

Curriculum for vg1 information technology and media production

This is a translation from Norwegian Bokmål of the official Norwegian subject curriculum text.

Established as regulation by the Norwegian Directorate for Education and Training on 27 February, 2020 as delegated in letter on 13 September, 2013 from the Ministry of Education and Research, pursuant to the Act of 17 July, 1998 no. 61 relating to primary and secondary education (Education Act) Section 3-4, first paragraph.

Valid from 01.08.2020

About the subject

Relevance and central values

Vg1 information technology and media production focuses on how technology, communication and design characterise and develop society. The programme subjects shall help pupils develop practical skills, technical awareness and creativity within design, storytelling and programming. Vg1 information technology and media production shall prepare pupils for a developing society and labour market by giving them competence within information technology, communication and media production.

All subjects shall help the pupils understand the value system for learning. Vg1 information technology and media production shall help pupils unfold the joy of innovation, engagement and creativity through working on programming, storytelling and design. The programme subjects shall also help develop critical thinking and ethical awareness around how technology and the media influence society. Vg1 information technology and media production shall contribute to knowledge of how social partners cooperate to develop a better workplace.

Core elements

Ethics, legislation and practice of occupation

The core element ethics, legislation and practice of occupation involve reflection on how legislation and ethical questions impact occupational practice. Further, the core elements involve awareness in relation to communication, privacy and the use of technology and the consequences of these in relation to society and the individual. The core elements also involve independency, good cooperation skills, relationship building and understanding occupational practice.

Technology and methods

The core element technology and methods involves understanding how various types of technologies and trade methods are built up, how they work and the possibilities they provide. The core element also involves the development of practical skills linked to using technology and methods. This includes comprehension of choices, and the use and development of technology and methods.

Communication and storytelling

The core element communication and storytelling involves creating meaning, understanding and being understood. Further, the core element also involves an understanding of relationships, interpersonal communication and storytelling. The core element also involves competence in adapting communication to different types of customers, users, target groups, channels and technologies.

Design and creativity

The core element design and creativity involves curiosity and the joy of innovation. Further, the core element involves awareness of development processes, functions, technical solutions and practical skills. The core element also involves the development of good user experiences and infrastructure.

Interdisciplinary topics

Democracy and citizenship

In vg1 information technology and media production, the interdisciplinary topic of democracy and citizenship refers to how the media can influence our opinions, our perception of others and how others perceive us. It also involves the development of tools to express our opinions, ideas and emotions in dialogue with others. The programme subjects shall contribute to the development of ethical awareness and knowledge that technology and security can impact open and democratic processes.

Basic skills

Oral skills

Oral skills in vg1 information technology and media production involve the formation of opinions, ideas and emotions in dialogue with others. This also includes the use of appropriate technical terms to convey subject content when meeting professional environments and users.

Writing

Writing in vg1 information technology and media production involves communication by using different genres. It also involves being able to use appropriate technical terms to document solutions, to present subject content and to assess the pupil's own products and those of others.

Reading

Reading in vg1 information technology and media production involves reading and understanding documentation, specifications, relevant legislation and instruction to carry out work. It also involves the assessment of communication, and how instruments and storytelling techniques are used.

Numeracy

Numeracy in vg1 information technology and media production involves understanding different values, volumes and capacities in the systems with which one works. It also includes the calculation of production costs and prices.

Digital skills

Digital skills in vg1 information technology and media production involve the use of digital resources for production and communication. Further, it involves critical reflection and assessment of credible information.

