**Kathryn Hendy-Ekers** - Welcome to our presentation for implementation for VCE Visual Communication Design. This presentation will be available on the VCD implementation Study Design page, and a follow-up webinar will occur in February 2024.

So, in this presentation we'll cover a Study Design overview and four activities. The first one, the VCD design process, the second one, Unit 2, Area of Study 2, Cultural ownership and design. Unit 3, Area of Study 1, Professional design practise and Activity four, Area of Study 2; Design analysis. So, you will need the following resources to assist you with workshopping through this presentation. You will have received already if you registered for the implementation session, a resource sheet. And there is also a feedback sheet that you can fill out as we work through the presentation. Both of these will be available on the Study Design page with the presentation.

Firstly, you must be familiarise yourself with the key documents for the Study Design for implementation for 2024. The Study Design is available, as the screenshot shows on the Study Design page and the support material for assessment, planning, teaching and learning is also available. So, the key documents, as I've said, there are a series of implementation on-demand videos for each unit. And in Unit 3, there is one for Area of Study 1, and one for Area of Study 2, and then one for the Unit 3 and 4 School-assessed Task. All assessment information, including a sample exam and examination criteria specifications will be available in February 2024, published on the VCAA webpage.

So just to run through a Study Design overview, remembering that we have study specifications. So, it's really important if you're doing any Head Start or Step up programmes that you do familiarise your students with the Study Design specifications to assist them to commence in 2024. So, this includes terms like Visual language, Visual communication practises, Design thinking, the VCD design process, Design ideas concepts and solutions, Methods, media and materials, Design elements and Design principles, including the Gestalt principles of visual perception, Fields of design practise, and Aboriginal and Torres Strait Islander histories and cultures.

So going through the four units, you'll notice that like all Visual Art studies, there is a key inquiry question for each unit. So, each unit, apart from Unit 4, has three Areas of Study with a key inquiry question that you may use with your students when you are working through teaching and learning materials. So, for Unit 1, there are three Areas of Study, Reframing design problems, Solving communication design problems and Design influences and influences on design. For Unit 2, we look at Design, place and time.

So, looking at how designs relate to the time and place that they're made. We look at Cultural ownership and design for Area of Study 2 and Area of Study 3 covers Designing interactive experiences. So, the first Area of Study is the environmental. The second is looking at communication design, and the third is looking at interactive design experiences. For Unit 3, we go straight into looking at students, looking at professional design practises so they can use as many fields of design practise they wish, but just remembering they are comparing the practises of two designers.

So, it may be a good idea to have a look at least two design fields of practise, but they can look at more than one designer in each field. Then we have Area of Study 2, which is design analysis, and then Area of Study 3, which the design process, defining problems and developing ideas. For Unit 4, there are two areas of study related to the School-assessed Task. So, the design process, so refining and resolving design concepts. And then the final Area of Study is presenting design solutions.

So, areas study three. In Unit 3 is the design process where they define problems and develop ideas. Then moving through to refining and resolving design concepts and presentation of design solutions, all following the VCD design process. So that first activity does cover the VCD design process. So read through each of these activities, answer the questions maybe on your feedback sheet, and then that can be submitted for the session next year. So, there are four areas that students look at, discover, define, develop, and deliver. So, they are four phases that are interlocked. They're not sequential, so they are cyclical.

So, you can see each area of the, sorry, each phase of the process has design thinking attached. So divergent thinking, convergent thinking again for the develop, divergent thinking, and then for the deliver convergent thinking. So, it is a great idea. You can see underneath there, it's not very clear on this screen, but it is in the Study Design, the type of activities you can do for each aspect of design thinking. So, we have the four phases of the process directly from the Study Design here. I suggest you really unpack these with your students and think about the ways and having a look at the support material and other implementation videos, how you would implement or start to develop a course on the discover, the define, the develop, and the deliver. So, you can see the design thinking is indicated there and some ideas of activities.

So here are the series of questions we've developed for you to really consider how you will unpack the design process. So, looking at the discover phase, how you'll teach students to find design problems and what examples you'll show them, how you'll teach students to be better at research and what they look like when learning and presenting solutions. The define stage. So how students use research to develop a brief and what are the client needs, audience, user, context and constraints defined in that brief. And the strategies you will have for those four or five areas. Then for the develop and deliver, you've got a stage called, there used to be a stage called generation of ideas. Having a think about where that sits now, does it fit in the discover phase or does it fit in the develop phase, or it may fit in both.

So, what are the students required to do in the develop and deliver stage? So go back to that design process and have a look. So, what do you think each looks like? What's the difference between ideas, concepts, and solutions, which are defined in the study specifications? So, you may think of examples there, and which aspects of the VCD design process does documentation development and presentation drawings are used. So, for the first activity, you can see there are some examples of researching design problems and presenting solutions. Then examples of the develop and deliver phase, and then you might have some examples of ideas, concepts, and solutions. So that would be great to put into your document there and feedback to a group.

Moving on to activity two, which is focusing on cultural ownership and design. So, here's the outcome here. So, the students are looking at culturally appropriate design practises and an understanding of the designer ethical and legal responsibilities when designing personal iconography. So, you can see the key knowledge under there, ethical and legal responsibilities impacting the work of the designer, such as issues of ownership in the intellectual property, protocols for the creation and commercial use of indigenous knowledge in design. So is focused on looking at Aboriginal and Torres Strait Islander designers, the culturally appropriate design practises for the creation of that personal iconography. Then when the students move into the practical work characteristics and functions of design elements and principles, the methods and processes you use to generate and present.

