

Secondary Curriculum 1A

Task 2

102087

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(736 word)

My first teaching area is Graphics and Multimedia with second KLA belonging to Design and Technology. This places me in the TAS (Technical and Applied Studies) staff room from where “students use a range of tools, materials and techniques in the design process and technological experiences through theory and practical lessons” (NESA, 2019). I have used the Industrial Technology Years 7–10 2019 Syllabus for my unit of work in multimedia, referring to core module Multimedia 1 for content and instructions. The focus will be “Topic 1: Web Design” (NESA, 2019, p. 122) component with fifty hours allocated for delivery, “designed to build upon the Technology Mandatory Years 7–8 course” (NESA, 2019, p. 21). This unit of work will equip students in Stage 4 or year 8 with the knowledge and skills to design and build a website in line with syllabus objectives and outcomes as listed, and addresses the syllabus requirements with information and communication technology (ICT) through integration that relies solidly on students using Google Classroom and having access to the internet for the tuition. To achieve this, I am integrating technology by using a hybrid version of the ‘high possibilities classroom’ model of pedagogy to address the issue of creativity with a hope of boosting the inventiveness through “hands-on activities and the overt articulation of tapping into students’ imagination” (Hunter, 2015, p. 55).

Since the beginning of school term three, I have been attending Macarthur Girls High School (MGHS) as part of the Professional Practice Community Engagement course. MGHS is a comprehensive secondary school located on the banks of Parramatta river in the heart of the demographic centre of Australia’s biggest city, Sydney. Built during the great depression in 1934, the school has seen a lot of transformations and today, it is home to over 1000 girls where over 90 percent of pupils are from language backgrounds other than English (MGHS, 2018). Despite the school’s 2019 NSW Family Occupation and Employment index scoring a low 69/100, the school scored higher than average 1068/1000 ICSEA (Australian Index of Community Socio-educational Advantage) value (ACARA, 2020), enabling it to introduce ‘bring-your-own-device’ to school policy. The school has had an average 93 percent attendance rate since 2004 with a student progress score of 58 percent for reading, 61 percent in writing, but a lower than average 54 percent in numeracy skills in 2019 (ACARA, 2020). There are no indigenous children at the school. In contrast, a large population of students come from Arabic, Tamil, Dari, Hindi, Cantonese and Gujarati where religion is an important part of their culture, representing the broader community of Parramatta.

In consultation with parents and carers, MGHS has developed a strong school-wide collective culture of responsibility for student learning (MGHS, 2018) that focuses on explicit differentiated teaching of

literacy and numeracy that is evidence-based, where assessment stems from strategies, implemented to address the specific needs of the students' international backgrounds. To best target on these specific needs, I will need to also include in my pedagogy a combination of additional strategies that caters for diversity and the social-cultural aspects of the pupils, spotlighting the third dimension of 'significance' from the Quality Teaching model (Ladwig & Gore, 2009), in particular, elements 3.1; 3.2; 3.4; and 3.5 to drive the learning in my unit of work. My intentions are to principally use problem solving as a teaching strategy in combination with a cooperative learning approach, requiring students to work on their project in pairs, to help one another (Killen, 2016) at the same time, seeking the support of the teacher with direct instructions that meets their individual needs as they learn tagging text files in hypertext markup language. Direct instruction will be used in particularly at the beginning and at the end of each lesson to help reduce a student's cognitive load (Arnett, 2014) when learning the more intricate ITC components of web site design when applying HTML5 code.

Following the guidelines of the syllabus, to "investigate a range of career paths in the multimedia industry" (NESA, 2019, p. 121) as well as engage with the wider community where students develop an appreciation of the various roles and contributions of people in society. I will be inviting the creative director of local communications agency in North Parramatta, Michael Schepis, Handle Branding to brief the students in redesigning the web site for the Local Community Centre run volunteers at the Lions Club of North Parramatta.

Overview: tuition blocks for this unit.

Block	Weeks	Overview of Tasks
A	Week 1 – introduction week Getting to know each other. Understanding assessments.	<ul style="list-style-type: none"> • Link to previous work – Year Seven from last year • Assessment methods and the syllabus • The Project and working in small teams
B	Weeks 2 to 6 – part A Web design component	<ul style="list-style-type: none"> • Colour; images; text; content. • Photography and videography
	Week 7 – presentation week 24 students – 12 presentations: 3 per lesson	<ul style="list-style-type: none"> • PechaKucha style Ideas and concepts only.
C	Weeks 8 to 11 – part B Building the web site	<ul style="list-style-type: none"> • Functionality • Code
	Week 12 – presentation week 24 students – 12 presentations: 3 per lesson	<ul style="list-style-type: none"> • Combination of presentation styles
D	Weeks 13 – reflections What did I learn? Where to from here?	<ul style="list-style-type: none"> • Whole-class discussion week – students ask: what do I want to do next? • Students learn to appreciate upcoming Topic 2: Video Production – Link to future work

Scope & Sequence: weeks 1 to 7 only – blocks A and B of tuition

X-Method	Monday: Combo Lesson	Tuesday: Totally Theory	Thursday: Team Work	Friday: Totally Practical
AW1	<p>Introduction to:</p> <ul style="list-style-type: none"> • The WWW • The syllabus • Expectations x 3 • Assessment method • The Projects x 2 • Project 1 Brief • Marking rubric • Google Classroom • Project based learning <p>Whole class discussion on PBL methodology.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.1; 1.4; 2.1; 2.3; 3.3. 	<p>The Internet:</p> <ul style="list-style-type: none"> • Quizizz Quiz - the web • History of the web • The US Army • France • HTML in the beginning • Think-pair-share <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.1; 1.2; 1.5; 2.2; 2.4. 	<p>Project development:</p> <ul style="list-style-type: none"> • YouTube: Famous Duos • Developing dynamics • Working in teams of 2 • Group roles <p>Students get to know one another and tackle tasks together – collaborate.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • Exit quiz on teamwork • 1.6; 2.2; 2.5; 2.6; 3.4. 	<p>Digital exploration:</p> <ul style="list-style-type: none"> • Intro to WIX • Intro to HTML5 • Project 1 activities <p>Practical lesson on creating a web-page using online web browser.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.5; 2.1; 3.3; 3.5.
BW2	<p>Guest Speaker:</p> <ul style="list-style-type: none"> • Manager from a local Communications Branding Agency to discuss the Community Centre based project. • Q&A with guest • Whole class discussion <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.6; 2.4; 3.1; 3.2; 3.4. 	<p>The web today:</p> <ul style="list-style-type: none"> • Video: Social Media • Misuse of • Global issues • Google Forms Quiz <p>The impacts of social media on our culture.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.6; 2.4; 3.1; 3.4. 	<p>Two of a kind?</p> <ul style="list-style-type: none"> • Quizizz on leadership • Pairing up – my buddy <p>Students work in pairs to build their web-page and working on tasks together.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.6; 2.1; 2.3; 2.4; 3.3. 	<p>Photoshop:</p> <ul style="list-style-type: none"> • Quizizz on images • Internet images • Image libraries <p>Workshop on using Adobe Photoshop.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.1; 1.3; 3.5.
BW3	<p>Reporting:</p> <ul style="list-style-type: none"> • Group work • Feedback • Meetings with teams <p>Relationship building.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.1; 2.1; 2.2; 2.4. 	<p>The web - hacking:</p> <ul style="list-style-type: none"> • The world of banking • Criminal activities • Cyber security <p>Think-pair-share activity on cyber bullying.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 2.1; 3.1; 3.6. 	<p>What is my role?</p> <ul style="list-style-type: none"> • Connection to industry • Life outside of school <p>Student begin to think why they are doing web design.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 2.4; 3.1; 3.4; 3.5; 	<p>Using WIX:</p> <ul style="list-style-type: none"> • HTML5 • Training on WIX <p>Students work on website content – images and text.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.5; 1.6; 3.6.
BW4	<p>Student centred class:</p> <ul style="list-style-type: none"> • Show and tell • Storytelling <p>Students are the teachers – groups take turn at delivering a story: any story. They run the class.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 2,4; 2,5; 2,6; 3,5; 3,6. 	<p>WWW - governments:</p> <ul style="list-style-type: none"> • Control • Fake news <p>Students investigate what is the truth & what is not.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.3; 1.4; 2.1; 3.5. 	<p>Our web design:</p> <ul style="list-style-type: none"> • Video client relations • Will the client like our designs? • Learning how to talk to clients – practical class. <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.5; 2.2; 2.4; 3.5. 	<p>Iconography:</p> <ul style="list-style-type: none"> • Graphic elements • Practical training <p>Students learn to create graphics for the internet.</p> <p>QT Elements:</p> <ul style="list-style-type: none"> • 1.1; 1.3; 3.5.