Competence aims and assessment

Competence aims and assessment production and storytelling

Competence aims after production and storytelling

The pupil is expected to be able to

- produce and communicate content related to various types of genres adapted to visual and auditory media
- create and present messages adapted to different target groups and channels
- develop and use composition principles to ensure good readability adapted to the message and target group
- choose and use instruments, typography and layouts suitable for different messages and reflect on how they impact the message
- use conceptual development techniques, and creativity and storytelling during production
- explore and use storytelling techniques and dramaturgy in their own production
- use sources in a critical way, practice ethical reflection, and apply appropriate rules during their own production
- explore how interactivity in storytelling can be used to create engagement and new expressions, and use it in their own productions

- explore and acquire knowledge about changes within technology and software by using different sources
- explain how the media can influence our opinions, our perceptions of others and how others perceive us
- understand how technology and security can impact open and democratic processes and ethically reflect on how technology may impact these processes
- explain and assess how social partners cooperate to develop a better workplace

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in production and storytelling when they use knowledge, skills and critical thinking to solve assignments in the programme subject.

The teacher facilitates pupil participation and encourages the desire to learn through a variety of assignments. The teacher can give assignments that cover multiple or all the programme subjects. The teacher shall have conversations with the pupil regarding their development within production and storytelling. The pupils shall have the opportunity to express what they believe they can accomplish and reflect on their own academic development. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance provided to develop their competence in the programme subject.

Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in production and storytelling at the end of the education in the programme subject. The teacher plans and facilitates the pupils in demonstrating their competence in various ways. Using the competence aims as a starting point, the teacher shall assess how the pupil demonstrates understanding, reflection and critical thinking, and how the pupil masters challenges and solves assignments in various contexts. The teacher awards grades in production and storytelling based on the competence the pupil has demonstrated by planning, completing, assessing and documenting their own academic work.

Competence aims and assessment technology awareness

Competence aims after technology awareness

The pupil is expected to be able to

- plan and complete real time productions
- reflect on and describe how the media influence people and their media habits
- know and use trade methods and appropriate equipment during production
- describe, explore and configure computer networks with their own subnet
- administer user devices and connect them to central administration platforms
- explore and describe how technology can convey new expressions and provide new experiences
- explain how consideration towards sustainability impacts the acquisition, operation and disposal of equipment and materials
- complete and document work in line with applicable provisions governing health, safety and the environment
- explain how the Internet works, and how it is used for communication and storage
- explore and describe digital threats, values and vulnerabilities in society
- explain how information and personal data is processed in line with applicable regulations
- assess, recommend and quality assure measures that reduce the risk of unwanted spread of data

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in technology awareness when they use knowledge, skills and critical thinking to solve assignments in the programme subject.

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Competence aims and assessment concept development and programming

Competence aims after concept development and programming

The pupil is expected to be able to

- apply regulations governing the use and communication of content in their own productions, and reflect on the associated accountability and ethics
- explore and describe the connection between solutions, customer requirements, and the prerequisites and experiences of users
- use programming to solve practical challenges and to tell interactive stories
- explore and use data modelling tools when constructing databases
- use markup language and styling sets in different productions
- visualise and develop concepts and ideas adapted to different platforms
- describe how technology processes data, algorithms and statistics
- use troubleshooting and correction principles when programming
- use documentation and document technical processes

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Type of assessment

Assessment of coursework

Production and storytelling: The pupils shall have one grade awarded for coursework.

Technology awareness: The pupils shall have one grade awarded for coursework.

Concept development: The pupils shall have one grade awarded for coursework.

Examination for pupils

Production and storytelling: The pupils shall not sit for an examination.

Technology awareness: The pupils shall not sit for an examination.

Concept development and programming: The pupils shall not sit for an examination.

Examination for external candidates

Production and storytelling: External candidates shall sit for a written examination in the programme subject. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will have a preparatory part.

Technology awareness: External candidates shall sit for a written examination in the programme subject. The examination will be prepared and graded

locally. The county council decides whether the local examination for external candidates will include a preparatory part.

Concept development and programming: External candidates shall sit for a written examination in the programme subject. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will include a preparatory part

Production and storytelling, technology awareness, and concept development and programming: External candidates shall take an interdisciplinary practical examination in these programme subjects. The examination will be prepared and graded locally. The county council decides whether the local examination for external candidates will include a preparatory part.