

National School Curriculum

MEDIA STUDIES CURRICULUM FRAMEWORK

Classes XI-XII



Department of Curriculum and Professional Development
Ministry of Education
Royal Government of Bhutan



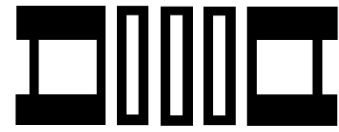
“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements. Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

- His Majesty Jigme Khesar Namgyel Wangchuck

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Foreword

We live in a world where the media is inevitably pervasive. With advancement of technology in telecommunications, there is a tremendous proliferation of media and other media providers through which extensive amount of information and knowledge are accessed and shared. There is no doubt that quality of the information people receive substantially determines their choices and ensuing actions, including their capacity to enjoy fundamental freedoms and ability for self-determination and development. Easy and abundant access to media has posed a challenge to assess the relevance and reliability of the information. It is in this context that the need of Media Studies must be viewed.

Media Studies provides opportunity to our learners in dealing with the content, history and effects of various forms of media, in particular, mass media. Learners will conceptualize the notion of media education which promotes competency development in them. This basically means mobilizing and integrating values, attitudes behaviors, abilities and knowledge to enable learners to address and resolve situation in daily life. It will help in shaping and reinforcing their actions as citizens to develop and change societies.

I am confident that our learners will engage in active exploration, analysis, creation, and enjoyment of the media and its products. They examine the dynamic role of the media in society, how the media constructs messages about individuals, communities, and cultures and how media products are produced, controlled, and distributed. Consequently, the concepts, skills and values acquired will be put into practices in their everyday lives.

Tashi Delek

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Director

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1. Introduction

Background

Media Studies is the study of history, content, cause and effect of various media messages, mass media and communication. It embraces the aptitudes of active exploration, analyses, creation and representation of media products. It is a discipline that helps students develop critical and creative thinking skills to consume and produce different media memorandums.

National Education Policy of Bhutan mandates to prepare every citizen knowledgeable, skilful, creative, innovative, enterprising, and capable of responding to the national needs and emerging global trends (National Education Policy, MoE. Pg. 3). One of the ways to instil these qualities is through Media Studies. It is a way forward to improving the relevance of Bhutanese education through curriculum diversification which shall cater to the diverse educational needs of the learners that run at par with the development of the country.

A study on The Impact of Media Influences on the Bhutanese (2008) carried out by the Ministry of Information and Communication also clearly proffered the need of Media and Information Literacy (MIL) for the Bhutanese society, as no individual is free from media and none can escape from its influence. Media and information Literacy is not about refraining from media, or using it casually but knowing its use more efficiently for better life choices. In the twenty first century education, the shift of technological, social and media culture provide new possibilities for everyone to engage with broadcast, digital and other media content and services. Some of these aptitudes can be achieved by taking Media Studies as a main stream subject in high school education.

Rationale

When school graduates are in the open market to explore job vacancies the challenge is many do not qualify due to the lack of appropriate skills required in market. Such demanding trend calls for changes in curriculum so as to fit in the National Education Policy requirement and the demands of professionals in different fields. Since curriculum is a vehicle through which educational goals are attained, the changes in curriculum are introduced in the school programmes to facilitate lifelong learning. Thus, competition between the supply and demand of different skills has to align with the evolving life choices and job opportunities. Therefore, the very reason for the demand of competency based curriculum is obvious to fill the gap between preparedness of youths and the ground reality of job opportunity.

Introduction of Media Studies in high schools prepares students to cope up with media related programmes offered in tertiary Institutions. After class twelve some learners may endeavour to pursue higher education in the field of media to explore career pathways in the rapidly growing information, knowledge, entertainment, and communication industries. In the era where information is the basic resource for everyone to rely for learning and growing, the need of media studies is necessary to connect the dots of learners in their real life situation. In Bhutanese education system, the Media Studies subject was introduced in grade eleven in 2015.

The first movement of media education dates back to 1920s in France (UNESCO document), since then media has been given the priority subject to use the opportunity of information in the fields of political science, international business, public economics, mass communication and international relationships.

Therefore, in today's media dominated cultural landscape, media and communication have become one of the most relevant, powerful and exciting subjects to enhance globalization.

Media influence people from all walks of life. With the advent of modern telecommunication technology, infiltration of media in the society is inexorable. There is rapid growth of media and media creators through which extensive amount of media texts are dispensed and accessed. There is no doubt that quality of the information people receive substantially determines their choices and ensuing actions respectively. By understanding how media texts are constructed and why they are produced, students will develop the skills needed to respond to these texts intelligently and responsibly.

The messages in media texts, both implied and over implied can have a significant influence on students' lives. Deconstructing these media texts and products by identifying the values and ideologies embedded in them helps the students to demystify the processes and techniques used to influence them. Throughout the course, students are encouraged to participate actively in discussion as members of a variety of groups. As a result, students extend their conscious preferences, their personal critical senses, and their critical thinking skills.

Media Studies is not a fixed body of knowledge. Elements of them as media are constantly shifting and evolving into new media. The key to freshness and a high interest level in the course is to offer variety and exposure to media texts in a number of formats, including current, emerging, and iconic. The Media Studies teacher is especially encouraged to use and acknowledge the major resource the students bring with them: catalogues of raw (and often new) media experiences. Students are therefore expected to apply the knowledge and the skills they gain through their analysis of media texts as they create their own texts, and to use available technologies to create those texts. Media Studies facilitates to promote media literacy through exploration and experimentation and by doing so, students can identify values represented and ignored in various texts. This will not only encourage students to learn the tools to represent themselves but also help them reflect and internalise the types of values they possess.

It is equally essential to recognize the role of media in a democracy and it is an undeniable phenomenon that media is of paramount importance in flourishing vibrant democracy. It ensures check and balance of the system in a society like a watchdog. In the era of democratic transition in Bhutan and knowing the due importance of media, the Royal commanded the need of media pluralism. There is no doubt that media ensures every citizen access to information and knowledge in making informed and critical decisions, and participate actively in the society for fair and sustainable democracy.

Every point raised in the preceding paragraphs asserts the need of offering Media Studies to our students for creating critical, innovative, enterprising, and participatory citizens to achieve prosperous and harmonious society.

2. Goals

Learning goals are broad statements intended for the learners to attain key concepts, essential skills and core values. The learning goals are the heart of assessment which perhaps are long term outcomes that the learners are expected to achieve at the end of the schooling.

- Learners demonstrate the understanding of major trends in media and media landscape by way of exploring and discussing a broad range of media across historical eras and international borders.
- Learners demonstrate the understanding of the relationship among varying media and the creators, the audiences and the media representations in diverse contexts.
- Learners acquire fundamental media knowledge and skills to partake in creative media content production for effective communication.
- Learners attain media literacy to engage themselves as the contributory citizens in building just and harmonious society.

3. Key competencies

Competency is more than just knowledge and skills. It involves the ability to solve complex situations by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom s/he is communicating.