BW5	Web based videography: <ul style="list-style-type: none"> Using the iPhone Storytelling digitally Video editing <ul style="list-style-type: none"> iMovie vs Premier 	The web at home: <ul style="list-style-type: none"> My family on the web Google me? <p>Students investigate who they can find on the internet.</p>	Presentation skills: <ul style="list-style-type: none"> What to say Writing the scrip <p>Introduce PechaKucha to students: 20x20 style.</p>	Practical on WIX. <ul style="list-style-type: none"> Working on The Project Building the website <p>Training on WIX – what to do and how to do it. Basic demonstrational work.</p>
BW6	Student Centred lesson: <ul style="list-style-type: none"> Students showcase their video productions Students have total control lesson* <p>*even though it is run by students – the class is managed by teacher.</p>	Practical for next week: <ul style="list-style-type: none"> Developing their presentations Focus on team work and working together Developing slides. 	The web for business: <ul style="list-style-type: none"> How will our client benefit from using the internet? What are the benefits of a new website? 	Finalising WIX Site: <p>Practical lesson on finalising their website design – getting the creative right.</p> <ul style="list-style-type: none"> Homework over the weekend: students work on presentations.
BW7	Presentations: <ul style="list-style-type: none"> Teams 1, 2, 3, 4. Provide live feedback 	Presentations: <ul style="list-style-type: none"> Teams 5, 6, 7, 8. Provide live feedback 	Presentations: <ul style="list-style-type: none"> Teams 9, 10, 11, 12. Provide live feedback 	Reflections: <ul style="list-style-type: none"> My experience. What did I learn? Where to from here?

Note on method of delivery:

Adolescents require structure and routine for organizing and processing information (Arnett, 2014) as this is essential for student cognitive development. To facilitate my students absorbing information and processing ITC in the lessons, I have developed The X-Method of tuition based on a Monday to Friday structure to enable them to easily remember what is on and when it is on. The FOCUS in the Scope and Sequence to weeks 1 to 6 (Block A) is in the design aspects of the syllabus for website design and is part of an overall 13-week plan – where weeks 8 to 11 (Block B) offer similar content but focuses more pragmatic work on “building the website” instead. Block B has more practical work and focuses on the hands-on requirements of the syllabus.

Note: The following unit of work for this assessment is for four weeks – 16 lessons only. The additional nine weeks or 34 lessons, culminating in a total of 50 hours as recommended in the syllabus, are not shown here.

Unit requirements – general capabilities

Literacy – page 26	Numeracy – page 27	ICT – page 26	Diversity needs
<p>The Industrial Technology syllabus provides school children as opportunity to develop literacy skills to effectively communicate using a variety of methods and media.</p> <p>In this unit, literacy is experienced in every lesson via the use of Google Classroom > Lesson > Worksheet or Activity. Pupils randomly also receive an Exit Quiz as well as every Friday, they attempt the weekly “reflection” via Google Forms.</p> <p>The Project work also enables students to develop literacy skills, in particularly with technology words:</p> <ul style="list-style-type: none"> • Create a Word Bank • Learn via NESAs words • Quiz and fun word games using web browser. <p>APST: 1.3; 2.5.</p>	<p>Real-world numeracy connections are formed when numerical data is collected and manipulated and numeracy concepts, such as size, proportion and measurement, are used by students as tools in the design and production process.</p> <p>Students experience measuring things in code via pixels and calculations. They also learn file size using numbers and conversions:</p> <ul style="list-style-type: none"> • File size & proportionality • Image resolutions <p>Learning will be supported via team participation, buddy assistance and teacher based monitoring.</p> <p>Student numeracy skills will not be tested. It will be monitored through their understanding of the software applied to The Project work.</p> <p>APST: 2.5.</p>	<p>Web design is totally dependent on the use of ICT.</p> <p>This will require the following: Computers</p> <ul style="list-style-type: none"> • Access to the internet • DET email account • Google Classroom • Devices • BYO computers • Corresponding software: <ul style="list-style-type: none"> - Animation - Editing - Motion - Manipulation • Music • Sound <p>APST: 2.6; 4.5.</p>	<p>The syllabus provides students with opportunities to develop their awareness, understanding and appreciation of difference and diversity within their lives and the wider community.</p> <p>This unit allows for D&D through student classroom participation and team collaboration via The Project work.</p> <p>Gifted and talented</p> <p>Provisions to look-out for the more advanced students and make them team leaders is applied via The Student Representative Council.</p> <p>Differentiation</p> <p>I have made provisions to address the need to modify the pace, the level of tuitions and content of the teaching, learning and assessment activities via the project to include all students regardless of the level of knowledge at the beginning.</p> <p>APST: 1.3; 1.5; 1.6.</p>
<p>Overview of Topic 1: Web Design for this unit</p>		<p>Overview of Assessment methodology</p>	
<p>The 13-week unit requires students working in pairs to create a web site for a local community centre. To achieve this, pupils will collaborate with each other to find a solution to a “design brief” provided by the client themselves. I have engaged the local community centre manager to come to class to talk to the students as well as the creative director of a local design and communication agency to talk about web design.</p> <p>From this, students will gain an opportunity to:</p> <ul style="list-style-type: none"> - develop an understanding of community relations - learn to apply technology solutions to a problem - learn to collaborate in finding answers to an issue - students learn to apply time management practice. <p>APST: 2.2; 2.3; 3.1; 3.4.</p>		<p>FOR learning</p> <ul style="list-style-type: none"> • Via quizzes before or after particular lessons as listed • Via class activities, team work, informal one-on-one feedback – observational on whole-classroom participation <p>AS learning</p> <ul style="list-style-type: none"> • Via Google Classroom – student upload to Google Drive • Via Google Forms – student reflection • By way of collaboration and participation in pairs and the development of digital portfolio <p>OF learning – summative/achievement against outcomes</p> <ul style="list-style-type: none"> • Via final presentations x 2: week 7 and week 12 <p>APST: 2.3; 3.3; 5.1 through to 5.5.</p>	
<p>Note: Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning. The NESAs Years K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching (NESAs, 2019, p. 190).</p>			

Unit Overview

Location: Depending on day of the week	Term 1 Week 1 of 13	Focus Area: Multimedia
2021 Dates: 27 January to May 7	2021 Dates: 27 January to May 7	Core Module: Multimedia 1 Web Design – 50 hours
Syllabus Objectives for this unit:	<ul style="list-style-type: none"> • Students develop knowledge and skills in the design and production of practical projects. • Students develop skills in communicating ideas, processes and technical information with a range of audiences. • Students develop knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment • Students appreciate the dynamic nature of design and production processes and how they are used to develop solutions to personal, social and global issues. 	
Syllabus Outcomes for this unit:	<ul style="list-style-type: none"> • IND4-2 – applies a design process in the modification of projects • IND4-3 – identifies and uses a range of hand and machine tools to produce quality practical projects • IND4-5 – selects and uses communication techniques when designing, making and evaluating projects and ideas • IND4-9 – identifies a range of technologies and their intended uses • IND4-10 – describes the impact of technology on society, the environment and cultural issues locally and globally 	
Key Concepts / Big Ideas:	<ul style="list-style-type: none"> • Students will investigate the importance of community engagement and how to connect with primary stakeholders when designing and developing a web site. • Students gain the opportunity to link classroom work with life outside of school by learning skills through practical problem solving activities from real-life situations. • Students develop knowledge relating to current and emerging technologies in industrial and domestic settings through the proper use of ICT. 	
Corresponding Outcomes – Life Skills: INDLS-3; INDLS-4; INDLS-6; INDLS-7; INDLS-10 > from page 119 of syllabus.		
<p>Note: Information on ICT stems from NESA’s current instructions on what to use and how to use it from here: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/coding-across-the-curriculum/</p> <p>Resources and ICT form part of each and every lesson. Note that for most lessons, it will be required to have the following:</p> <ul style="list-style-type: none"> • Whiteboard • Whiteboard Markers • Projector • Teacher Computer • Access to the Internet • Google Classroom • Software such as: <ul style="list-style-type: none"> - Adobe Creative Suite applications – such as: Photoshop, Illustrator, Premier Pro, After Effects, plus others. - Google Docs and Google Drive - Internet Web Browser - Student computers: bring your own devices or accessed via the school library (borrow if not able to supply own). 		
Note 2: The following unit plan, uses NESA words. These are highlighted in bright green.		

