**Kathryn Hendy-Ekers** - Welcome to one of the presentations for the implementation of VCE Media for 2024. This presentation will cover Unit 4, Area Study 2, and is one in a suite of on-demand videos published on the VCE Professional Learning page for VCE Media. It is suggested you view Unit 1 and Unit 2 prior to viewing this video, as well as the video for Unit 3, Area Study 1, and for the School-assessed Task for Units 3 and 4. My name is Kathryn Hendy-Ekers, and I'm the Curriculum Manager for Media, Visual Arts, and Visual Communication and Design. And with me, I have Brett Lamb, an experienced VCE Media teacher. Welcome, Brett.

**Brett Lamb** - Thank you so much, Kathy.

**Kathryn Hendy-Ekers** - So we're just going to start with going through the Study specifications for VCE Media. So, I'm going to hand it over to Brett, and he'll ask me to move through the slides as we go through.

**Brett Lamb** - Thanks, Kathy. When it comes to the Study specifications for VCE Media, I think there are a couple that are particularly relevant to Outcome 2, Agency and Controlling end of the media, which I'll refer to simply as agency control from here on. And the first one of those is media literacy. So, if you can jump to that slide, please, Kathy. Now, media literacy refers to those competencies that help people maximise the advantages and minimise the harm of new information, digital and communication technologies. And I think coming at the end of year 12, we're giving our students a whole bunch of skills and knowledge that they can take into the world about how the media landscape works and their role within it. And I think media literacy is something that's really important to democracies as well.

So, it's coming at the end of year 12, one of those really important things we're equipping our students with as they head off. The next one that I did want to point out is I think this study specification of audience, which is on the next slide, is really important as well here because we're looking at how audiences may potentially be influenced by media, but we're also looking at how audiences can increasingly use the media and it's a source of agency as well. So those two Study specifications, I think, are really important for this. Over the next few slides, what we've got, first of all, is the Unit 4 overview. And I think one of the interesting things about Unit 4 is we're balancing not only the production of the School-assessed Task for Outcome 1, but also studying what is quite a rigorous and challenging area of study agency and control. I'll make references to the SAT throughout this presentation because I think balancing the two is important. What I'd like to talk a little bit about is how you can assess Agency and Control. And you'll notice here that students can be assessed using a written report or an essay. And I'm thinking that in this new study, what I'm going to be doing is using both of those.

So, dividing the 40 marks that students receive for agency control into two parts. So midway through the term, much like the timeline in the support material, I'm going to do some kind of written report that gives students an opportunity to do a deep dive into audience, agency, media influence, or an area of interest that we've touched on. And then towards the end of the term, assess them using an essay on an unseen topic related to the Outcome. So hopefully I'm going to get the best of both worlds using this by giving them the opportunity to investigate something very deeply, but also scaffold towards that type of exam type thinking that students need.

On the next slide, what we have is, of course, the Key Knowledge and Key Skills and the things that students need to know and be able to do by the end of this Outcome. With Agency and Control, we're looking at the changing relationship between media and audiences, the influence of both media and audiences, how media is used by globalised media institutions, governments, and individuals, arguments, evidence, and ideas to explain contemporary media influence and the audience agency. Now, there are a lot of words in this dot point. So, we're really hopefully giving students some evidence, some credible ideas, and some credible arguments to help discuss things that are really topical when it comes to media influence and audience agency.

I think historically this is an Outcome where a lot of teachers have taught, for example, a history of communication, and the emphasis in this new study is very much on stuff that's happening right now. We're also looking at the regulation of the media and audiences in Australia. We're looking at issues and the challenges related to regulation and control of the media, and also some ethical and legal issues in media, and that seems like a lot. However, I've got some strategies that you can use to, I guess, teach it in a very sequential way that allows you to check off multiple dot points at once. Next up, we have the Key Knowledge and key skills, and what I will point out about these is they are quite similar to the Key Knowledge.

So, I won't go over it again, but what I will point out are these high-level command verbs here. So, students are being asked to analyse, to discuss, to evaluate, to explain, to analyse. So, I think this is something that we have to, in our teaching, we have to address. We have to give students an opportunity to do those things in our class and to demonstrate the ability to think, to discuss, to evaluate at a high level. So, on the next slide, what we have is this is the timeline provided from the support material. I'm going to talk about this very quickly and very briefly because you can, of course, go in and read this later. One thing I will recommend is that there is no right timeline for teaching Unit 4 media, and you need to do what is right for you and your students.