The key competencies identified in NSCF are:

- Spirituality and Values
- Language
- Transversal Competencies
- Enterprising and Industrious
- Sustainable Living
- Health and Wellbeing
- Digital Competence

The Media Studies aspires to provide a multitude of learning experiences of applying knowledge, skills, and values of and its related forms in real world contexts. As such, from Media Studies point of view, students are expected to develop above key competencies as:

i. Spirituality and Values

The study of Media Studies encapsulates the learning experiences for the learners to find joy in every experience, experience to connect with the world through wonder and appreciation, develop sensitivity to beauty in the environment and understand the importance of empathy. As such, the learners can internalise how the rest of the world works within the context of spirituality and values by way of paying close heed to all of the relationships or interdependence in a harmonious society. Such embedded experiences of ethical conduct and faithful representation foster holistic development of the learners.

ii. Language

Media Studies learning experiences intend to capitalise students' scope to use language, symbols and texts, together with a range of oral and visual resources for effective communication. Learners can use the understanding to recognise, use visual and sensory images, facial expression, gestures and voice modulation to understand values, beliefs, traditions, and customs of diverse cultures of their own community and communities around the world. Competent learners are expected to understand, interpret and use words, numbers, models, effectively using appropriate technologies. Such learning experiences are envisioned to enrich the development of language.

iii. Transversal Competencies

The study of Media Studies expects to nurture and augment students' portable or transferable skills. It aspires to encourage the use of creativity, imagination, and critical thinking skills in investigating emerging or inherent issues in the society. Concurrently, it intends to create learning avenues to construct understanding in close collaboration with peers and partners, through reasoning and dialogue, and exchange of ideas. The learning experiences desire to enable the learners to make choices based on criteria, carry out the initiatives necessary to develop one's choice, and take responsibility for one's decisions in social, personal and physical domains. It would enable students to use reasoning and evaluation in order to make informed decisions and implement relevant actions in their life.

iv. Entrepreneurship

The study of Media Studies aspires to provide learning experiences for learners to explore, learn, develop, launch, and grow innovative enterprises or commercial products and services skills in preparation for life to cope with the fast growing industry and commerce which brings a vast change in various aspects of life. Such learning experiences engrain the entrepreneurial skills in the learners thereby widening the scope of becoming contributory citizens to their communities.

V. Sustainable living

The multitude of Media Studies learning experiences desire to help students attain the attributes of sustainable living. Through understanding of media concepts and ability to manipulate the media tools learners can initiate developmental activities towards building just and harmonious society.

VI. Health and Wellbeing

The learning experiences in Media Studies create avenues to achieve health and wellbeing of individuals and larger societal strata. The understanding and skills obtained from the subject engrain in the learners the values on how to live a healthy lifestyle by making right choices with a clear consciousness about the consequences of the choices made. Well being describes the state of overall mental and physical health, strength, resilience and fitness to function at work and personally.

VII. Digital Competence

The learning experiences in the subject enhances the ability to use a variety of technologies as a tool for learning and communicating effectively. As technology is a powerful tool to capture and disseminate information across the world, learners need to master the information literacy skills to become sensitive consumers and creative producers of information. The need of using and managing information effectively, questioning the authenticity, accuracy and reliability of information has been realised in every field of studies. Therefore, Media Studies sensitises the roles of media in informing, educating, influencing and entertaining society. Besides, students also acquire skills to differentiate between the reality and the world portrayed by the media.

It is evident that learners who are confident users of technology employ digital technologies and communication tools successfully to access, manage, evaluate and use information effectively and safely. The need and the purpose, location, processes, evaluation of reliability and relevance of information are recognised with ease to their use. Media Studies impart skills using technology to create, connect, and share information and experiences both locally and globally. It enables learners to master investigative learning, upgrading their knowledge with evolving high-tech or digital world to become more self-reliant, and responsible prosumers

4. Guiding Principles

The principles are the guiding philosophies to all policy-makers and curriculum developers about expectations related to the design and development of Media Studies curriculum, including subject content and textbooks, and other learning materials. The principles will also guide our teachers in their preparation of learning materials and their selection of teaching styles and methodologies. Every learning area statement in Media Studies should build on these objectives, and they should form the basis of all teaching and learning programmes, and classroom activities.

1. Competency Based Learning

Media Studies encourages competency based learning which allows students to acquire concept, skills, and values and attitude at their own pace and at the time and location of their choosing, leading to better engagement and outcomes. The course places students at the centre of the learning process where they personalize the learning process by using technologies familiar to them taking advantage of learning opportunities outside of the normal confines of school.

2. Learning for construction of knowledge

Constructivist theory postulates that there is no such thing as knowledge “out there” independent of the knower, but only knowledge students construct for themselves as they learn. Learning is not understanding the “true” nature of things, nor is it remembering dimly perceived perfect ideas, but rather a personal and social construction of meaning out of the bewildering array of sensations which have no order or structure besides the explanations.

Media Studies engages students in an active process of learning in which they use sensory input and construct meaning out of it by engaging with the world. The learning is not just the passive acceptance of existing knowledge by the students, but the construct of their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.

3. Lifelong learning

Media Studies equips students for lifelong learning. Students learn to learn as they learn: learning consists both of constructing meaning and constructing systems of meaning. It is common to all disciplines, to all learning environments and to all levels of education, while recognizing the disparities in learning styles and in the nature and development of literacy in different countries. It enables Students to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. For instance, if they learn the chronology of dates of a series of historical events, they are simultaneously learning the meaning of a chronology. Each meaning they construct makes us better able to give meaning to other sensations which can fit a similar pattern.

4. Inclusive learning approach

Students are more likely to achieve in Media Studies when they see their concerns and ideas taken seriously and their cultures valued in subject content and learning contexts. Therefore, it ensures that the learning needs of all learners are identified and recognised, personalising the learning to respond to individual needs, aptitudes and talents. This acknowledges, respects, and values, who the students are and where they come from, and what they bring with them to the learning environment. This enables students of diverse- culture with different skills, knowledge, and qualities to come together to learn as one.

5. Community engagement

The constructivist paradigm states that the students' community and local environment form the context for more effective learning and constructing knowledge. Involvement of different stake holders like educators, learners, managers, media personnel, entrepreneurs, consumers, and banker can provide first hand and authentic information on development and implementation of curriculum. Learning always occurs and cannot be separated from a social context. Media Studies is contextualised to students' immediate environment and provide opportunity for them to interact with communities by engaging in learning activities such as field sur vey, data collection, investigation, guest speaker and face to face interview as much as possible.

The students, school and community partnership programmes strengthen families, enhance community support, and increase students' achievement and success. The partnership also ensures in enhancing the relevancy and utility of the Media Studies for students, society and the nation. Further, engaging to solve community issues makes students become active members of their community and has a lasting positive impact on society at large.

6. Entrepreneurship and Livelihood

Media Studies fosters the development of students' skills in preparation for life to cope with the fast growing industry and commerce which brings a vast change in various aspects of life. Through Media Studies, students explore, learn, develop, launch, and grow innovative enterprises or commercial products and services. Social media platforms such as Twitter, Facebook, YouTube, WhatsApp and Instagram have provided a lot of avenues for young people to become entrepreneurs by involving in creativity, innovation, and leadership. For example,

individuals with large followership on many of these social media platforms use their influence making use of the free advertisement provided by these platforms to set up their businesses. According to Shane and Venkataraman (2000), defined that “entrepreneurship is concerned with the discovery and exploitation of profitable opportunities.” Accordingly, media studies include essential characteristics of the entrepreneurial activities such as discovering, innovating, evaluating and marketing. Further, when the web-based social networking have unmistakably changed the way organizations work and saw rise in entrepreneurs and its scope. Media Studies encourage students to be self-reliant, responsible and independent; to be individuals who value work and persevere in their efforts to succeed. It plays an effective role in addressing social issues like reducing unemployment, enhancing higher growth of economic development and engaging youths actively for a better livelihood. Media Studies also share a unique and significant reciprocal relationship with entrepreneurs; media influences entrepreneurial activities and entrepreneurship affects media industries.