So, you can see the relationship between the design process there and the use of terminology. So, you can see the key skills are developed from the command terms, VCAA command terms. So, we have describe, describe and apply, analyse, select, and use and divergent and convergent thinking to generate and resolve and the terminology used. So, it's very important when you are developing assessment criteria or a rubric that you are focused on those key command terms. So, here's an example from the support material that you can use with some key questions. Looking at the Australian Indigenous Design Charter and the protocols for using First Nations Cultural and Intellectual Property in the Arts as a starting point.

So, you can see here, the suggestion is to develop a database and look at some examples on that database and look at how the conceptions of good design have been developed with particular organisations or designers who are Aboriginal and Torres Strait Islander descent. And then maybe the research could be culminated into a poster or a page layout or a report. Then the practical work students think about those protocols.

So, they don't necessarily have to design something that is based on the Indigenous and Aboriginal protocols, but looking at developing their own personal iconography and what were some of the protocols they would use. So, there's an example here for developing icons for a series of playing cards based on personal interests, again, from the support material. So, the discussion was to have a look at any resources you've developed so far on Indigenous design designers and protocols, the ethical and legal responsibilities, and teaching Indigenous design for Unit 2 Area of Study 2, and then ways you could engage senior students in creating personal icons using those support materials.

So, the feedback is if you can maybe post into, write into the feedback sheets, some resources for teaching Indigenous designs, some ideas for teaching ethical and legal responsibilities, and the ideas you've developed from the examples that you may have had a discussion with or you've read the support material with. So, Unit 3 Area of Study 1 is for the third activity. So again, from the support material, you can see there is a timeline of four weeks recommended for this task. And you can see there is a list of the content that students must cover in this task. So, the role of Visual Communication Design, the contemporary designers working, as I said, in one or more fields of design practise.

So, they do have to compare, the context where they work, the designer's application of the design process, the way visual language is used, the collaboration between designers, stakeholders, and specialists, the impact of ethical and legal obligations, changes in design practises over time, and the technical, economic, cultural, environmental, and social factors that influence design. And then there is the activities using materials, methods, and media and conventions in those selected fields of design practise and in two design exercises. So again, having a look at those key skills like compare, describe, and compare, analyse and evaluate, explain, describe, explain, identify, analyse and use.

So, you can see those examples there. For the practical aspect, using those practises and processes, students are using visual language for audiences in specific purposes. They're using conventions for presentation drawings in the relevant field of practise and the presentation formats, the concepts of good design and the ethical and legal obligations. So, the task is split into two students must do a written report and annotate a visual report or response in a digital format. And the two practical exercises. So here we have here an example from the support material and the implementation videos where Nick Miller, who is the assistant State Reviewer, has developed an assessment task structure for that first task with online research and then looking at two designers in different design fields and then the practical activities. So, from, again, from the implementation videos, you can see the online research here and then some examples of what you can do. And then he has done a perspective drawing of the proposed environment for a catwalk and a floor plan. So, two different presentation exercises.

So, thinking about if you were inducing two or four design fields of practise, how you would do it, how would you let your students choose those fields? Because the task is supposed to relate to the School-assessed Task in Unit 3 Area of Study 3, where the students do go into their area of interest. How would you assist a student in completing their practical exercises? And particularly for interactive experiences, what would be some of the exercises students would do? So, for your feedback, you could put into the sheet examples of the four fields of design practise, examples of practical exercises and examples of exercises for interactive experiences.

So, Unit 3 Area of Study 2 is design analysis. So, this is the straightforward analysis of examples of visual communication design practise. So, it can be very closely related to Area of Study 1, where you might analyse the examples by the particular designers that you've studied. So, looking at those aesthetic decisions by the designers, their use of visual language, design elements, design principles, methods, media and materials, those conceptions of good design and the influence of technological economics, cultural, social, or environmental factors. So again, the key knowledge you can see there, the students must compare and analyse those design examples from selected fields of design practise and how the aesthetic considerations contribute to the effective communication of ideas.

So, you can see the list of key knowledge there and the key skills, again, compare and analyse, describe, analyse influences on aesthetic decisions, analyse and evaluate, use conceptions of good design and appropriate terminology during analysis and evaluation. So, for, again, this report is 50 marks, 10% of the Study Design score, sorry, the study score. So again, it's a written report, annotated visual report or response in an online format. So again, there's an example here from the support material of a design comparison. So, the author is suggesting that you have a look at two different examples from the following websites and analyse.

So, you could use a Venn diagram to start the similarities and differences. So, you can see the two links there to the Melbourne Now website and the Premier's design awards. So again, on the right hand side of the screen here, you can see the key command terms, compare and analyse. It's really important you unpack those and understand how they can be applied to the task. So maybe have a look at a timeline. We're saying three to four weeks and how you would plan your teaching and learning activities and how you would use the provider support material, a guide in the discussion. And then thinking about your formative and summative assessment and what strategies would you use with students.

So, for your feedback, you can have samples of teaching and learning activities, formal assessment examples, and summative exam examples and task types. So again, just to refresh you, this example or this spreadsheet will be available on the Study Design page with this video. All the key questions are there.

So, you can fill that out. And then by the end of January, beginning of February, if you send that back to me on this email address, Kathryn.Hendy-Ekers@education.vic.gov.au and we'll collate them and present them. And we may develop a Padlet sharing resource for a webinar in February 2023. 2024, sorry.

So, there are my details on the screen if you have any further questions regarding the Study Design. Thank you very much.

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