So, this timeline suggests one approach. I'm going to suggest another approach, and I'm sure between the two you'll be able to think of something that really works for your cohort of students. Now again, while our focus is on Outcome two, I'm going to talk about some of the milestones when it comes to Outcome one, which is the production of the school assessed task throughout the presentation. This timeline actually gives students quite a lot of time to work on the School-assessed Task. So, when you read through it, you'll notice that students have completed a rough draught of the task by week six. In week seven and eight, they're looking for feedback, and then in week nine, they are submitting that task. Now that's giving students a whole lot of time. That's not the way I approach it. The way I approach it is I get students to film over the June-July holidays. They have two weeks of post-production in the first two weeks of term three. We screen the animations and the films that they produce to the class and seek some feedback, and so they actually submit their product by week four. Now I find this is a good approach because if you give students a lot of time, they often waste a lot of time.

So, you're getting them to focus on the school assessed task for me very early, get it done, and then you can focus on Agency and Control. One of the other things that I will point out as well with this process is, yeah, often the students that we get in media are students who undertake a number of art subjects, which often have School-assessed Tasks associated with them, and because the due dates for those are quite late in term, by prioritising the SAT and getting it done early on, students really have an opportunity to focus on this, and I find it spreads out the workload for those creative kids who are doing a number of art subjects with SATs. That said, if I was a first-year art teacher and I was teaching this for the first time, I would probably go with the suggested timeline here and give students as much time as they possibly can to work through that process.

So how you approach that, again, is up to you. It's up to your students. It's up to your school and what works best. When it comes to the timeline that's provided here, I do want to talk through some of the things that it suggests in terms of teaching approaches. This timeline begins with the discussion of the dynamic and changing relationship between media and audiences, and it kind of points out that you can make links with what students are making in terms of their production and how audiences have increased agency, and I like to begin with that idea of that dynamic and changing relationship, and although it's not made specific in the key knowledge and Key Skills, I like to think about that dynamic and changing relationship in terms of production, so how media is produced, who can produce media, how media is distributed, and who can distribute media, and also reception and consumption, so changing ways that audiences receive and consume media, and that's a suggested approach in this first week with students, getting them to engage with that relationship.

Following on from that in week 2, you'll notice that there's reference to students completing some short and structured questions around the dynamic and changing relationship. I think when it comes to teaching agency and control, we really are teaching literacy in some respects. So, we are getting students to discuss these ideas, and I think discussion is a really good starting point for all aspects of this Outcome, but our challenge as teachers is to really formalise that and push them a little bit beyond an informal discussion, an anecdotal discussion, into something that's a little bit more formalised, so in my class, for example, to build this ability to discuss these ideas in very formal ways. Whether that's the influence of media or whether that's this dynamic and changing relationship, we look at and read a number of articles that we talk about, we take evidence from those articles, we really build media terminology, and I'm encouraging students to use, I guess, more sophisticated language in their discussions and in their writing. And when it comes to responding to short answer questions, like is suggested in week 2 here, I give my students lots of scaffolds, because I think to increase the sophistication of their writing, students need to be given examples of good writing, things like sentence starters, things like little structures, we often go through a process of modelling.

So, I will model how to respond to a question with students, they'll co-construct, so they'll work together, we also use exemplars as well, so I go back to the previous years, I take examples of student writing, and I can say, "this is a really good example of how to write this". The other thing that I find quite useful is to have 'not quite right' responses, so I might write a response that is not terrific, and the students get to critique that, and that really helps to build their understanding of how to respond to short structured questions. So, when I'm teaching this, again, I'm using discussion, I'm building that media terminology, I'm giving them scaffolds, I'm modelling, we're co-constructing, and we're working to kind of individual construction, where students can express these ideas in sophisticated ways.

So, the first couple of weeks in this timeline, dynamic and changing relationship, doing a little bit of writing around that, in weeks 3 and 4. You'll notice that there's reference to a case study, so this is one way that teachers like to approach this Outcome, because it can be fairly theoretical, and there's a lot of dot points to deal with. So, teachers often think about this Outcome in terms of case studies. You'll notice in week 3, there's reference to advertising campaigns, so when you're looking at the extent of influence, you might look at something like an advertising campaign, or a public service campaign, or something like that. In week 4 of this timeline, it's suggested that you start looking at the way media is used by globalised media institutions, governments, and individuals.