7. Collaborative learning

Collaborative learning represents a significant shift away from the typical teacher centred or lecture-centred milieu in classrooms. In collaborative classrooms, the lecturing/ listening/ note-taking process may not disappear entirely, but it lives alongside other processes that are based in students’ discussion and active work with the course material.

Media Studies allows collaborative learning that is thought to influence intellectual growth by requiring students to assume individual responsibility though interdependent work with others in achieving shared educational goals. The change that happens as a result of learning collaboratively occurs as a consequence of the socio cognitive conflict and attendant cognitive disequilibrium that arise in group work. Disequilibrium occurs when group members are confronted with the diversity of others’ perspectives in the group (Davidson & Worsham, 1992; Piaget, 1950; Vygotsky, 1978). As group members experience with these new perspectives, they “rehearse and restructure information to retain it in memory and incorporate it into existing cognitive structures” (Johnson & Johnson, 2002, p. 120). Nelson (1994) added that student misunderstandings of new ideas and concepts may inhibit their ability to learn effectively. The diversity in perspectives associated with collaborative learning, however, allows students to identify and correct those misunderstandings, thereby enhancing the potential for student achievement.

Collaborative learning techniques can be used for discussion, for problem solving, and for engaging students with writing. Common examples include think-pair-share activities, small-group discussions, and group-based case studies. Successful groups usually contain two to six students to maximize student interaction and involvement (Barkley et al., 2014). Additionally, effective group composition comes from instructor assignment, random assignment, or content-based interests; student-chosen groups tend to be homogeneous and fail to achieve many of the goals of collaborative learning (Fiechtner & Davis, 2016).

8. ICT as tool for learning

Media Studies considers ICT as a tool to transform teaching and learning process by way of supplementing the curriculum and teaching pedagogy. Use of ICT in the school is to make the teaching and learning process more effective, efficient and appealing. ICT has to be considered ever more to cater students who are mostly 'Digital Natives' and are generally comfortable using ICT devices. Nowadays many different types of technology can be used to support and enhance the teaching and learning process. This includes everything from surfing the internet to collecting information for lessons preparation and using applications to prepare presentations, creating digital learning materials for students. Also, using ICT to provide feedback, assess students' learning, communicating online with parents, download and upload material from the school's portals or learning management system to looking for online professional development opportunities.

9. GNH through Media Studies

Media Studies intends to bring sane and responsible behaviors in learners while undertaking media activities in their lives. The philosophy of Gross National Happiness (GNH) is a powerful change agent within its communities with a genuine commitment to serve others and unwavering commitment to harmonious society.

Besides providing in-depth knowledge and skills to the learners, media studies inculcates human and civic values as well which are in line with the developmental philosophy of GNH

5. Curriculum Structure and Organization

5.1 Strand

Strands are the thematic areas on the basis of which the subject is categorised throughout the course. Economics curriculum at the secondary level is divided into three thematic areas on the basis of which the learning goals, standards and objectives are selected. Further, process strand is included which is crosscutting across rest of the strands

a. **STRAND A: Media and Media Literacy**

This strand equips students with the media concepts, skills, and values and attitude which are very much pragmatic and in fact useful in their daily lives. Such knowledge and skills acquired allow students to be critically aware of ways that media function, how functions are performed and rationally engage themselves with media for self-expression. Competencies in Media Studies emphasize the development of enquiry-based skills and ability to engage meaningfully with media in whatever form and technologies they are using.

The students engage in active exploration, analysis, creation, and enjoyment of the media and media products. It provides opportunities to acquire skills and ideas to tackle with inaccurate media text and discern representations of media to make efficient decisions. Becoming

proficient, critical and literate in all the different forms of media help them to control the media messages of what they see or hear rather than letting the media content control them.

b. STRAND B: Information and Technology

Information literacy is an aspect in media education concerning the whole range of information sources, formats, nature, and key concepts. This strand allows students to analyse the structure of information (media text) through decoding print, audio, audio-visual medium, critically evaluate media messages and examine media's impact on audiences, the basis for media regulation and the social impact of digital communication process. Further, the evolving nature of media allows students to participate actively in the digital age and equip themselves with latest technological advancements.

As information is increasingly codified in digital forms, new skills are needed to operate the technology to search for, organize, manage information and use it to solve problems and create new knowledge and cultural products. Since the Internet is a common information and communication tool, information literacy is often understood as digital literacy.

Information technology as a system captures, processes, exchanges, stores or presents information. Today's information and technologies communicate on us through a powerful combination of words, images and sounds to develop a wider set of literacy skills helping us to both comprehend the messages we receive, and to effectively utilize these tools to design and distribute our own messages. It provides a foundation for learners to understand how information technology is being used today and how the learners might use technology in the future.

c. STRAND C: Communication

This strand is projected to develop in students the concepts and understanding of effective communication skills and the forms of communication. It develops the ability to communicate effectively as it has a direct effect on their personal, social and professional aspects of lives. The learners discover on how communication in media can influence the citizens, government and nation to prosper with happiness and strengthen its bond. The aspects of communication connect the society, transmits ideas, thoughts, beliefs, knowledge and opinions to establish commonness and unity.

Communication is a means of imparting or exchanging of information through various media. The process involves interacting with a common systems of symbols, signs or behaviours to share about their personal, social, cultural, business, travel, or any area of mutual interest. It develops the ability in students to express and exchange ideas, views, beliefs, values, traditions, feelings, news, information, and data. Students realise the essence of communication irrespective of age, race, gender, religion, profession and citizen. The effective

communication skills enable learners in making new friends, strengthening relationships and encourage active participation in the society.

Communication skills aids students to creatively solve problems without conflict. Therefore, the students evaluate various concepts and its application in different forms of media products. Through various process like accessing, evaluating, creating, reflecting and creating, the students apply their communication knowledge and skills. They identify the barriers to communication, examine the use of communication models and become a media literate as a means and ends of learning Media Studies.

5.2 Key stage

School education in Bhutan basically encompasses five key stages. In which key stage I is the lower primary (PP-III) is the foundation phase and caters to children between 6 - 9 years of age. Key stage II ranges from Classes IV to VI, that is, from ages 9 to 12. Key stage III stage ranges from Classes VII to VIII, from 13 to 14 years. Key stage IV comprises of two years of middle secondary education (Classes IX-X). Key stage V which comprises two years of secondary education (Classes XI-XII) and targets learners in the age bracket of 15 to 17 years.

There are several advantages in organising the school structure into key stages as it is possible to have attainment targets at each stage. These serve as checkpoints to see how students are progressing as they move at different paces and reach the expectation level at different points in time. To reach the expected standards, students need time and space to grow and key stages provide students with a range of time in which to achieve their learning goals. As such, the pedagogical practices required at each key stage are aligned to the developmental needs of the students, and how they learn. Key stages serve as a checkpoint for teachers, administrators and other concerned adults to evaluate a student's progress and identify any developmental delays. Remedial or corrective action is possible once delays in development have been identified.

