Embedding careers education in the Victorian Curriculum F–10

Digital Technologies, Levels 5 and 6

An existing learning activity linked to a particular learning area or capability in the Victorian Curriculum F–10 can be easily adapted to incorporate careers education, enriching students’ career-related learning and skill development.

1. Identify an existing learning activity

**Curriculum area and levels:** Digital Technologies, Levels 5 and 6

**Relevant content description:** Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols [(VCDTDI029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI029)

**Existing activity:** Identifying a set of protocols to enable respectful communication when participating in collaborative online projects.

**Summary of adaptation, change, addition:** Developing a set of protocols for monitoring progress, providing feedback and communicating issues for use when collaborating in online projects.

2. Adapt the learning activity to include a careers education focus

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher introduces the collaborative online environment as the primary digital system for future use in a project that will result in students creating a digital solution. Student teams explore the features of the online environment. | Teacher guides students to identify the synchronous and asynchronous aspects of the collaborative online environment to be used in their future group project. Students identify the content best suited to each form of communication, such as live audio or video communication for question and answer-type discussions, in contrast with asynchronous text-based communication for reviewing task criteria and publishing established deadlines. |
| Teacher shares a set of protocols used at school, such as those developed by a Professional Learning Community or by a Student Representative Council.  Students review the protocols, and suggest any additions, changes or deletions.  Student teams develop a set of protocols that they will use to guide their communication in the online environment. Teacher facilitates selection of protocols. | Teacher guides student identification of workplace dynamics such as their relationship to a peer, a subordinate or a manager using contexts familiar to the school community as well as similar roles within the school. Students draft their set of protocols for online collaboration, classifying their protocols as technical protocols (instructions on using the information system to collaborate with team members), social protocols (relating to the communication between peers, subordinates and managers) and ethical protocols (how decisions are made, how progress is tracked and how issues are resolved). Students revisit their protocols, and determine the fairness of each protocol from the perspective of a peer, a subordinate and a manager before digitally publishing their protocols. |
| Students conduct their group project using the collaborative online environment and their protocols. | With teacher support, students nominate a group leader or manager who will monitor deadlines of smaller tasks within the project. Student groups collaboratively determine the expected behaviours between subordinates, peers and managers (such as preferred methods of feedback and division of task load), and add to their protocols as needed. |
| Teacher assesses effectiveness of each group’s protocols through observation and conferencing with student groups | Students reflect on the differences between their initial protocols and the revisions that they made. Students identify any perceived benefit from their modifications, and save a copy of their collaborative protocols for future group work tasks or projects. |

Considerations when adapting the learning activity

* The development and implementation of student-developed protocols should feature as an introduction to a group project, to provide a context for the use and review of the student protocols.

Benefits for students

Self-development:

* Students’ exploration of the development of their own protocols viewed from the perspectives of peers, subordinates and managers can assist in developing their understanding about effective communication when collaborating in online environments.
* Working with digital tools that have the potential to increase communication between team members and track deadlines and achievement milestones can develop students’ accountability and time management skills.

Career exploration:

* Students learn to use technology effectively when communicating as part of an extended activity or project. These skills can be applied in workplaces as members of a team or in project management positions.

Career building:

* Students reflect on the creation and use of online collaboration tools and the protocols around their use. This allows them to understand the labour marketas they experience the impact of collaborating respectfully and effectively using online environments and working to deadlines.