Now, what I've found in my teaching of this is, it is possible to spread this out across the different dot points, so when I discuss how the media is used by individuals, that's something I discuss as part of my dynamic and changing relationship, so that students are talking about how audiences have increased agency to create their own media. When it comes to how globalised media institutions use the media, we look at privacy and data harvesting as an ethical and legal issue, so we have very large media platforms like Meta, Facebook, Instagram, that use those platforms to harvest information about audiences, and then to monetize it, so that's something that I deal with when talking about a dynamic and changing relationship, but also later with ethical and legal issues, and when it comes to how governments use the media, in the past, I have discussed ideas of mandatory data retention in Australia as an ethical and legal issue, so I generally tend to address this dot point across different dot points, so it's one way that I optimise my approach to this.

Now, you'll notice in week 5, this timeline suggests looking at some different examples of influence, and week 5 really is about focusing on that evidence and those ideas that can help you support that discussion of how media and audiences might influence. Some of the examples mentioned in this timeline include theories like the User Gratification theory, the Two-step flow Theory, Filter bubbles, or Spreadable media, and I think these are all wonderful ideas that can help you to explain how audiences and how media influence.

So, a question that we're often asked about this Outcome is, "How many theories do I need to teach?" And really, you pick and choose those theories that are appropriate to your focus, to your case studies for this dot point about the extended influence. One of the things I would suggest not teaching is the Hypodermic Needle Theory, which was just nonsense when media theorists in the 1930s and 1940s recognised that it was nonsense. It continues to be nonsense, and we have, that's one of those, it's not a contemporary way to describe how the media influences. All of the theories listed in here, I think, are very applicable. You'll notice that in week 6 of this timeline, students have completed their first draught of the SAT, and they're seeking feedback on that. I would, I try to avoid using the word 'draught' with my students because it kind of implies that the product can be incomplete, that it can have scenes missing, that it might not have sound. So, I really talk about that as the first cut. It's the best you can possibly do, and then we share it with our classmates, and we seek feedback from a range of people.

**Kathryn Hendy-Ekers** - And that's really important, Brett, to do that, get students into a habit of doing that feedback and working with other, getting and responding to that feedback, because they have to do that in their SAT.

**Brett Lamb** - Yeah. Absolutely. And I find that the process of seeking that feedback means that the School-assessed Task works really well because students have to finish it, they get some feedback, and they've got a couple of weeks just to make it better. And everyone feels good about that. So, this, in this timeline, the focus in week 6 is really around that. Week 7, the timeline suggests starting to look at different forms of media regulation. It mentions different forms of Australian media regulation, like the Australian Communication and Media Authority, the News Media Bargaining Code, the Classification Board, the Australian Association of National Advertisers.

And it suggests looking for recent examples of regulatory issues. And there's always a tension between our desire to see, hear and read whatever we like and the Government's regulating of the media. So, you'll find lots of good examples of that cropping up all the time. The one regulatory body that is mentioned here that you might not necessarily think of as regulating the media is the ACCC. Now, there was a wonderful book written by Neil Richards called "Why Privacy Matters." And in that book, he argues that bodies like the ACCC are becoming really important in terms of protecting consumers' privacy. So, I think this is a body that increasingly plays a very important role in protecting the privacy of Australians.

In week 8, this timeline is suggesting that you keep building on that idea of regulation, that you're looking at some regulation case studies. And by week 9, looking at some ethical and legal issues. Now, some of the common ethical and legal issues that teachers look at for this part of the Outcome include things like privacy. I've typically done a deep dive on privacy in the latter part of this term. Things like data harvesting, which ties in nicely with that. Some teachers look at ideas of piracy. And I think ethical and legal issues around artificial intelligence are becoming really important.

The timeline suggests that in week 10, you're doing some sort of assessment. Also, this timeline, I should point out, has a little research task in about week 6. And that's how I'm planning to structure my assessment, by splitting it up into two parts. But I'll talk a little bit more about that in a moment. On the next few slides, I've got a few of my suggestions for teaching this Outcome. So, when it comes to this changing relationship between media and audiences, as I said, I've typically taught this by looking at how production is changing. That shift from institutions having control of production towards individuals being able to produce their own media. I find that the theory that helps to describe that is this idea of participatory culture.