Media Studies is offered in Key stage V which comprises two years of secondary education viz classes XI-XII. It lays the foundation for further education and training at the tertiary level and prepares for the world of work. Learners exiting this level are expected to be "empowered, engaged and ethical citizens" ready to participate in the socio-economic development of the nation.

5.3 Key Stage-wise Competency-based Standards

i. Key stage 5: Strand A- Media and Media Literacy

1. Discuss media concepts and contexts using appropriate terminologies.
2. Examine how media shape ideologies and culture.
3. Apply media literacy skills to critically appraise various media texts.
4. Construct media products using key concepts, appropriate technical and creative skills to create meaningful media messages.
5. Analyse the influence of media representation on society to become media literate.
6. Examine media ethics to practice proficient journalism.
7. Discuss media globalization and pluralism to conceptualize trend of media landscape evolution.
8. Analyse media texts to comprehend how they are structured to communicate messages.
9. Apply news literacy skills and research ethics to critically consume and ethically produce news.
10. Construct video content using appropriate technical and creative skills to communicate messages meaningfully for a specific purpose.
11. Discuss media in the context of democratic set up to leverage its meaningful utility in flourishing fair and robust democracy.
12. Apply the values of Fundamental Rights and Duties in daily use of media to foster citizen participation.

ii. Key stage 5 Strand B: Information and Technology

1. Analyse information on different formats to realize the nature and purpose of different forms of information.
2. Assess information critically to make informed decision.
3. Apply information literacy skills to foster information literate society.
4. Use relevant ICT tools to create media content for various purpose.
5. Use ICT tools to access and process information for various purposes to ensure efficient communication process.
6. Apply video editing skills to create media text for a range of audience and purposes.
7. Use social media meaningfully to foster positive and active civic engagement.

iii. Key stage 5 Strand C: Communication

1. Analyse the elements and forms of communication to construct meaning of communication.
2. Assess information critically to make informed decision.
3. Analyse the impacts and the factors of communication to communicate effectively.
4. Analyse the communication theories to generalize key concepts of communication.
5. Examines communication models and types to generalize a communication process.
6. Discuss elements and forms of mass communication to conceptualize standard practices of mass communication.
7. Demonstrate proficiency in use of language apt for constructing media content.

8. Analyse the nature of media texts to perceive how media texts are structured for effective communication.
9. Analyse how personal experiences impact reading of texts to discriminate communication barriers.
10. Apply the key concepts of media literacy to critically assess media text for wise consumption of media.
11. Analyse use of symbolic and technical codes in print media to create meaningful media messages.
12. Formulate print media construction plan using key concepts of media to develop meaningful media messages.
13. Create print media text using appropriate technical and creative skills to develop meaningful media messages.
14. Examine the language elements and semiotic techniques used to generate meaning.

5.4 Class-wise competencies

a. **Class XI Strand A: Media and Media Literacy**

1. Examine the functions of different types of media to realize the importance of media in daily life.
2. Distinguish between traditional and new media to realize their significance in media landscape.
3. Examine the process of media evolution to generalize the changing trends in the media landscape nationally and globally.
4. Examine the role of media to realize/recognize its impact in shaping ideologies and influence culture.
5. Explore the relationship between media and historical/contemporary culture to comprehend how media and culture influence each other.
6. Evaluate the influence of popular culture on the audience to make better life choices.
7. Analyse the nature of media texts to perceive how media texts are structured for effective communication.
8. Analyse how personal experiences impact reading of texts to discriminate communication barriers.
9. Apply the key concepts of media literacy to critically assess media text for wise consumption of media.
10. Analyse use of symbolic and technical codes in print media to create meaningful media messages.
11. Formulate print media construction plan using key concepts of media to develop meaningful media messages.
12. Create print media text using appropriate technical and creative skills to develop meaningful media messages.
13. Examine the language elements and semiotic techniques used to generate meaning.
14. Discuss how media representation shapes mind set of the people to become media literate.
15. Discuss the fundamental Rights and Duties to realize the significance of being a responsible citizen.

16. Examine the role of media in democracy to build/foster positive democratic mind set.
17. Examine the policies and legislation related to media to enhance meaningful participation in media community. [to enhance active social engagement]
18. Assess the legal and social implication on the use of social media content to foster ethical media utilization. /use/usage [right media culture]
19. Discuss the five core principles of journalism to conceptualize values of journalistic practices.
20. Critically examine the code of ethics to check journalist conduct and journalism practices locally and globally.
21. Analyse the functions and the impacts of different types of journalism to follow ethical practices.

b. Class XI Strand B: Information and Technology

1. Discuss the characteristics and purpose of information to access valid and useful information.
2. Evaluate the nature and sources of information to check the credibility of the information.
3. Examine legal and moral implications concerning misuse of information to behave ethically both offline and online.
4. Examine the relation between information and society to realize the importance of information in society.
5. Apply elements of information literacy to explore information from various sources to develop information literacy skills.
6. Navigate the internet with proper strategies to retrieve information in different forms.
7. Evaluate different types of ICT tools to communicate media message effectively.
8. Create media text using desktops publishing software to foster ICT competency.

c. Class XI Strand C: Communication

1. Discuss the elements and forms of communication to generalize the concept of communication.
2. Examine the models and types of communication to conceptualize the importance of communication process.
3. Discuss effective communication and the factors affecting communication to develop effective communication skills.
4. Discuss the key aspects and barriers to communication to develop effective communication skills.
5. Examine various communication theories to generalize key concepts of communication.

d. Class XII Strand A: Media and Media Literacy

1. Examine mainstream and alternative media to comprehend divergence in functionality.
2. Explore new media as an agent of media globalization and convergence to conceptualize the evolutionary nature of media landscape.
3. Explore the functions and ideologies of various media outlets to realize the influence of media ownership.

4. Deconstruct media text using CML's key concept to develop media literacy skills.
5. Write news story complying the features of newspaper report and its writing process to produce standard news story.
6. Apply the journalistic code of ethics while producing news to foster ethical journalism.
7. Verify a piece of news following verification process to affirm its credibility.
8. Analyse use of symbolic and technical codes in video content to create meaningful media messages.
9. Formulate video content construction plan using key concepts of media to develop meaningful media messages.
10. Create video content using appropriate technical and creative skills to develop meaningful media messages.
11. Discuss the significance of media in democratic set up to empower citizens in making informed decisions.
12. Examine media policies and acts to foster ethical practices in media.
13. Analyse the significance of Fundamental Rights and Duties to ensure values of citizenry education.

e. Class XII Strand B: Information and Technology

1. Assess information using information literacy stages to validate credibility of information.
2. Evaluate information available both online and offline to comprehend probable influence on the users.
3. Make meaningful use of information to substantiate in one's academic work.
4. Access information using appropriate ICT tool to ensure credible and heterogeneous information sources.
5. Process information using appropriate ICT tool to foster fast and multitudinous communication
6. Use appropriate video editing software to create media content for a purpose.
7. Assess functions and policies of social media to espouse ethical use of social media.
8. Use appropriate social media to communicate messages to audience for a purpose.

f. Class XII Strand C: Communication

1. Explore different forms and purposes of mass communication to rationalize the communication mode for a specific purpose
2. Examine different communication model, traits and process to adopt and adapt effective communication processes.
3. Evaluate factors of communication to ensure successful communication.
4. Identify the similarities and the differences of communication theories to conceptualize understanding of communication.
5. Examine how language determines media content to express different thoughts, attitudes and values.