Sequence	Outcomes from syllabus:	Learning Intentions	Success Criteria	Task	Support	Resources	
Week 1	Lesson 1 – Monday	<p>Introduction to Unit</p> <ol style="list-style-type: none"> Identify the impact of multimedia on society and the environment (ACAMAM073). Apply project management techniques and follow a planned sequence through to project completion. 	<p>Students learn about:</p> <ul style="list-style-type: none"> the syllabus and how they going to be assessed over the next 13 weeks. the marking criteria. The Project. <p>Students begin to develop an understanding of Project Based Learning model or PBL from the Buck Institute of Education.</p> <p>By linking The Project to the community, students learn the driving forces behind the basic design principles through the engagement of industry stakeholders.</p>	<p>Students learn to:</p> <ul style="list-style-type: none"> Log in using DET email Communicate using computers or devices by applying school email. Access files from Google Classroom. <p>Students begin to ask:</p> <ul style="list-style-type: none"> How does this compare to what I already know? What might the results be if I learn something new? will I deduce the key-concepts of the unit? 	<p>Student are required to access the system using QR Codes for files and general communication as this will form part of the every-day method of work.</p> <p>Students clarify:</p> <ul style="list-style-type: none"> How PBL works and the benefits of using PBL to find answers as they develop deeper understanding on society while assessing community engagement. Students to connect classroom information to industry and make judgement based on criteria and/or standards. 	<p>Student are shown real life activity planning and learn to map the project.</p> <p>Scaffold</p> <p>Guide students on how to access files via demonstration and provide email instructions to all.</p> <p>Circulate around classroom and talk to them one-on-one. Highlight issues when problems are noticed.</p> <p>Modify</p> <p>Adjust communication to suit individual students – make observations to see who is struggling and take notes.</p> <p>Extend</p> <p>Provide additional files to students who demonstrate lack of understanding.</p>	<p>PowerPoint Presentation</p> <p>QR Codes</p> <p>Project Brief</p> <p>PBL Factsheet</p> <p>Google Calendar</p> <p>Project Map</p> <p>Marking Rubric</p> <p>Links to Google Classroom and Google Drive</p>
	Lesson 2 – Tuesday	<p>Intro to the internet</p> <ol style="list-style-type: none"> Identify and investigate factors influencing design in web design (ACAMAM076). Select and use specialist terminology in context, for example: <ul style="list-style-type: none"> glossary procedure / storyboard record of production 	<p>Students learn about:</p> <ul style="list-style-type: none"> Hypertext Markup Language and code. The history behind the World Wide Web and how it was developed. Development of the class Word Bank from clever use of metalanguage. 	<p>Students learn to:</p> <ul style="list-style-type: none"> Understand the foundations of the WWW by examining history. A deeper awareness of problem solving in groups. comprehend successful engagement when students participate in tasks to identify solutions develop social investigation by focusing on supporting one another. 	<p>Through gamification and playing a QUIZ of internet words, students justify the WWW and extrapolate how it has changed the way humans communicate.</p> <p>YouTube video supports the fun game with facts:</p> <ul style="list-style-type: none"> Students link facts with Think-Pair-Share activity. Students upload answers that describe reality to Google Drive via Google Classroom. 	<p>Scaffold</p> <p>Guide students on how to access files via demonstration and provide email instructions to all.</p> <p>Circulate around classroom and discuss with them in groups and one-on-one if problems are noticed.</p> <p>Modify</p> <p>Adjust communication to suit individual students – make observations to see who is struggling.</p> <p>Extend</p> <p>Provide additional files to students who demonstrate lack of understanding.</p>	<p>PowerPoint Presentation</p> <p>Quizizz</p> <p>YouTube Video</p> <p>Historical Factsheet</p> <p>Think-Pair-Share activity worksheet</p>

Sequence	Outcomes from syllabus:	Learning Intentions	Success Criteria	Task	Support	Resources	
Week 1	Lesson 3 – Thursday	<p>Introduction to Project Development</p> <p>Apply project management techniques and follow a planned sequence through to project completion.</p>	<p>Students learn about:</p> <ul style="list-style-type: none"> • People in the industry. • Working in the industry. • The process of the project and how to work in teams • Developing roles. • Formulating ideas. <p>Basic lesson on getting to know each other and critically analyse personalities – teacher and student relationships as well as team dynamics:</p> <ul style="list-style-type: none"> • Forming pairs. 	<p>Students:</p> <ul style="list-style-type: none"> • Clarify how to interact with one another. • Learn to communicate in pairs without disruption. <p>Students describe:</p> <ul style="list-style-type: none"> • What are the consequences from the choices I make? • How do I control my behaviour? 	<p>After watching video, teacher engages students to participate in discussion on industry expectations.</p> <p>Teacher to:</p> <ul style="list-style-type: none"> • Students interact with teacher as well as whole class participation. <p>Teacher facilitates students with Quiz on video via Google Forms. Students upload answers to G drive.</p> <p>Class finishes with Quiz via https://quizizz.com</p> <p>Student begin their personal online portfolios.</p>	<p>Teacher to encourage self-evaluation.</p> <p>Scaffold</p> <p>Negotiate understanding and expectation and scaffold the communication between them.</p> <p>Encourage students to examine inclusion and exclusion on their own.</p> <p>Modify</p> <p>Adjust expectations to suit individual students and develop a code of conduct together.</p> <p>Extend</p> <p>Maintain authority BUT negotiate autonomy – help them understand responsibilities.</p>	<p>PowerPoint Presentation</p> <p>YouTube video on famous designers</p> <p>PDL Worksheet</p> <p>Google Classroom and Google Drive</p> <p>Quizizz Exit Quiz</p>
	Lesson 4 – Friday	<p>Digital exploration</p> <p>Select and use appropriate tools to generate digital graphics (ACAMAM075).</p>	<p>Students learn about:</p> <ul style="list-style-type: none"> • Unpacking HTML5. • Code behind web-site design using text language specific to the internet 	<p>Students:</p> <ul style="list-style-type: none"> • will explicitly begin to connect code with visual representation on a computer screen or mobile device. • link “language” with computer instruction. <p>Teacher provides context with functionality in web design. Ensure students make connections between topic with the key-concepts of The Project.</p> <p>Allow students to evaluate their ideas in teams.</p>	<p>Practical lesson on using a web-browser application to write code.</p> <p>Teacher demonstrates what is possible using HTML5:</p> <ul style="list-style-type: none"> • Students dive-in to investigate and experiment using WIX. • Purely trial and error as in learning how to ride a bike for the first time. <p>Teacher provides expectations through exemplars from both previous students and other sources – the internet.</p>	<p>Scaffold</p> <p>Assist students to clarify the criteria in learning HTML5.</p> <p>Circulate classroom and provide one-on-one assistance.</p> <p>Modify</p> <p>Help students understand by adjusting direct instruction to one-on-one assistance.</p> <p>Extend</p> <p>For homework, students access Lynda.com – teacher to provide feedback using the software – ask them to reflect on what they are doing.</p>	<p>PowerPoint Presentation</p> <p>Access to the internet</p> <p>WIX</p> <p>Links on additional tuition via Lynda.com</p>

Sequence	Outcomes from syllabus:	Learning Intentions	Success Criteria	Task	Support	Resources	
Week 2	Lesson 5 – Monday	<p>Invited Guest Speaker</p> <ul style="list-style-type: none"> Manager from a local Communications Branding Agency to discuss the Community Centre based project. <ol style="list-style-type: none"> Evaluate the impact of design and work practices/processes on the quality of finished projects. Recognise legal and ethical issues relating to the production of multimedia projects (ACAMAM077). 	<p>Students learn about:</p> <ul style="list-style-type: none"> The importance of engagement with key stakeholders. Whole-class participation with Q&A. Negotiating techniques with client. 	<p>Community engagement:</p> <ul style="list-style-type: none"> Students building a dialogue where the flow of ideas is not scripted or controlled. Communication is focused on the substance of their presentation. <p>Students:</p> <ul style="list-style-type: none"> Extract opportunities and structures for substantive communication in class. Continued development of Word Bank from Q&A. 	<p>Form an appreciation of:</p> <ul style="list-style-type: none"> social networks and associated social support available. <p>Teacher encourages:</p> <ul style="list-style-type: none"> critical thinking to unpack questions to make guest think <p>Students to:</p> <ul style="list-style-type: none"> construct their own questions participate in dialogue with guest. 	<p>Student are exposed to real life experiences from life outside-of-school.</p> <p>Scaffold</p> <p>Where appropriate, facilitate students in participation in discussions if they are softly spoken.</p> <p>Modify</p> <p>Enable everyone to take part even if the more boisterous students attempt to take over.</p> <p>Extend</p> <p>Encourage the quiet one to participate and make inclusivity the focus.</p>	<p>PowerPoint Presentation</p> <p>Guest files</p> <p>Microphone</p> <p>Water for guest</p> <p>Project Brief</p> <p>Student Pre-determined questions</p> <p>Handouts & worksheets via QR Codes</p>
	Lesson 6 – Tuesday	<p>The World Wide Web is today – social media</p> <p>Explore characteristics and features of digital graphics.</p>	<p>Students learn about:</p> <ul style="list-style-type: none"> The power of social media and compare the problems associated with real-life situations. The implications behind social media applications. Global issues. Making a difference by understanding the reasons behind social networks. 	<p>Students:</p> <ul style="list-style-type: none"> clarify understanding of what is right and wrong in the community re: social media <p>Teacher facilitates dialogue by sharing ideas. Students:</p> <ul style="list-style-type: none"> participate in raising questions to distinguish between right and wrong link ideas to their own projects and upload to online portfolios. 	<p>From video on social media, students participate in extended dialogue discussing issues in connection to:</p> <ul style="list-style-type: none"> The Project School expectations Family expectations Industry Expectations <p>At the end of the discussion, students justify knowledge via Exit Quiz before leaving for recess.</p>	<p>Scaffold</p> <p>Teacher to frame questions that facilitate reciprocal interaction. Help students make better assessments of the situation.</p> <p>Encourage active listening, turn-taking, open-ended questioning.</p> <p>Modify</p> <p>Teach and model skills and protocols for substantive communication.</p> <p>Extend</p> <p>Focus on the acknowledgement of appropriate behaviour, rather than on inappropriate behaviours.</p>	<p>PowerPoint Presentation</p> <p>YouTube Video</p> <p>Factsheet</p> <p>Google Forms Exit Quiz</p>