And it's something that I teach when I'm teaching this changing relationship between media and audiences. Basically, the idea suggests that people gather together to create media. They mentor each other and encourage each other to produce media. It's not something that is particularly new. The idea of participatory culture can be applied to the science fiction fanzines of the 1930s. But certainly, new technology gives audiences a great deal more opportunities to engage in this sort of social production. So, this is one of the ideas that I introduced early on. I also introduced the idea of 'Spreadability' when teaching this changing relationship. In the book "Spreadable Media," Henry Jenkins writes about how in today's media landscape, "if it doesn't spread, it's dead". And audiences give value to things by sharing media. And when media is shared, it's often recontextualized, it's often remixed, it's often transformed in some way.

So, audiences have a great deal of agency in terms of media distribution and determining what is valued. And finally, when I'm teaching this changing relationship, I also like to bring in the idea of 'Surveillance capitalism'. Shoshana Zuboff wrote a book called "The Age of Surveillance Capitalism." It's an absolute tome that's about 800 words. Sorry, 800 words, 800 pages long. And it really is a good read. You don't have to read it. There's some amazing YouTube videos that take you through this whole idea. Some wonderful interviews with Zuboff as she kind of explains the increasingly intrusive role that media platforms play in our lives.

So, when I'm talking about this relationship with my students in a contemporary way, I'm trying to point out this tension between the fact that these platforms can be kind of emancipatory. They can give people a great deal of freedom, the ability to create, they can give people agency. But at the same time, they are commodifying every aspect of our lives and profiting from it and increasingly nudging and hurting our behaviour. So, the idea of this relationship between media and audiences is a complex one. It's not a simple idea. And I think it's something that students intuitively understand, but we can bring a great deal of sophistication into the teaching of this by focusing on these three ideas.

On the next slide, as I've said, in terms of production, I like to teach the idea that traditionally media institutions have exerted a great deal of control over how media is produced. Traditionally, media was very hierarchical, it was very linear, and we are moving towards a media landscape where media is more participatory. And when I'm talking about how individuals have increased agency and power to produce their own media, I love this word from Dr. Axel Bruns of Queensland University of Technology, this idea that users are producers, they're a hybrid of producers and users. So, I bring in these ideas when discussing that.

On the next slide, I also suggest, I think it's quite interesting that in recent years, there's been some interesting work and writing from a writer called Clay Shirky, who wrote a book called "Here Comes Everybody," which essentially explains that, while individuals have the capacity to create their own media, we see fascinating things happening when millions of individuals make very small contributions to large projects. So, you have crowds creating things, and the two best and most prominent examples of that are, of course, Wikipedia, which is a phenomenal example of a crowd working together to create media of immense value, and the Linux operating system. Again, millions of people, this entire crowd working.

So, you've got these interesting dynamics, this shift from institutions to individuals, and now crowds creating their own media. And I think they're very worthy ideas to discuss here. On the next slide, in terms of reception and consumption and the way this relationship is changing, I like to talk about the idea that media, in particular media platforms, now know audiences far better than they did in the past. When you look at something like TV ratings, they're quite a crude way of understanding how audiences are engaging with media. When you look at something like TikTok and TikTok's algorithm, they have a profound insight into who you are, your political beliefs, all sorts of things, based on your micro interactions with that site.

So, when you hover over a video for a couple of extra milliseconds before going to the next one, it's building a psychographic profile on you, much in the same way that Facebook and Instagram does. In my teaching, I'm intending to use this great article from the Wall Street Journal called "How TikTok's Algorithm Figures You Out". Sorry, it's a video actually.

So, it's a very engaging short video that explains how this works. So, in terms of this dynamic and changing relationship, media knows you far better now than it ever did. So, that's something that I'm definitely going to focus on moving forward. Something that I've taught in the past as well is the way our reception and consumption of television is changing, that shift from scheduled viewing to bingeing, that transition from watching things on the big screen to watching things on a small screen at home, to using a second screen while you're watching that small screen. These are all changing patterns in terms of our reception and consumption of media.