5.5 Learning objectives; Core Concepts; Process/Essential Skills

Strand A: Media and Media Literacy [Class XI]		
Learning Objectives	Core Concepts (Chapters/Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> Explain media. Discuss the importance of media and their functions. Describe different types of media. Distinguish between traditional and new media. Examine media evolution to familiarize the changing trends in the media landscape. 	Meaning of media Functions of media Types and forms of media Traditional media and new media Evolution of media [Global and National]	Analysis Critical thinking Access Evaluation
<ul style="list-style-type: none"> Discuss the role of media in shaping ideologies and culture. Explore the relationship between media and historical/contemporary cultures. Connect popular culture and life choices. Identify the role of media in our culture. 	Media and culture Popular culture	Textual analysis Critical thinking Access Evaluation Reasoning
<ul style="list-style-type: none"> Explain the nature of media texts. Explain the key concepts and questions of media literacy. Examine different media products using key concepts of media. Examine how various texts reveal ideas and biases. Recognize point of view in various texts. Analyze how personal experiences impact reading of texts. Discuss how format influences audience and purposes. 	Nature of media Key concepts of media literacy Key questions of media literacy Different formats of media	Textual analysis Critical thinking Access Evaluation Reasoning
<ul style="list-style-type: none"> Explain media language. Explain basic elements of media language. Analyse use of media language in media text. Apply key concepts to create meaningful media texts. Create media texts to demonstrate understanding of social, political, 	Media language Codes and conventions: symbolic and technical codes used in creating image text	Textual analysis Critical thinking Access Evaluation

<p>commercial, personal and cultural values.</p> <ul style="list-style-type: none"> Examine codes and conventions used in image text to persuade the audience. Deconstruct the visual text in the context of ethos, pathos and logos. Explain the term photography. Identify different types of photography. Examine the use of composition in photography. Apply knowledge of composition to interpret meaning of visual text. Examine use of camera angles and shot sizes in photography. Apply knowledge of composition to interpret meaning of visual texts. Explain artistic proofs. Explore use of language of persuasion in advertising. Analyse the effects of persuasion. Use appropriate media language in constructing an image for a purpose. 	<p>Ethos, pathos and logos</p> <p>Entomology of photography</p> <p>Types of photography</p> <p>Composition in photography</p> <p>Camera angles and shot sizes in photography</p> <p>Advertising</p> <p>Language of Persuasion</p> <p>Formulation of media construction plan</p>	<p>Reasoning</p> <p>Media planning</p>
<ul style="list-style-type: none"> Explain media representation. Examine how media represent culture, religion, race and gender. Study the influence of media representation on society. 	<p>Media representation: culture, religion, race and gender</p>	<p>Textual analysis</p> <p>Critical thinking</p> <p>Reasoning</p>
<ul style="list-style-type: none"> Explain the fundamental Rights and Duties. Interpret the role of media in context to freedom of opinion, speech and expression, and the Right to information. Examining the role of media in democracy. Examine the policies and legislation related to media and information. 	<p>Fundamental Rights and Duties</p> <p>Media and Democracy</p> <p>Media policies and legislation</p>	<p>Access</p> <p>Collaboration</p> <p>Communication</p>
<ul style="list-style-type: none"> State the meaning of journalism. Analyse the function of journalism. Discuss different types of journalism. Discuss five core principles of journalism. 	<p>Five core principles of journalism</p> <p>Journalist conduct and journalism practices locally and globally.</p> <p>Functions and the impacts of different types of journalism</p>	<p>Determination Confidence</p> <p>Perseverance. oral or written skills. Interpersonal skills.</p>

STRAND B: Information and Technology [Class XI]		
Learning Objectives	Core Concepts (Chapters/Topics/ Themes)	Process/ Essential Skills
Identify the characteristics of information. Explore the purpose of information to facilitate decision making. Explain the nature of information.	Meaning of information Characteristics and purpose of information	Access Analysing
Explain the source of information. Assess various forms of information and sources. (formal, informal) Discuss legal and moral implications of information misuse. Examine the relationship between information and society. Explain the importance and impacts of information on society. Apply stages of information literacy to explore information from various sources.	Nature and sources of information Social media law Information and society Information literacy	Evaluation Access ,
Determine the need of information. Navigate the internet to search information. Retrieve information in different forms (text, videos, images, audios) using ICT tools. Evaluate different types of ICT tools to communicate a specific media text.	Navigating search engines Open access resources Interactive information processing tools	Access Information processing
Explore tools of an image editing software. Explain the functions of tools of an image editing software. Use image editing software to create media text.	Image editing tools Using editing tools	Editing Creative thinking Synthesizing

Strand C: Communication [Class XI]		
Learning Objectives	Core Concepts (Chapters/Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> Define communication. Explain the elements of communication. Classify the forms of communication. 	Meaning of communication Elements of communication Forms of communication	Access Critical thinking
<ul style="list-style-type: none"> Examine the types of communication. Explain the communication model. Assess the significance of the communication component. Describe the basic components of communication model. Identify the need of communication process. 	Types of communication Communication model	Analysing Creative thinking Collaboration
<ul style="list-style-type: none"> Define an effective communication. Examine the key aspects of effective communication. Evaluate the importance of effective communication in team building at home or workplace. Explain the barriers to effective communication. Examine the communication barriers. 	Meaning of effective communication Factors affecting effective communication Barriers to communication	Analysing Critical thinking Synthesizing
<ul style="list-style-type: none"> Explain various communication theories. Outline the key ideas of communication theories. 	Communication theories	Synthesizing

Strand A: Media and Media Literacy [Class XII]		
Learning Objectives	Core Concepts (Chapters/Topics/ Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> Explain mainstream and alternative media. Examine different types of media outlet. Corroborate media pluralism, ownership and control. Examine the new media as an agent of globalization. Analyse media convergence and its impact. 	Mainstream and alternative New media and media landscape. Functions and ideologies of various media outlets	Textual analysis Critical thinking Access Evaluation Reasoning Media planning

<ul style="list-style-type: none"> Explain CML's key concepts. Discuss nature of media messages. Examine media products with reference to CLM's key concepts. Discuss the significance of media literacy. 	CML's key concept CML's Key questions Nature of media message	Textual analysis Critical thinking Access Evaluation Reasoning Media planning
<ul style="list-style-type: none"> Explain what news writing is all about. Differentiate news and news neighbourhood. Examine the research ethics in news writing. Discuss features of newspaper report. Write a piece of news following a standard process for writing news. Evaluate news following news verification process to Validate its credibility. 	News neighbourhood News writing process Features of newspaper report Journalistic code of News verification process	News writing Access Evaluation Reasoning
<ul style="list-style-type: none"> Explain basic elements of film language. Analyse use of film language in media. Examine the language elements and semiotic techniques used to generate meaning. Examine codes and conventions used in video content to persuade the audience. Examine the use of composition in video. Deconstruct video content in the context of ethos, pathos and logos. Examine use of camera angles and shot sizes in video. Explore different types of film genre. Create video content using appropriate media language to demonstrate understanding of social, political, commercial, personal and cultural values. Explain advertisement Explore use persuasive language in advertising. 	Symbolic and technical codes in video content Composition in video Ethos, pathos, and logos Camera angles and shot sizes in video Film genre Advertisement Persuasive language in advertising Formulation of video content construction plan	Textual analysis Critical thinking Access Evaluation Reasoning Video Editing Media planning