Sequence	Outcomes from syllabus:	Learning Intentions	Success Criteria	Task	Support	Resources	
Week 2	Lesson 7 – Thursday	<p>Two of a kind?</p> <p>Life Skills outcomes -</p> <ol style="list-style-type: none"> Students uses a variety of communication techniques in the context of undertaking projects: <ul style="list-style-type: none"> INDLS-6 Students works collaboratively in the learning environment: <ul style="list-style-type: none"> INDLS-7 	<p>This lesson has a practical component where students familiarize themselves with the internet, the software, and the world wide web.</p> <p>Teacher divulges heuristics techniques to problem solving in pairs.</p> <p>Students learn about:</p> <ul style="list-style-type: none"> Leadership. Taking risks and making decisions without fear. Developing relationship with “buddy”. Continue developing ideas for their project. 	<p>Students learn to:</p> <ul style="list-style-type: none"> Share and contribute Work in teams to identify solutions <p>Teacher encourages active listening and passive talking and focuses on maintaining respect when developing ideas with others.</p> <p>Teacher to present opportunities for students to learn from each other.</p> <p>Students:</p> <ul style="list-style-type: none"> Further develop word bank via Google Classroom 	<p>Class begins with a Kahoot! Quiz on Web Design and students are encouraged to use their own devices.</p> <p>Students:</p> <ul style="list-style-type: none"> Form a sense of ownership of their project by planning tasks together to predict outcomes. <p>Teacher to encourage:</p> <ul style="list-style-type: none"> Collaboration Cooperation Contribution 	<p>Focus on knowledge integration:</p> <p>Scaffold</p> <p>Assist students create meaningful connections when addressing multiple topics in relation to web-site design.</p> <p>Modify</p> <p>When themes are obscure, remind them to work in pairs to investigate answers</p> <p>Extend</p> <p>Expedite solutions when decision making by pairs becomes difficult.</p> <p>Explain in more detail the significant concepts behind web design.</p>	<p>PowerPoint Presentation</p> <p>Kahoot! Quiz</p> <p>Access Code</p> <p>Access to WIX via internet</p> <p>Google Classroom for feedback</p>
	Lesson 8 – Friday	<p>Practical lesson learning Adobe Photoshop</p> <ol style="list-style-type: none"> Apply graphics production techniques (ACAMAM075). select and use appropriate digital graphics software, such as (ACAMAM075): <ul style="list-style-type: none"> drawing software photo editing image manipulation 	<p>Students learn about:</p> <ul style="list-style-type: none"> Digital files for the internet. Image editing. Adobe Creative Cloud interface. Image resolution and file size – numeracy component. 	<p>Students learn to:</p> <ul style="list-style-type: none"> Apply technology in the production of images for the web. <p>Teacher facilitates students to identify and justify the quality of photography in relation to the internet.</p> <ul style="list-style-type: none"> Differentiate between high quality images and Low resolution photographs <p>Students upload their work via Google Classroom and their online portfolios.</p>	<p>Begin class with Quiz:</p> <ul style="list-style-type: none"> Diagnostic evaluation to find where kids are at in relation to photography <p>Student interpret meaning between expectations of a good web designer and recommend creative ideas to the client via email</p> <p>Students investigate resources beyond the classroom and question what else is possible.</p> <ul style="list-style-type: none"> Students summarise alternatives and propose a cause of action. 	<p>Scaffold</p> <p>Teacher provides demonstration on how to do things in Adobe Photoshop and explains functionality of application through activities and tasks</p> <p>Modify</p> <p>Identify students who need extra support as not all students are digital natives – navigate at a slower rate if needed.</p> <p>Extend</p> <p>For homework, connect students to further resources via www.lynda.com.</p> <p>Use QR codes for easy access.</p>	<p>PowerPoint Presentation</p> <p>Quizizz Quiz</p> <p>Access to Adobe Creative Suite</p> <p>Photoshop Factsheet</p> <p>Photoshop activities</p> <p>Google Drive</p> <p>QR Codes</p>

Sequence	Outcomes from syllabus:	Learning Intentions	Success Criteria	Task	Support	Resources	
Week 3	Lesson 9 – Monday	<p>Reporting on work done and on achievements</p> <ol style="list-style-type: none"> Explore multimedia productions that consider cultural, personal and social diversity (ACAMAM077). Understand the cultural and social differences exposed through the use of graphics, images, sound and video in multimedia presentations ACAMAM079. 	<p>This is a student-centred lesson and students drive proceedings with little participation from teacher.</p> <p>Students learn to:</p> <ul style="list-style-type: none"> Link the key-concepts to the project. Link the project to the syllabus objectives and outcomes. Explore the main issues in relation to web design and themselves – the students as designers. 	<p>Students:</p> <ul style="list-style-type: none"> Develop an ability to learn from reflection. Feel good about their creative abilities. <p>Students recount progress and upload via Google Forms their thoughts on their own work and ideas by examining their own improvements.</p> <p>Teacher monitors their evidence through feedback on their analysis on their social networking. Focus on diversity and social differences.</p>	<p>Teacher to ask students:</p> <ul style="list-style-type: none"> What would you like to do with your designs? How will you communicate your creative ideas with the client? How are you going with your time management? <p>Students to work in mini groups in brainstorming sessions to construct ideas, creativity and form better understanding of culture.</p> <p>Teacher guides students to develop project activities.</p>	<p>Teacher to celebrate student’s ability to think creatively and support them to express their feelings of joy.</p> <p>Acknowledge positive behaviours.</p> <p>Scaffold</p> <p>Provide opportunities to build on peer-support practices. Instil a sense of ownership for their work.</p> <p>Modify</p> <p>Keep a lookout for the quiet-one and encourage those to come-out of their hidden shells.</p> <p>Extend</p> <p>Extend the support with positive feedback via Google Classroom</p>	<p>Spotify for good music</p> <p>Extensive used of the whiteboard</p> <p>Cardboard</p> <p>Glue</p> <p>Sticky-tape</p> <p>Textas</p> <p>Paint and paint brushes</p> <p>Lots of paper</p>
	Lesson 10 – Tuesday	<p>Hacking on the internet</p> <p>Compare and set in opposition contemporary industry processes, materials and techniques, when using a range equipment in the classroom.</p>	<p>Students learn about:</p> <ul style="list-style-type: none"> Internet protocols. Cyber security and social bullying. Criminal activities. Connecting classroom activities with real-life situations. 	<p>Students:</p> <ul style="list-style-type: none"> Develop knowledge of rights and wrongs through self-evaluation. Identify that hacking is illegal and outline legal elements. 	<p>Begin class with Kahoot! on Cyber bullying to gain an understanding on what they think on this matter.</p> <p>Teacher to pre-test to:</p> <ul style="list-style-type: none"> Establish boundaries. Provide examples of the law on what is right or wrong. <p>Use YouTube Video on hacking and the police.</p> <p>Teacher to identify and acknowledge the out-of-school background knowledge of students and report on experience.</p>	<p>Teacher to use multiple methods of delivering the story of right vs wrong.</p> <p>Scaffold</p> <p>Provide support in relation to cyber bullying and enable students to report on their experiences.</p> <p>Help students identify the significance of the consequences.</p> <p>Modify</p> <p>Enable students to recount issues via email if needed.</p> <p>Extend</p> <p>Encourage to reveal issues if they feel they need to report something.</p>	<p>PowerPoint Presentation</p> <p>Kahoot! Quiz</p> <p>YouTube Video</p> <p>Factsheet</p> <p>Google Forms Exit Quiz</p>