On the next slide, when it comes to this changing relationship, I do like to discuss audience agency by looking at things like 'Fandom'. So, groups of like-minded people gathering around a particular 'fan thing’ and creating media together. One example of that is Dumbledore's Army, who've created a great deal of awareness, who've raised money and donated books to children in need. I think it's a great example of audience agency. And I also look at social media activism as well.

So, the Black Lives Matter movement, I think is a very interesting example of that. On the next slide, when I look at the influence of media and audiences, I like to pick a focus area. Now, in the past, one of the things that I've looked at is this idea of public opinion. So, "Who shapes what we believe?" "Is it audiences through increased agency and social media activism?" "Is it the media itself?" "What's going on there?" So, I like to break these focus areas down using the words from this dot point. So, some arguments that are made about public opinion are that "Fake news on the internet is something that shapes public opinion". We can look at evidence about the influence of social media activism.

And there's been a lot of writing and scholarship around the role of fake news during the 2016 US presidential election. This is something that I've traditionally taught. However, that was seven years ago right now, and I think it's probably time to move on from Trump. So, I'm looking for new contemporary examples that I can bring in. Some of the ideas or theories that are applied to this study of public opinion include the Agenda-setting function Theory. There's a wonderful article by Duncan J. Watts, an Australian data scientist who's worked with a number of major media platforms called "Don't Blame the Election on Fake News, Blame It on the Media", where he writes about the power to set agendas that traditional media have. The idea of the Reverse Agenda Setting, so the fact that audiences express their interests to the media through social media platforms, and those ideas of Filter bubbles and Spreadability are all things that I bring into this discussion.

So, I think that focus area of public opinion can work really well. On the next slide, something that's worked well for my students in the past is a focus on video games. It depends on the cohort, and it's maybe not something, since the American Psychological Association published a paper saying, "there is no causal relationship between video games and violence", the argument has kind of become a moot point. There's no causation there, but if you've got kids who are interested in this, it is something you can look at. We look at arguments of desensitisation, of copycat behaviour, and we look at evidence. There is a wonderful documentary called "Are Video Games Really That Bad?" which you'll find on video recording services like ClickView. There are countless contradictory studies into this, so it can be something that's really interesting. Two ideas or theories that I bring into this discussion are the General Aggression Model, which suggests that violent video games cultivate violent behaviour, but also the User and Gratification Theory, which suggests that audiences use media for particular reasons.

So maybe violent people are drawn to the most violent examples of media that they can find. One of the areas that I would like to study for the influence of media and audiences is this idea of influences. I think it's fascinating, and I've been fascinated about internet celebrity and influences since I read a book called "Internet Celebrity" by Dr. Crystal Abidin, which I thought was really interesting. One idea or theory that you can bring into this discussion is an old one, but it still works. This idea of Parasocial Theory, the fact that people feel like they have a relationship with these media figures despite the fact that they've never really met them or interacted with them. There is a wonderful article called "The Wired Guide to Influences", which I think is an accessible entry point, and I'm always looking for accessible entry points when it comes to this.

So, it might be short videos, it might be short articles that students can read, and I have to admit that when I read something in the popular media, the popular press about influences or things like that, it will often lead me to particular examples of papers or evidence that I then go and look up on Google Scholar. That might not be for everyone, but it is something you can do. So, when I read about a study, I will often follow it up by looking at the paper. Now, you can get access to a lot of these papers if you are a member of the State Library of Victoria. I strongly recommend it. It's free. You get access to all these peer-reviewed papers. It is wonderful. I've got some examples of papers on influences there that I'm keen to maybe look at, and it's something that you can take into class depending on your cohort.

So, I've, I guess, introduced the idea of what a research paper is to students, the fact that it has an abstract, that it's got some findings. Let's have a read, and let's see what we can, you know, glean from this. And I think students are often far more capable at reading things like that than we might first give them credit for. On the next slide, we have one area, again, I'm very interested in looking at is this idea of attention and addiction. I've been reading some articles about TikTok Brain recently, and what these platforms with their short-form content might be doing to attention spans. There is, of course, the documentary that's a couple of years old now called "The Social Dilemma". I read a book called "Stolen Focus" by Johann Hari, and The Guardian actually has an abridged version of that book, essentially. It's an article called "Your Attention didn't Collapse, It Was Stolen".