Analyse the effects of persuasion.	Video editing tool	
<ul style="list-style-type: none"> Explore the roles of media in ensuring robust democracy. Outline the roles of those agencies responsible for media regulation, protection and promotion. Discuss the significance of Copyright Act and Intellectual property. Examine global media policies to comprehend the status of our country. 	Media and democracy Media regulation, protection and promotion Copyright and intellectual property Media policy	Textual analysis Critical thinking Access Evaluation Reasoning
<ul style="list-style-type: none"> Discuss Fundamental Rights and Duties. Analyse the significance of Freedom of Expression and the Right to Information. 	Media and citizenship Fundamental Rights and Duties	Textual analysis Critical thinking Access Evaluation Reasoning

STRAND B: Information and Technology [Class XII]		
Learning Objectives	Core Concepts (Chapters/Topics/ Themes)	Process/ Essential Skills
Explain key concepts of media literacy. Examine different content types, such as advertising, editorial, fact and opinion. Evaluate the influence of information in various contexts. Recognize how the infrastructure of the internet can influence media choices, patterns of behavior and diversity of content/views.	Types of information Different formats of information Information and society Information and media choices	Textual analysis Critical thinking Access Evaluation Reasoning
Explore various ICT tools for information access. Examine features of various ICT tools Assess various information sources to authenticate their credibility.	Navigating search engines Open access resources Interactive information processing tools	Access Information processing
Explore various video editing software.	Video editing software	Editing

Explore the functional utility of the features in video editing tool. Create media content using video editing tools.	Features of video editing tool	Creative thinking Synthesizing
Explain meaning of social media. Explore different forms and functions of social media. Explore features of social media. Discuss pros and cons of social media. Discuss importance and management of social media security. Discuss social media management. Discuss social media policies.	Meaning of social media Forms of social media Features functions of social media Pros and cons of social media Social media management	Textual analysis Critical thinking Access Evaluation Reasoning

Strand C: Communication [Class XII]		
Learning Objectives	Core Concepts (Chapters/Topics/Themes)	Process/ Essential Skills
<ul style="list-style-type: none"> Explain Mass communication. Discuss journalistic skills required in mass communication. Analyse the functions of mass communication. Explain the role of communication in media production and consumption. 	Meaning of mass communication Journalistic skills Function of mass communication Mass communication and society	Critical thinking Analysis
<ul style="list-style-type: none"> Distinguish types of communication model. Discuss the characteristics of various communication types. Evaluate the communication process. 	Types of communication model Characteristic of communication model	Evaluation Analysis
<ul style="list-style-type: none"> Examine the impact of effective communication. Exercise effective communication skills; listening, speaking and writing. 	Attribute of effective communication	Listening skills Speaking skills
<ul style="list-style-type: none"> Compare and contrast different communication theories. Apply communication theories for effective communication. 	Communication theories	Analysis Synthesis

<ul style="list-style-type: none"> • Employ the appropriate language to construct meaningful media content. • Evaluate the use of language in expressing individual's thoughts, attitudes and behavior. • Evaluate the connotations, codes and conventions used in the language. 	Writing for the media: newspaper, magazine, press release...	Writing skills
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6. Teaching and learning approaches

Teaching and learning approaches refer to effective pedagogies to equip learners for life, in its broadest sense; build interdisciplinary and cross-curricular skills, concepts, knowledge, and values; facilitate integration of knowledge, skills, and values within and across the disciplines; promote enduring understanding and deeper learning; and promote collaboration, cooperation, and shared learning, thus promoting active engagement of the learners in the learning process.

The following are the teaching and learning approaches stated in NSCF (2020):

- Competency Based Learning
- Place Based Education
- Dimension of effective pedagogy (21st century skills and pedagogy, experiential learning
- Autonomy, flexibility and adaptability (teacher as a facilitator/localised curriculum)
- Reflective practices (where am I going? How do I reach there?)
- Blended learning (Eg. TPACK model)
- Differentiated/Inclusive/ Personalised instruction
- Individualised learning/Learner centred/ Learner ownership (lifelong learning)

Teachers may choose to incorporate some of the suggestive educational approaches mentioned below:

1. Place Based Education

Place Based Education (PBE) is an approach that connects learning and communities to increase student engagement, academic outcomes, and community impact. Place Based Education (PBE) is a teaching and learning approach that allows learners to contextualise classroom learning with real world experience. PBE emphasises on “hands-on, real-world learning experiences” and gives students opportunities to connect to the culture, ecology, and economy of local places. The PBE concept is explained through ten principles – community as classroom, interdisciplinary learning, design thinking, connections, enquiry-based learning, real-world challenges, partnerships, learner-centred, content rich, and local to global. In the Bhutanese context, place can relate to ecology, economy, culture, and governance system of a place.

2. Creating enabling and conducive learning environment

Learning and development do not occur in a sequential linear fashion nor is one approach of learning equally effective to all, therefore, teachers should work towards setting up learning environment which appeal to children's interests and are relevant to their day-to-day experiences. The pedagogical approaches should create a positive psychosocial ambience where the individual learners feel included and safe. This may call for teachers to use differentiated instructions and a variety of teaching strategies to make learning accessible to all. Direct hands-on experiences encourage children for interaction, engagement and involvement, which in turn, lead to improved understanding, recall and the development of mental representations. This approach supports children and young people as they move from concrete, tangible experiences to symbolic and abstract notions. As children develop their learning, dynamic learning environments provide a context for dealing with issues in depth and from multiple perspectives. Therefore, schools should create school environment that meet the educational, social, emotional, physical and recreational needs of students.

4. Making learning relevant and meaningful

Relevance is a crucial factor in all kinds of learning. Students learn best when they feel that what they are studying is worth learning because it is meaningful and relevant to their lives. At the same time students must see the usefulness and potential application of this knowledge to their everyday lives. Effective teachers use pedagogies that connect classroom learning to the relevance of that learning in life, thus making learning more meaningful. Students should also be exposed to contexts and contents that are local, regional and international which would be of relevance to them in their further education and career opportunities, thus making them part of the global village.

Learning can also be made relevant and meaningful by connecting prior learning to new learning. Learners come to the classroom with a broad range of pre-existing knowledge, skills, beliefs, and attitudes, which influence how they interpret and organize new information. How they process and integrate this information will, in turn, affect how they remember, think, apply, and create new knowledge. Since new knowledge and skill is dependent on pre-existing knowledge and skill, knowing what learners know and can do when they come into the classroom or before they begin a new topic of study, can help us craft instructional activities that build off of student strengths and acknowledge and address their weaknesses.

Once prior knowledge and skill is assessed, there is a range of potential responses, depending upon the type of course, the uniformity of results, and the availability and type of supplemental materials and alternatives. Another way of making learning relevant and meaningful is by using pedagogies that facilitate cooperative, collaborative, and shared learning. Students learn best when engaging in shared activities and work in cooperation and collaboration with other learners. In shared activities everyone, including the teacher becomes a learner. Through this learner share their opinions, remain engaged and take the ownership of their own learning.

5. Fostering reflective practices

Effective pedagogies leave rooms for learners to reflect on their learning process. One of the ways to do this is by using pedagogies that allow learners to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning. Teachers incorporate learner experiences, interests and real-life situations in instructions. Reflection, particularly at the higher levels, can lead to greater self-awareness, which in turn is a first step to positive change. Taking time to reflect can help students identify approaches that have worked well, and in that way reinforce good practice and reflect on why some approaches did not work. Such metacognitive strategies can enable students to transfer learning to other disciplines and domains.

