit. Students completed a reflection, considering what went well, what could have been improved, how the group worked together and what new knowledge and skills they had learnt. The reflection included a checklist based on the AusVELS standards for The Arts, Level 10. This asked students to consider if they had met the standards, rather than having the teacher alone assess this. I gave students targeted feed-forward that was specific to both task and process. This identified the next step in students’ learning.
What didn’t work?
Overall this lesson worked very well. Some students needed me to clarify some of the statements in the reflection checklist, however after some discussion students felt confident to make a judgment on whether they had met the standards.

How did this lesson address my inquiry question?
This lesson encouraged me to reflect on how I had planned and taught the unit. Self-assessment is a valuable tool for students as it encourages responsibility of learning and prompts students to consider the key skills and knowledge they have gained from the unit. The reflection allowed me to understand how students measure their own success, and if this aligns with the standards we as teachers set for them.