So, again, these are, you'll find lots of interviews with him on YouTube. I think they're accessible entry points. Some ideas that you might look at are Operant conditioning, the fact that social media platforms and devices like the one that I just held up are basically conditioning us to act in particular ways through variable rate reinforcement. I think it's fascinating and very worthy of discussion. Now, when it comes to teaching Institutions, and how the media is used by globalised media institutions, governments, and individuals, this is something that I teach across the other dot points.

So, when I'm talking about how the media is used by globalised media institutions, and I'm talking about that dynamic and changing relationship, I'm looking at surveillance capitalism. When I'm looking at ethical and legal issues, I'm talking about privacy. So that idea of globalised media institutions harvesting our data and using that to influence us is something that I teach across those other dot points. When it comes to how governments use media, one of the things that I've traditionally done is looked at mandatory data retention as an ethical and legal issue. In Australia, our metadata is kept by our telecommunication companies for a period of two years, despite the fact that the majority of Australians aren't suspected of doing anything wrong.

So that kind of tension between being citizens or being suspects, I think, is quite interesting to discuss. However, I think it's just me and a few civil libertarians who care about this. And there's not a lot of writing or journalism about that in the last couple of years. Except interestingly, when the "Afghan files", the AFP-rated journalists who were reporting on Afghanistan, in the 2017-2018 financial year, they found that the AFP applied for two journalist information warrants and made 58 requests for metadata about those journalists. So, I think it is something that is really important in terms of democracy. It's worthwhile talking about. Is it something that I'm going to do in the future? I'm not sure. But you can certainly look at the role of that, role of election advertising. You might also look at public service campaigns.

So, the federal government recently invested a whole bunch of money in an anti-vaping campaign. Victoria recently released their own anti-vaping campaign called "See through the Haze". So, there's things like this, and quite often in response to that, studies that look at their effectiveness. And when it comes to teaching how individuals use the media, of course, in that first dot point about the dynamic and the changing relationship between media and audiences, I look at Participatory culture, Spreadability, and we're looking at a number of case studies like Wikipedia, social media activism, Fandom, and influences. So, there's a lot of material that students can write about for those particular parts of that dot point. On the next slide, when it comes to regulation, I've put an exhaustive list of many of the regulatory bodies that I think you should look at.

So, the government regulation of the media, with the Classification Board, Australian Communication Media Authority, our mandatory data retention regime. The News Media Bargaining Code attracted a lot of controversy when it was first developed by the Morrison government. That controversy has since died down a lot, and it's certainly an established part of the regulatory landscape. Very worthwhile looking at. But also, bodies like the ACCC, which is in essence protecting consumers' privacy, and things like that. We've got industry bodies like Ad Standards, Free TV, and Commercial Radio Australia. And on the right-hand side here, we have media platforms, these globalised media institutions, basically regulating themselves through community standards, content policies, reporting mechanisms, moderation and enforcement strategies.

But the government also has a number of other regulations of audiences. Things like anti-discrimination laws, defamation laws, online harassment laws, and copyright laws. And there's been a huge, a great deal of controversy around defamation law in the last couple of years. So, there's always heaps of stuff to discuss there. On the next slide, I've got a couple of suggestions of those content controversies. So "Bluey" recently had what has been dubbed a fat shaming episode, which could be interesting to talk about with your students. And of course, Sky News in the last couple of years was banned from YouTube for seven days over COVID misinformation. So, there's always regulatory issues like this cropping up. As I've said, I've looked at the News Media Bargaining Code and Mandatory data retention in the past. We'll see what I'll do next year. I'm still thinking about it.

On the next slide, in terms of challenges, so there's some issues that we've looked at in terms of challenges. Online content, the volume of online content, including video content, live video, video games, means that Australia is essentially relying on these platforms to have appropriate safeguards in place. When it comes to regulating games on mobile platforms, for example, we use the International Age Rating Coalition tool. Netflix is essentially self-regulating in Australia using the government's guidelines subject to spot checks.