Sequence	Outcomes from syllabus:	Learning Intentions	Success Criteria	Task	Support	Resources	
Week 3	Lesson 11 – Thursday	<p>The student's role in web design and the internet</p> <p>Students investigate a range of industry career paths in the multimedia sector, such as:</p> <ol style="list-style-type: none"> website designer visualiser graphic designer videographer animator 	<p>Students learn to:</p> <ul style="list-style-type: none"> Link classroom work with the prospects of getting a job in the creative industry of multimedia. Work in teams and in particular pairs – duos as discussed in lesson 3. Make connections between the syllabus and The Project. Make connections between the classroom and the community outside of school. 	<p>Students:</p> <ul style="list-style-type: none"> Demonstrate progress in team development and relationship building with an appreciation on their buddies through reporting via Google Forms. Students propose resolutions All students demonstrate they feel inclusive through reflection using Google Docs. 	<p>Students participate in whole-class discussion on what they want to be when they grow up by:</p> <ul style="list-style-type: none"> Defining their ideas on their future. Describing what they believe is possible. <p>Teacher to enable students identify how they will contribute to society and their community.</p> <p>Teacher to teach skills in tem work and consensus-building in relation to industry standards.</p>	<p>Publicly value the participation of ALL the students in class. Acknowledge the different backgrounds and the varying cultural mix of the students in class.</p> <p>Scaffold</p> <p>Monitor student's reflections and provide assistance on what to say.</p> <p>Modify</p> <p>Incentivize students who are passively disengaged in the public work of the class.</p> <p>Extend</p> <p>Make better use of cultural knowledge of the teams represented in the class in the design of the learning activities.</p>	<p>PowerPoint Presentation</p> <p>Extensive used of the whiteboard</p> <p>Whiteboard Markers</p> <p>Industry Factsheets</p>
	Lesson 12 – Friday	<p>Using WIX to build a web page and a web site</p> <p>Create webpages using a range of processes, for example:</p> <ol style="list-style-type: none"> CSS HTML 	<p>Students learn about:</p> <ul style="list-style-type: none"> Particular aspects of web design to include: <ul style="list-style-type: none"> images colour text The language used – the message by closely looking at words in context with the brief provided by the client. 	<p>Students learn to:</p> <ul style="list-style-type: none"> Access the word bank for information and apply successfully text to their web site design. Interpret the brief and follow written instructions provided. <p>Students demonstrate success via their online portfolios when they justify process and recommend provisions.</p>	<p>Teacher to:</p> <ul style="list-style-type: none"> Encourage student to generate questions that distinguishes colour, design, images to use, typographical choices as they develop better intellectual quality. Integrate creativity into the use of technology by linking theory with their ideas on what the client wants to see. <p>Students to outline the main features of web design via Google Docs.</p>	<p>Apply HPC – High Possibility Classroom model of pedagogy and framework the use of technology to the communication students use.</p> <p>Scaffold</p> <p>Frame questions student ask by enabling them to think about what the client would think.</p> <p>Modify</p> <p>Enable students to actively listen to their buddies and their buddies listen to them – facilitate solutions.</p> <p>Extend</p> <p>Explicitly facilitate pairs of students to work together better.</p>	<p>PowerPoint Presentation</p> <p>Kahoot! Quiz</p> <p>YouTube Video</p> <p>Factsheet</p> <p>Google Forms Exit Quiz</p>

Sequence	Outcomes from syllabus:	Learning Intentions	Success Criteria	Task	Support	Resources	
Week 4	Lesson 13 – Monday	<p>Totally Student Centred</p> <ul style="list-style-type: none"> When students assume responsibility for the activities in which they engage, and/or how they complete them, the activities are likely to be student-centred. <p>Works collaboratively in the learning environment:</p> <ul style="list-style-type: none"> INDLS-7 	<p>Students:</p> <ul style="list-style-type: none"> Learn a range of skills for communicating creative ideas to a range of audiences Negotiate learning tasks with other students Develop opportunities to exercise control Participate in whole-class activities Practice responsibilities Learn personal management goals Team cohesion and inclusivity. 	<p>Students critically analyse leadership issues and learn to prioritise and exercise control through:</p> <ul style="list-style-type: none"> Cooperation Collaboration <p>At the end of the lesson:</p> <ul style="list-style-type: none"> Students participate in exit quiz that enables teacher to monitor progress. Students reflect in their journals on the success or failure of the lesson by summarising the pitfalls. 	<p>Teacher facilitate lesson by providing guidance for team-leaders to flourish.</p> <p>Students to:</p> <ul style="list-style-type: none"> Examine working in small teams to develop ideas for their project – apply brainstorm to solve problems <p>Teacher to encourage:</p> <ul style="list-style-type: none"> Competition between groups. Collaboration between team members. Inclusivity amongst groups. 	<p>Offer support as the students exercise control over choices such as.</p> <ul style="list-style-type: none"> choice of activities <p>Scaffold</p> <p>Incorporate scaffolded choices within class learning activities. Introduce tiered activities with multiple entry and exit points so that students learn management processes</p> <p>Modify</p> <p>Intervene if things don't work out.</p> <p>Extend</p> <p>Provide extended support to struggling students.</p>	<p>Handout on PBL</p> <p>Guidance instructions</p> <p>Access to the internet</p> <p>Google Classroom</p> <p>Project Brief</p> <p>Activity Worksheets</p> <p>Google Forms Exit Quiz</p>
	Lesson 14 – Tuesday	<p>Government control of the internet – reasons why: consequences</p> <p>Understanding the role of traditional, current, new and future technologies in the multimedia industry and the impact on society.</p>	<p>Students learn about:</p> <ul style="list-style-type: none"> The importance of factual information versus fake news and inappropriate communication on the internet. Terms and conditions. Rules and regulations. 	<p>Students:</p> <ul style="list-style-type: none"> Calculate connection between ideas and concepts of government making decisions to form the reality we live in. Students investigate issues in relation to their projects. Students apply knowledge to their own research for their own projects. 	<p>Students watch a video on fake news vs government perceptions depending on country of origin:</p> <ul style="list-style-type: none"> USA vs China vs Russia Australia <p>Students analyse the rules and regulations on what needs to be communicate on their websites.</p> <p>Activity: Think-Pair-Share</p> <p>Assesse students work through feedback via Google Classroom.</p>	<p>Provide examples of website that use term and conditions well. Demonstrate through sample websites and instruct students to find their own.</p> <p>Scaffold</p> <p>Help student to think how the internet is used at home and what mum and dad might look out for.</p> <p>Modify</p> <p>Assist students is issues at home are evident and not possible to compare.</p> <p>Extend</p> <p>Help student to check their own project and enable them to think what the client might be looking for instead.</p>	<p>PowerPoint Presentation</p> <p>YouTube Video</p> <p>Google Forms</p> <p>Activity: Think-pair-share</p> <p>Factsheet</p>