6. Promote inquisitiveness

Effective pedagogies should support and encourage learner's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving. Teachers orchestrate effective classroom discussion, questioning, and learning tasks that promote higher-order thinking skills. Teacher challenges learners to think deeply about problems and encourages and or models a variety of approaches to a solution. Teacher integrates a variety of learning resources with classroom instruction to increase learning options. Teachers clarify and shares with students learning intentions/targets and criteria for success. Through these strategies students become, among others, self-directed learners. All pedagogical approaches that teacher use should be based on evidence of efficacy.

7. Autonomy and flexibility

The curriculum should be flexible to accommodate localized school-based innovation and creativity for effective implementation and delivery. It should allow flexibility to teachers to customize the curricular contents to local context and adopt different teaching strategies to develop their professional knowledge and apply them accordingly. Teachers should have the autonomy to come up with alternative assessment tools to assess learners' competencies as they learn and to inform future learning.

8. Holistic education

Child development needs to be holistic as all of the domains of development are interdependent and should not be compartmentalised. Health, nutrition, social, emotional and spiritual development, and other specific variables are inter-related. Development in one domain will impact development in other areas. The core values of self-discipline, relationship with nature and others in society must be reflected in the curriculum.

9. Textual Analysis

Students learn to undertake textual analysis through identifying the codes and conventions of various media genres. This semiotic analysis should aim to reach further understanding of the key concepts. Therefore, students learn to identify how language codes and conventions are used to create particular types of representations that will appeal to certain audiences. Students are taught to identify the 'technical', 'symbolic' and 'narrative' codes of any media text. Where possible, this type of textual analysis occurs within meaningful contexts, rather than as an academic exercise for its own ends.

Example: students could be asked to select a piece of media text that is of interest to them. This could be a news article, a video from YouTube, or a video clip from an online news source. Put students in groups and guide them in analysing the audience, purpose, author, technique/textual features, and context.

10. Contextual Analysis

Students are shown how to undertake basic contextual analysis, particularly in relation to the key concepts of institutions and technologies, but also in relation to a range of theoretical approaches. Examples of contextual analysis and pedagogy include: helping students learn about such topics as: the classification systems for film, television and video games that operate in the country; how media ownership and concentration relates to questions of democracy and free speech.

11. Translations

This pedagogical approach can take many different forms and be used in a variety of media settings. Students can take a newspaper article they have written about an incident at the university and convert it into a podcast radio news story. Or they view a brief section of a children's film and then work in small groups to draw a storyboard that corresponds to the scene, identifying the shots, angles and transitions that have been used.

Further examples: Students can also take a fairytale and convert it into a storyboard to be filmed. Or they can collect a range of existing visual material related to a person's life and use this as the starting point to plan and make a short documentary about the person.

12. Production

This approach entails learning by doing which is an important aspect of knowledge acquisition in the twenty first century. Students should be encouraged to explore learning at a deeper and more meaningful level. The production of media and information content offers the opportunity for students to immerse themselves in learning through exploring and doing. Through the production of media texts (for example audio, video and print), students are able to explore the creativity and to express themselves through their own voices, ideas and perspectives.

Examples include: students use editing software to make a one-minute digital story about an environmental issue or any other subject of interest.

7. Assessment and Reporting

Assessment involves systematic gathering of information about what the learners know and are able to do. In order to assess the learners' performance objectively, information about their performance is collected and recorded using a variety of assessment tools and techniques. Teachers use their professional skills, knowledge, and specific criteria to make judgements about students' performance in relation to the learning outcomes. The learners are important partners in this process and should be guided to monitor their own progress through self-assessment strategies such as goal setting and co-constructing criteria.

A few examples of assessment tools and techniques are discussed under this section which can be used for evaluation of the learners' work. These tools and techniques can be used as models, or adapt them for purposes.

1. 7.1 Scheme of Assessment

Learners are assessed through the following schemes of assessment:

i. Continuous Formative Assessment (CFA)

Formative assessment is used to provide feedback to teachers and learners so that the teaching and learning can be improved through provision of regular feedback and remedial learning opportunities for the learners when needed. It also enables the teachers to understand what teaching methods and materials work best for the learners.

CFA facilitates the teachers to diagnose the learning needs of the learners and recognise the individual differences in learning. Through constructive feedback, learners can understand their strengths and weaknesses. It also empowers them to be self-reflective learners who monitor and evaluate their own progress. CFA should happen constantly throughout the teaching-learning processes of the academic year. It is NOT graded as it is to give continuous feedback to the learners.

The suggested techniques for CFA for the three domains are:

- **Media knowledge:** Debate, quiz, question and answer session
- **Media Skills:** Field trip, case analysis, seminar presentation and free online courses
- **Media values and attitudes:** Group work, field trip, case analysis, peer interactions

Some of the tools identified for CFA are Checklists, Observation Grid, and Rating Scale.

ii. Continuous Summative Assessment (CSA)

Continuous Summative Assessment is another form of continuous assessment. It helps in determining the learner's performance and the effectiveness of instructions. The feedback from this assessment helps to improve the learners' learning and mandates teachers to incorporate varied teaching strategies and resources to ensure quality teaching and learning in the Media Studies classes. It empowers learners to be self-reflective learners who monitor and evaluate their own progress. In CSA, the learner's performances and achievements are graded. This ensures active participation of the learners in the teaching-learning processes.

The suggested techniques for CSA for the three domains are:

- **Media knowledge:** Class tests
- **Media Skills:** Textual analysis, creation of media products
- **Media values and attitudes:** Observation

Some of the tools identified for CSA are rubrics, rating scale and paper pencil tests.

iii. Summative Assessment (SA)

Summative assessment (SA) is conducted at the end of the first term and at the end of year to determine the level of learning outcomes achieved by the learners. The information gathered is used by the teachers to grade learners for progression and to report to parents of the learners and other stakeholders.

The identified techniques for SA are term examinations – term I and term II examinations. The questions for the term examinations should cover all the three domains of learning; cognitive, psychomotor, and affective using the principles of Bloom's taxonomy.

7.2 Assessment Techniques

Sl no	Assessment Technique	Description
1	Observation	Systematic observation of learners as they process ideas.
2	Anecdotal Records	Focused, descriptive records of observations of learners learning over time.
3	Portfolios/ E-portfolios	Systematic collection of a learner's work that demonstrates accomplishments, growth, and reflection about their learner's learning.
4	Simulations, Docudramas	Simulated or role-playing tasks that encourage learners to show connections that they are making among the concepts they are learning.
5	Quizzes	Opportunities for learners to show their learning through oral response.
6	Tests, Examinations	Opportunities for learners to show their learning through written response.
7	Demonstrations, Presentations	Opportunities for learners to show their learning in oral and media performances/exhibitions.
8	Conferences	Investigative discussions with learners about their understanding.

9	Case Study	In-depth investigations of a single person, a group, an event or a community. Typically, data are gathered from a variety of sources and by using several different methods.
10	Media Project Work	Opportunity to synthesise knowledge from various areas of learning, and apply it critically and creatively to real-life situations.