So, it's a really interesting regulatory environment. One of the challenges that I guess has occurred in the last couple of years with the massive shift towards streaming platforms is the fact that funding for Australian content, so there are content quotas for free-to-air television in Australia and for pay television. Those sorts of quotas don't exist for streaming and some people have called for levies on, for example, Netflix, so that a certain percentage of their revenue in Australia has to be reinvested back into our industry. And of course, every year there seems to be some kind of video game classification controversy and the most recent one for me, the most interesting one, was Disco Elysium, which was initially refused classification in Australia due to its depiction of drug use. However, that ban was later lifted and if you've got kids who love video games, that's always something that can really get them in and get them excited. One of the things that I will say about issues and challenges is, of course, sometimes there are issues and challenges that may not be appropriate to discuss in class, so you have to use your discretion and pick things that are appropriate for your context and for your students. On the next slide, in terms of those ethical and legal issues, as I've said, I've typically done a deep dive into privacy and data harvesting, you know, and the fact that these huge media platforms are creating detailed psychographic profiles of us to increasingly influence our behaviour. Ideas of misinformation, I think, is very interesting and if you are a teacher who's done a little bit of a look at influencer marketing, then, sorry, influencers, then you might look at influencer marketing and the transparency around those sorts of things.

On the next slide, I've got a couple of other suggestions. I'm very interested in the idea of Algorithmic bias, so the fact that our view of the world is increasingly shaped by this information that's curated for us by algorithms. And there's a wonderful book called "Weapons of Math Destruction," and I say that not just because it's an amazing pun, but Kathy O'Neill really lays out all of the issues that are associated with the way this information is curated for us by AIs. And there is a really nice documentary featuring an activist in the area called Joe... I've forgotten her name, Buolamwini is her surname, and it's called "Coded Bias." It's a great documentary. It's a 90-minute documentary. You could use that as the basis for a look at some sort of algorithmic bias. And I think increasingly, one of the big ethical and legal issues of our time, and certainly for the next few years, will be Artificial Intelligence.

The fact that there is a wonderful, I guess, presentation on YouTube by Tristan Harris, a former design ethicist at Google, who you'll recognise from "The Social Dilemma," it's called "The AI Dilemma." And it's all about the fact that curation AIs, like the ones that have on social media platforms, led to a whole range of different issues, information overload, addiction, shortened attention spans, misinformation, doom scrolling, conspiracy theories, polarisation, and indeed, the potential breakdown of democracy. And in "The AI Dilemma," he is essentially warning that the rise of creation AIs, so AIs that can create huge amount of text, that can create images, that can create completely fake video, and the ability of AIs to do this is increasing exponentially. And it's truly astounding.

He's suggesting, Tristan Harris is suggesting that this will lead to things like reality collapse, where we're not quite sure what is real, something that he calls fake everything. And finally, this idea of alpha persuade. Where these chatbots and these artificial intelligences become very good at persuading you by interacting with you, much in the same way that they become very good at playing, you know, when they can play a game like Go 44 million times in a few hours, they can become masters at that. They will eventually become masters at influencing you. So, the implications of these generative, large language, multimodal models, or what he calls "Golem class AIs", I think is truly interesting and astounding. There's a bunch of great reporting on that at the moment.

So that's certainly something that I'm going to look at this year and next year. And I think we've fully, we've yet to grasp the true implications of this. Finally, a word about assessment. As I said, what I'm planning to do next year with Agency and Control is split up assessment into two parts, a 20-mark task in about week six, where students will do a deep dive into one of the areas of influence that we've looked at. So, they might look at this idea of public opinion, they could look at something like video games or the influence of influencers. I'm planning to do maybe about three little case studies like that, focus areas, and then they can pick one to do a deep dive. One of the things that I will recommend is that when it comes to that deep dive, rather than letting them go out and find unlimited information, I'm going to curate the sources that they can use for that piece of writing.

So, I want some deep thought in the middle of term, and I guess more of a traditional SAC at the end of term where students could be given a number of essay topics, perhaps on a dynamic and changing relationship, perhaps on ethical and legal issues to really test the knowledge that they've developed throughout the term. You can use just one of these, you can use both of them, you can use a combination. It really is, again, up to you and up to your student cohort. And I believe that brings us to the end.

**Kathryn Hendy-Ekers** - Good, thank you very much, Brett. That's been a really detailed series of information of how you could approach with a range of very highly detailed teaching and learning activities, building up to the task. So, I'd like to thank you very much. If you need any further information about the Study design that's going to be implemented in 2024, my details are on the screen here. And I thank you very much and we'll see you in the next coming year. Thank you.

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