Sequence	Outcomes from syllabus:	Learning Intentions	Success Criteria	Task	Support	Resources	
Week 4	Lesson 15 – Thursday	<p>Working on the Project</p> <ul style="list-style-type: none"> Understanding the client and the requirements of the brief. identify and investigate factors influencing design in web design, for example: (ACAMAM076) <ul style="list-style-type: none"> accessibility balanced composition in photographs user experience (UX) and user interface (UI), user need and capability 	<p>Students:</p> <ul style="list-style-type: none"> Make a link to Lesson 2 and make comparisons between what was possible back in history and what is possible now. Make link to what they knew back in lesson 2 to what they know now. Develop a better understanding of cultural values and the expectations in the community. Formalizing cooperatively an Ideas Bank for use by whole classroom. 	<p>Students:</p> <ul style="list-style-type: none"> Demonstrate progress by working on UX and UI and upload code to Google Classroom. Propose ways to work better in teams and show they support each other when making design decisions. <p>Monitoring is done via Google Forms and student online portfolios.</p> <p>Students get a McDonalds gift voucher if they complete tasks on time.</p>	<p>Teacher to challenge students and build success by appropriately structuring learning when applying the basic design principles to their project:</p> <ul style="list-style-type: none"> Emphasis Balance and Alignment Colour and Contrast Repetition Proportionality Movement White Space <p>Students work in pairs to find solutions as they negotiate tasks.</p>	<p>Teacher to continue with PBL and link learning to outside-of-school environment.</p> <ul style="list-style-type: none"> Video is supported by Google Forms activity and quiz. <p>Scaffold</p> <p>Students work in pairs although this is not a Think-Pair-Share activity.</p> <p>Modify</p> <p>Circulate helping student complete activities and work</p> <p>Extend</p> <p>Have additional McDonalds vouchers for those struggling students if needed.</p> <p>Extend support via Google Classroom.</p>	<p>YouTube Video on Client Relations</p> <p>Google Classroom</p> <p>Project Brief</p> <p>PBL activity sheet</p> <p>Design Activity Worksheets</p> <p>Google Forms Exit Quiz</p>
	Lesson 16 – Friday	<p>Iconography and logos</p> <ol style="list-style-type: none"> Use and/or modify designs on projects Select, produce or export appropriate digital media for online display, for example (ACTDEK046): <ul style="list-style-type: none"> different screen resolutions interlaced images and progress portable devices 	<p>Students learn about:</p> <ul style="list-style-type: none"> Branding. Public identification. Digital vector files. The sharing of files for the purpose of whole class communication and participation. 	<p>Students learn to:</p> <ul style="list-style-type: none"> Compare between a signature and a logo. Link icons and branding to social presences. Link branding to their own social identity. <p>Students account their experiences having to sign their names to a letter as a form of identification of who they are.</p>	<p>Class watch video on famous brands. After, teacher engages students with a fun game on logos.</p> <p>Teacher to provide links between company brand names historically and practical use of logos today.</p> <p>Student get the opportunity to create their own logos or their own brands and use Adobe Illustrator and Adobe Photoshop to draw their own icons.</p> <p>Student upload result to Google Drive for feedback.</p>	<p>Teacher applies HPC Framework or the TPACK in this lesson to assist students recalling and think of ideas in relation to their own names.</p> <p>Scaffold</p> <p>Help student understand the meaning of their names.</p> <p>Modify</p> <p>Some names don't have meaning – help them acknowledge the spelling of names and the meaning of words.</p> <p>Extend</p> <p>Certain cultures get lost in translation so it is important to keep a lookout for students in this area.</p>	<p>PowerPoint Presentation</p> <p>YouTube Video</p> <p>Book of people's names</p> <p>Iconography Worksheet</p> <p>Google Forms</p> <p>Activity: Think-pair-share</p> <p>Factsheet</p>

The four weeks, sixteen lessons plan above* form part of a thirteen week, fifty lesson program to help students learn web design as part of a multimedia course. In the process of implementing learning by design I began with the end in mind, working in reverse to build the unit, and identified the need to focus on an assessment process and a marking rubric, based on digital taxonomy derived from “Bloom’s work, with a focus on digital activities to develop higher order skills” (Churchill, 2019, p. 429) that address the notion of design and creativity. To establish what students need to learn to understand web design after thirteen weeks in my classroom and to make sense of what they have learnt, being “able to know ‘why’ it is so, and to have the ability to use it in various situations and contexts” (Wiggins & McTighe, 2005, p. 353) outside of my classroom, I included a number of totally student-centred lessons to empower them to understand and learn design from their perspective, by using technology their own way, and only *guiding* digital native students in applying technology (Prensky, 2010) to their own projects to enhance their own learning of design and creativity. The syllabus itself addresses design as a factor for students to develop “skills through project-based learning [PBL] in the design, planning, management and production of practical projects” (NESA, 2019, p. 10) and focuses on developing a student’s “ability to think creatively to produce solutions to practical problems” (p. 12).

To achieve this, I have modelled this unit (week one through to week seven only*) using the Buck Institute of Education PBL handbook to tackle design and creativity (Markham et al., 2003) and suggest that more detailed lesson-plans are required to carefully incorporate PBL and reverse-engineer a high level of technology integration in a collaborative way (Hunter, 2015), where students form pairs, work in teams, share the knowledge, and live to tell the tale via form of reflection through team presentations. First presentation, on week 7, to explain, clarify, and tell the story of ‘why’, from application of the basic design principles to communicate ideas, while the second, to assess and demonstrate the ‘how’ work was conducted and accomplished in finding creative solutions.

Joe Harrison from Matthew Moss High School (as cited in Robinson & Aronica, 2015) stated that placing the students at the centre of a project will “help them develop into effective learners” and become “successful in life because they are self-dependent and can adapt to demanding situations” by the time they leave school. I have included this in my unit of work. To facilitate creativity and learning design, the syllabus calls for pedagogy that will harmonize knowledge, understanding and skills together with values and attitudes together in a unit of work, where students can have fun being creative. However, student creativity at school derives from the innovation process that warrants facilitators to enact “procedural

ground rules of idea generation” (Reis, 2016, p. 4) in the classroom, comprising of four simple stages for brainstorming. These are: 1) never judge or kill any idea of design; 2) instill the concept of quantity as it breeds quality of ideas; 3) praise the wild, crazy, funny off the wall ideas; and rule 4) combine and improve on all ideas, as this promotes the notion of lateral thinking when used in a classroom that “is divided into groups of a suitable size” (de Bono, 1990, p. 143) to formulate solutions to a problem where no criticism or evaluation is judged and students are allowed to “say anything [they] like no matter how wrong or ridiculous” (p. 143). My pedagogy will allow students to have fun at school and my focal point will be in empowering them to enjoy learning.

* 102087 Assessment 2 requirements are for 4-6 weeks only – I have chosen to do 4 weeks out of 13 in total weeks needed for this unit.

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Appendix - Resources

Week 1 – Lesson 1: Project brief

Industrial Technology Stage 4 – Multimedia 1 **THE BRIEF**

Sight that website.



<https://www.feedingzealy.com/9-principles-of-good-web-design>

Multimedia Project 1 – Community website design

Syllabus objectives – students:

1. Develop skills in communicating ideas, processes and technical information with a range of audiences.
2. Develop knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.
3. appreciate the dynamic nature of design and production processes and how they are used to develop solutions to personal, social and global issues.

What to do to start off: In pairs or with your best-buddy, you are to design a web site to the local community centre as briefed by the client. The instructions are as follows:

1. Investigate what is the main message that the client wishes the website to convey.
2. What are the major points that users have described on the current website?
3. What are your main likes and dislikes about your current web presence?
4. What are the main problems they are trying to solve when enlisting the services?

When it's time to build the website, a detailed website analysis is your road map to success. Start slowly with page one – and then move onto page 2 and follow the steps in order of appearance.

Time allocated to complete the whole project: 6 weeks – 24 lessons

Deadline: Presentations during week 7 from 13

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Week 1 – Lesson 1: Google Classroom

The screenshot displays the Google Classroom interface for a class titled "Stage 4 - Year 8" with the topic "Multimedia 1 - Topic 1: Web Design". The class code is "cH31eq". The interface includes navigation tabs for "Stream", "Classwork", "People", and "Grades". A banner image shows a laptop and a smartphone. Below the banner, the subject is listed as "Subject: Industrial Technology" and the room as "Room: Communications Lounge".

On the left, there is an "Upcoming" section with the text "No work due soon" and a "View all" link. The main content area features a "For" section with dropdown menus for "Stage 4 - Year 8" and "All students". Below this, a text box contains the following project brief:

Share with your class
Project Brief - Designing a website for the local community centre.
An effective website design should fulfill its intended function by conveying its particular message whilst simultaneously engaging the visitor. Several factors such as consistency, colours, typography, imagery, simplicity and functionality all contribute to good website design.

Below the text box, a file upload section shows a PDF file named "Website Project Brief.pdf" with a trash icon. At the bottom of this section are "Add", "Cancel", and "Post" buttons.

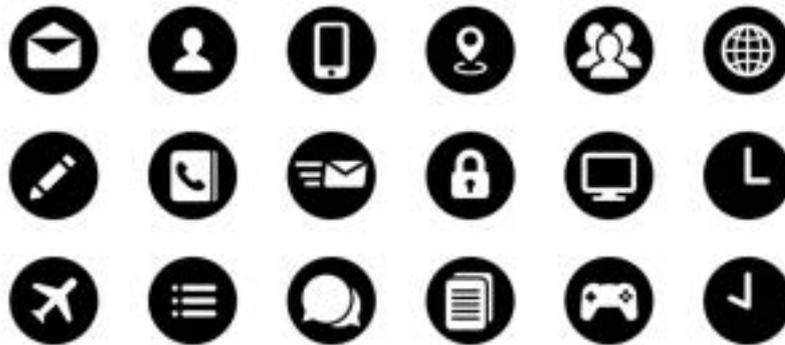
At the bottom of the page, there is a section titled "Communicate with your class here" with two options: "Create and schedule announcements" and "Respond to student posts".

