VCE Visual Communication Design Study Design 2024-2028 Implementation workshop presentation – November 2023

Reflection documentation and feedback

Activity 1 Overview of the VCD Design process

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| **Reflection questions** | **Responses** |
| Discover   * How will we teach students to find design problems? What examples will we show them? * How will we teach students to conduct research? What will it look like when they are learning and presenting solutions? |  |
| Define   * How do students use research to define the brief based on the solutions? * How are client needs, audience, user, context and constraints defined? What are the strategies? |  |
| Develop and Deliver   * There used to be a stage called generation of ideas. Where does this sit now? * What will students be required to do in the develop and deliver? What does each look like? * What is the difference between ideas, concepts, and solutions? * Which aspects of the VCD design process are documentation, development and presentation drawings used? |  |
| **Activity feedback** |  |
| Examples of research design problems and presenting solutions |  |
| Examples of ideas for the develop and deliver aspects of the process? |  |
| Examples of ideas, concepts and solutions |  |

Activity 2: Cultural ownership and design

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| **Reflection questions** | **Responses** | |
| * Any resources you have discovered so far on Indigenous Design and designers, protocols? | |  |
| * Discuss ethical and legal responsibilities in teaching Unit 2 Area of Study 2 - How do we teach students to create new and original icons when there is already so much out there that they can copy? | |  |
| * Share ideas for ways to engage our senior students in creating personal icons using support materials: | |  |
| **Activity feedback** | |  |
| Resources for teaching Indigenous design. | |  |
| Ideas for teaching ethical and legal responsibilities. | |  |
| Ideas developed from the examples provided for discussion. | |  |

Activity 3: Unit 3 Area of Study 1 Professional design practice – thinking and planning.

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| **Reflection questions** | **Responses** |
| * How will you introduce the four design fields of practice? * How will you allow your students to choose one or two fields? |  |
| * How will you assist students in completing the two practical exercises? Will you nominate the exercises? Allow choice? How will you ensure that the tasks are fair and equitable amongst the class? |  |
| * What type of exercises could students do for interactive experiences? |  |
| **Activity feedback** |  |
| Examples of the use of the four fields of design practice |  |
| Examples of practical exercises |  |
| Examples of exercises for interactive experiences |  |

Activity 4: Unit 3 Area of Study 2 – Design analysis

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| **Reflection feedback** | **Responses** |
| * The suggested timeline for the Outcome is three weeks. How will you plan your teaching and learning activities? Use the provided materials as a guide for discussion? |  |
| * What type of tasks will you use for formative assessment? Why are you are using the task and how you will use the study design to develop it. |  |
| * How will you approach the summative assessment? Will you use guiding or prompt questions? Why are you using these tasks and how will you formulate the questions? |  |
| **Activity feedback** |  |
| Sample of teaching and learning activities |  |
| Formative assessment examples |  |
| Summative assessment examples, task types. |  |