7.3 Assessment Tools

1. Rating scale

A rating scale is used for the assessment of various tasks. Such tasks may include: a performance, demonstration of competencies, application of procedures, processes, qualities or quantities. The scale used can indicate the range of achievement, and it may be descriptive or numeric. Rating scales allow teachers to indicate the degree or frequency of the behaviour, skills and strategies displayed by the learners. The rating scales that are used to record observations of the learners can be used by the learners as self-assessment tools. The popular rating scales used are graphic rating scales and numeric rating scales.

Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work. Teachers can use the rating scales to record observations and students can use them as self-assessment tools. Teaching the students to use descriptive words, such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific their own strengths and needs. Rating scales also give the students information for setting goals and improving performance. In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective as the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Rating Scales should:

- Have criteria for success based on expected outcomes
- Have clearly defined, detailed statements
- Have statements that are arranged into logical sections/sequences.
- Include clear wording with numbers when a number scale is used.
- Have specific, clearly distinguishable terms
- Be short enough to be practical
- Highlight critical tasks or skills
- Have space for other information such as student's name, date, course, examiner, and overall result.
- Be reviewed by other instructors

2. Observation Checklist

A checklist is an assessment tool used to verify the presence or absence of conceptual knowledge, skills and behaviour of learners that teachers wish to observe and record. Observation checklist is

used to record information quickly about how the learners perform in relation to specific outcomes from the programme of studies. Checklists are appropriate when teachers check the presence of specific elements in the performance and when all elements are generally weighted the same.

Each element in the checklist is marked or checked as it occurs. A checklist can be used to observe whether the right sequence is being followed while a learner is completing a task or may be given to a learner to follow when completing a procedure. Observation checklists, written in a Yes/No format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

The Checklists should:

- Have criteria as indicators for success based on the lesson outcomes
- Have statement which are short enough to be practical
- Highlight critical tasks
- Be written with clear, to minimise the risk of misinterpretation
- Have space for other information such as student's name, date, course, examiner, and overall result.
- Be reviewed by other instructors

3. Anecdotal Records

Anecdotal notes are short narrative descriptions of observations in the classroom. These are used to record specific observations of individual learner behaviour, skills and attitudes as they relate to the outcomes in the programme of studies. This form of assessment involves observation and recording the learner's actions and work. It is not possible to include anecdotal notes for each learner daily but a conscious effort to observe all learners over a period of time is necessary.

The anecdotal notes:

- provide information regarding a learner's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviour that might otherwise be lost
- provide ongoing documentation of learning that may be shared with learners, parents and teachers

How to do Anecdotal Notes

The teacher:

- may choose to write his/her comments on sticker or notebook for each child
- makes notes that are later transferred and organized into a binder or exercise book containing pages for individual learners
- dates each note so that progress can be tracked over a period of time
- through the review of the notes, makes a pattern on the learner's progress in learning.

8. Enabling Conditions

Enabling conditions are situations which must occur simultaneously with an intended event for a specific cause or purpose. The Media Studies curriculum has been designed in line with the national and global demand incorporating the use of technology, pedagogical methods and enquiry-based learning activities.

The knowledge of media is deemed necessary in the contemporary world largely benefitting the local, regional and international business scenario. It is also intended to equip learners with knowledge, skills and values. Successful implementation of the media studies curriculum therefore, requires support and assistance from relevant stakeholders.

1.1.1 8.1 School Leadership

Curriculum dissemination is a whole school approach where school leaders, teachers, and students work collaboratively. School leaders, in particular, play a vital role in creating a conducive environment, promoting teachers' working environment and their teaching effectiveness. A school leader with a sound educational philosophy and principles, credibility and work ethics can make school a curriculum-oriented zone for better teaching-learning process. Therefore, it is imperative to have a substantial shift of school leadership from a largely bureaucratic administration to a paradigm of 'leadership learning': meaning they must be skilled at making all the teachers better educators.

1.1.2 8.2 Capacity Building

Teachers in the education system are the game changing agent in the learning process of the learners. His Majesty the Fifth Druk Gyalpo mentioned that "You cannot tell children to be strong if you are not strong yourself. If you don't know anything about the subject that you are teaching how much of it are you going to give to your students, you cannot give what you do not have...." In order to achieve excellence, teachers need training, motivation and regular mental, emotional and spiritual rejuvenation. The Royal Government of Bhutan prioritises capacity building of teachers to enhance their teaching and learning ability. To facilitate the teaching and learning of Media Studies, teachers must remain abreast with the media and ICT scenario through media platforms, interaction and collaboration.

A prerequisite to successful teaching and learning is teacher self-knowledge through teacher research (Egbo, 2005). Research enables the ability to understand the teaching of self as well as to adopt a wide range of pedagogical practices. The academic research to the teachers, therefore, must be prioritised for capacity building.

1.1.3 8.3 Stakeholder Involvement

The Media Studies curriculum is developed through a collaborative approach to cater to the diverse learners. The delivery of the curriculum anticipates inputs in terms of professional expertise and resources. The involvement of relevant stakeholders facilitates learners with hands

on experience thereby, preparing them for the world of work. Stakeholders can also be engaged to share their real life experiences which will add value to the curriculum.

1.1.4 8.4 Resources

A well-designed curriculum backed by essentials in implementing curriculum enables the learners to achieve learning outcomes. The school should provide access to necessary resources such as the required equipment, infrastructure, magazines, references, journals, newspapers and articles which are indispensable to keep abreast of the current media and information scenario.

1.1.5 8.5 Use of ICT in Teaching-Learning

With the advent of educational technology, there has been a paradigm shift in teaching-learning practices around the world. Integration of technological pedagogy has become indispensable with the changing demand of the current technology based society. Use of technology can make teaching-learning more interesting, interactive, engaging and long term retention among the learners.

9. Cross curricular studies

Media studies allows development of wide range of competency in students that involves mobilizing and integrating values, attitudes, behaviours, abilities and knowledge to enable students to address and resolve situations in daily life, shaping and reinforcing their action as citizens to develop and change societies. Cross curricular learning areas infused in the curriculum allows teachers to assess students against a number of possible achievement standards. This section suggests a variety of outcomes that are based on media studies learning objectives and could be assessed using achievement standards from other subjects.

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Appendix

Assessment Matrix

Broad assessment based on knowledge, skills, and values and attitudes (KSA)

Assessment type	Formative Assessment			Continuous Summative Assessment			Summative Assessment	
Domains	Media Knowledge	Media Skills	Value & Attitude	Media Knowledge	Media Skills	Media Value & Attitude	Term 1	Term 2
Techniques	Quizzes, Conferences, Reflective journal, Questioning,	Responses to text Simulations Demonstration and presentations, Textual analysis	Observation Group work Home work	Class test	Media project	Observation	Exams	Exams
Assessment tools	Check list, Learning inventory, Rating scale,	Checklist Rubrics	Rubrics Rating scale Observation grid	Paper pencil test	Rubrics Rating scale	Rubrics Rating scale Observation grid	Paper pencil test	Paper pencil test
Frequency	Maintain checklist, rating scale & learning inventory for classroom assessment	Maintain checklist, rating scale & rubrics for classroom assessment	Maintain rubrics, rating scale and observation grid for classroom assessment	Once at the end of every chapter	One project-assessed at every stage	Once in a term	Once in a term	Once in a term
Weighting				<i>T1=7.5</i> <i>T2=10</i>	<i>T1=15</i> <i>T2=20</i>	<i>T1=7.5</i> <i>T2=10</i>	<i>T=10</i>	<i>T=20</i>