Week 4 – Lesson 16: Activity Worksheet – page 1

Industrial Technology Stage 4 – Multimedia 1: Web Design

Worksheet

Iconography?

Source: <https://icon-library.com/icon/icon-10.html>

Multimedia 1 – What are icons? What are logos?

Syllabus objectives – students:

1. Develop knowledge and skills in the design and production of practical projects
2. Develop skills in communicating ideas, processes and technical information with a range of audiences

What to do: With your buddy, you are to design three icons for use in your web site. Follow the three steps below to enable you create the design you will want to use:

1. Start with a strategy: Logo strategy provides your central idea and blueprint on which great logo marks are built. These are often developed as a collaboration between the client and the designer. Research iconography and **identify** how icons benefit internet communication.
2. Find meaning: Creating an icon or logo for your website requires insight and intuition. While insight can be achieved through gathering and interpreting information, intuition is more closely aligned to experience and gut feel. With your buddy, **investigate** your favourite logo or brand and **summarise** your findings in 250 words.
3. Choose the right "type" of icon: icons come in all shapes and sizes. From wordmarks to image-based marks or icons, there are no hard and fast rules about which approach works best. Experiment, but be sure the ideas fit the brief. Turn overleaf for direction to help you form the style you are seeking – consult with your buddy for ideas as you **discuss** creative solutions for your project.

Week 4 – Lesson 16: Activity Worksheet – page 2

Industrial Technology Stage 4 – Multimedia 1: Web Design

When the time comes to build the website, the icons you create now will form the platform you will need to create the other elements needed. Consider different types of logo:

Wordmarks

Can the brand personality be conveyed using purely typographic means?

MoMA
SONY
Google

Letterforms

Could the company's initial (or initials) create a unique branding device?



Pictorial marks

Could an immediately recognisable image be simplified or stylised?



Abstract symbols

Can you invent a symbol that conveys the brand's big idea?



Emblems

Is there a shape or holding device with which the company name is inextricably connected?



Shape: Shapes come first. We need shapes to identify an item or word. The brain acknowledges distinctive shapes better, leaving a lasting imprint on the memory.

Colour: Colours are the second most important feature in our sequence of cognition. Colours evoke emotions and unique perceptions but must be used carefully. Some companies practically own a colour, like Coca Cola, or Facebook.

Type: Our brains take the most time to process language. This means that your content comes third in your logo design ideas. It's important to keep this in mind when you're working with a complex brand mark.

Source: <https://www.brandmarks.com/resources/how-to-design-a-logo/>

Week 4 – Lesson 13: Exit Ticket - W4L13



Exit Ticket: Week 4 Lesson 13

Before you leave class today, answer the following questions.

* Required

Email address *

Your email

What's one important thing you learned in class today?

Your answer

Did you feel prepared for today's lesson? Why or why not?

Your answer

What would help make today's lesson more effective?

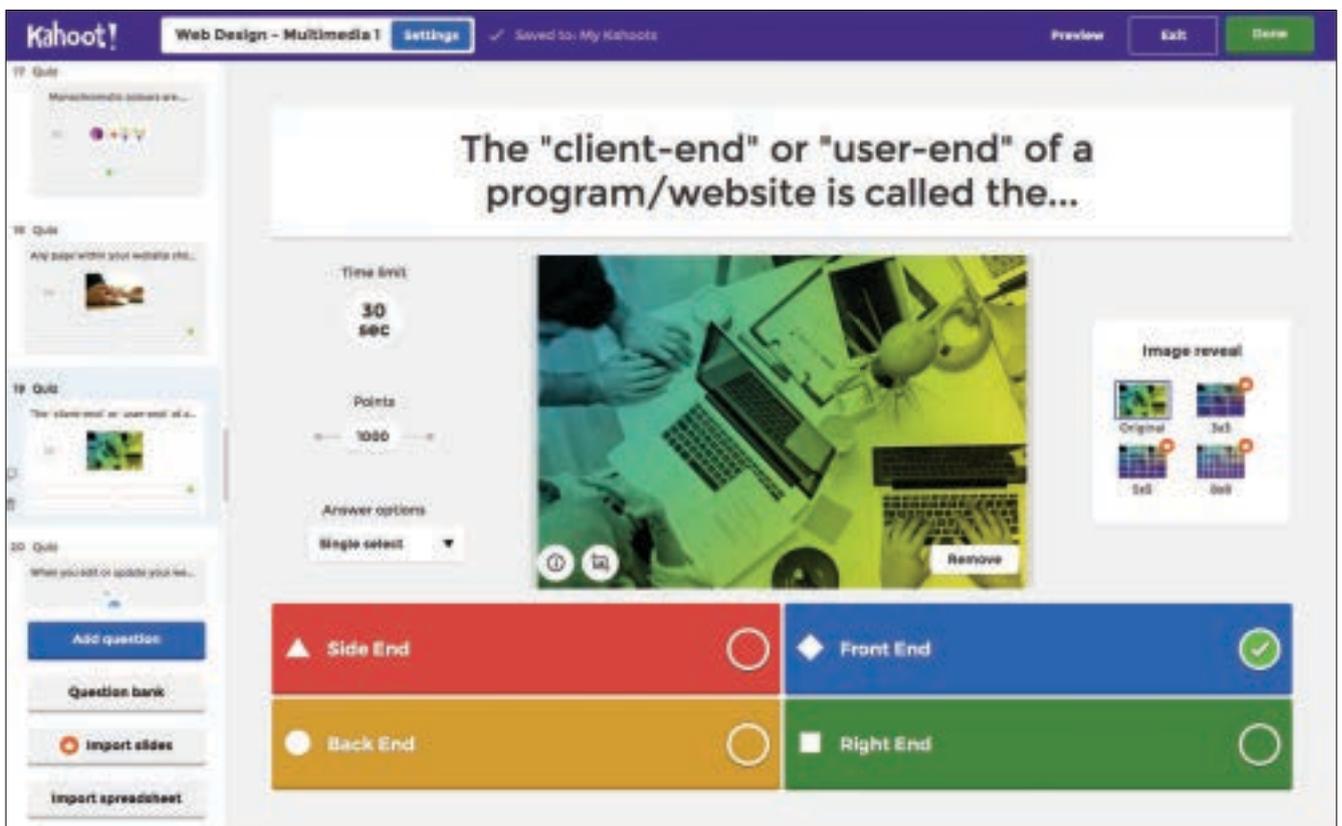
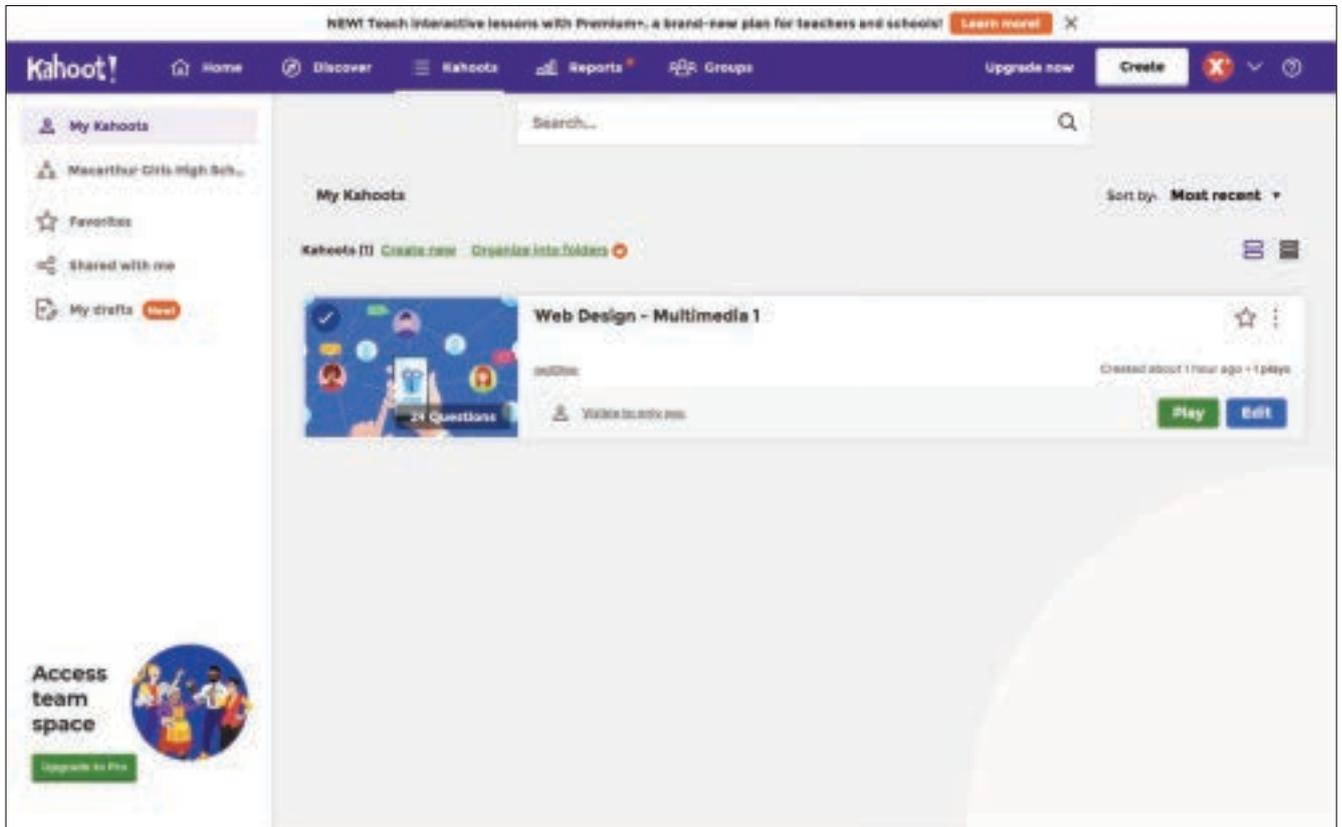
Your answer

A copy of your responses will be emailed to the address you provided.

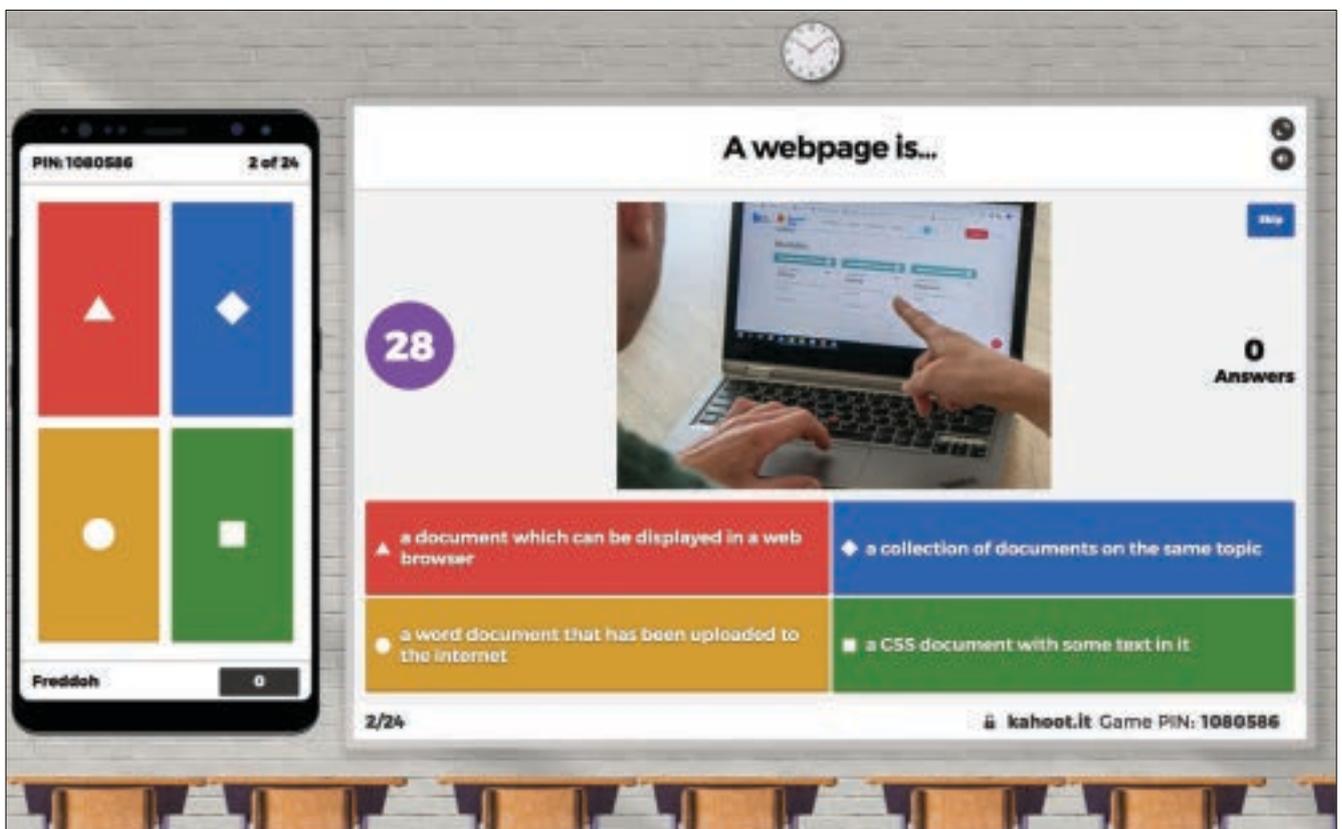
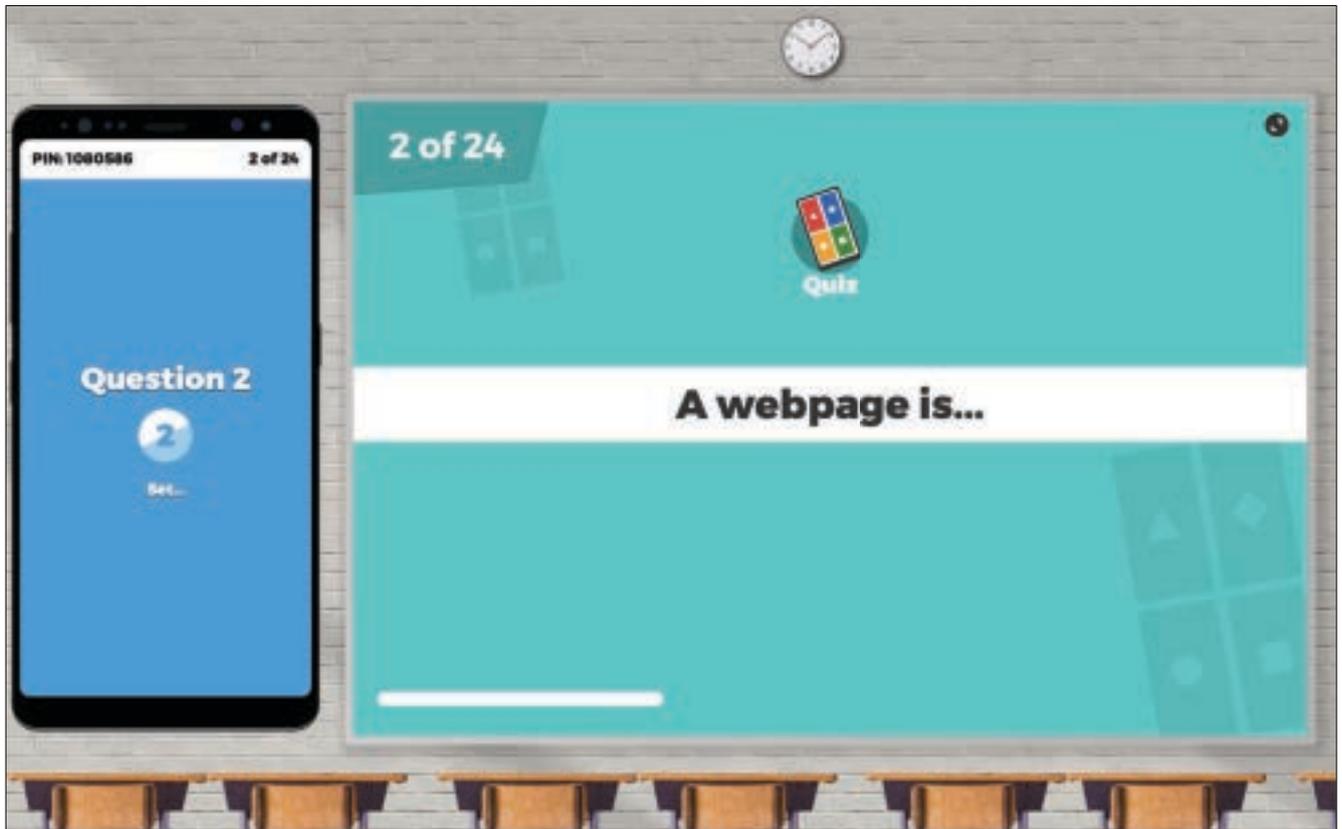
Submit

Never submit passwords through Google Forms.

Week 2 – Lesson 7: Kahoot! Quiz Game PIN: 1080586 (24 questions)



Week 2 – Lesson 7: Kahoot! pages



Week 2 – Lesson 7: Kahoot! pages

