**Kathryn Hendy-Ekers** - This presentation is for VCE Visual Communication Design for the new Study designed to be implemented in 2024. This is one of a suite of videos that unpacks all four Units and areas of study and teaching and learning and assessment for Visual Communication Design. This particular presentation will cover the Study specifications that underpin all of Units one to four for VCE Visual Communication Design.

With me, I have Geoff Baker, an experienced teacher of VCE and my name is Kathy Hendy-Ekers, and I'm the Curriculum Manager for Visual Communication Design. So the Study specifications, as you can see there's a list of them here and the page reference in the Study design, we cover visual language, visual communication practises, design thinking, the Visual Communication Design process, VCD design process, design, ideas, concepts and solutions, methods, media and materials, design elements and principles, fields of design practise, Aboriginal and Torres Strait Islander histories and cultures, intellectual property and copyright, and also some terms used in the study. It's really important that you familiarise your students with all these terms before you start any of the Units of study so they understand how they're applied in each outcome and the related assessment tasks. So I'm going to hand it over to Geoff now. Thanks, Geoff.

**Geoff Baker** - Thanks, Kathy. One of the significant differences with the new Study design is the focus on divergent and convergent thinking. Our new design practise, our new design process is called the Visual Communication Design design process, and it revolves around divergent thinking and convergent thinking. Can we have a look at the next slide, please, Kathy?

**Kathryn Hendy-Ekers** - Sure.

**Geoff Baker** - So as you can see, there are four phases, clearly laying out the different types of thinking that are required. So the Discover phase requires divergent thinking, where a student would need to go outward in the way in which they're thinking. Whereas the Define phase requires a student to be able to be more convergent, bringing things towards the start of their design brief. The Develop phase, again, is that outward facing idea with the design thinking, with the divergent thinking. And then the Deliver phase is that convergent, bringing it to the design solution at the very end of the process.

The next set of slides clearly breaks down a couple of the different focuses that the students would need to go through with each one of these phases. So you can see that in the Discover phase, it's very much about brainstorming, it's about data collection, it's about being able to record the findings that they have as they start to investigate. And that's that outward focus of the divergent thinking.

**Kathryn Hendy-Ekers** - Yes, thanks Geoff. And also too, it's really important that every component of the Study design focus on different aspects of the process. And it's really important you look at some of the implementation videos where this is further unpacked.

**Geoff Baker** - So the next phase, the Define phase, you can see that it's very much about visualising the data, it's being able to categorise, it's the synthesis components. That idea of being able to analyse the things that the students have been able to find. It's the way in which they're able to present their insights, be able to reflect on the process and to then be able to develop their brief, which will be the first sort of thing that they're looking at being able to do from the design problem. So a significant difference from the previous design process for Viscom.

The next phase of the Visual Communication Design design process is the Develop phase. And here, we're looking at gathering and presenting the information. We are using this as an opportunity to be able to document our design ideas. So the design thinking that's going to occur here, again, will be divergent thinking. That opportunity of being able to generate lots and lots of different ideas to be able to further develop those ideas with the idea of moving into the next phase, the Deliver phase, whether the refinement starts to bring everything back and converges the thinking towards prototyping to a solution that's going to be able to be presented at the very, very end of the process.

So one of the things to recognise about the new way that we're going to be working is that we're we're separating different concepts now as design ideas, design concepts, and design solutions. And so it's really important to make sure that your students are aware of the way in which we use these terms at different stages through the design development. So design ideas come from a divergent thinking perspective, whereas, design concepts are convergent thinking.

Obviously we're looking for a very resolved design solution. And that would be the thing that the students would be heading towards with their final phase of convergent thinking. We have four design fields that we are going to focus on from a practise perspective. Of course there are always plenty of other areas that could be looked at, but we're focusing these four main ideas, messages, being the idea of things that are communicated for an audience that use visual language and can be created to serve a variety of different purposes.

The next field that we have to look at is objects. And so, designers are here looking for things where objects that could be utilised by humans to be able to create a better society, a better community. Also, the opportunity of being able to resolve and refine existing designs to create a new object that could be used. We've also got environments, so that's an opportunity for our student designers to be able to look at the interior spaces, exterior spaces, virtual spaces, places that humans can inhabit, that they can work, they can live, and they can play in.

And the final design field that we have as a part of the new Study design is interactive experiences. And this is an opportunity for us to be able to start looking at both the physical world and the online. So an opportunity to be able to consider the way in which user experience actually is a significant important part of the design community. And it's an opportunity for our students to be able to look at a completely different area of design and to be able to focus on that quite successfully. We'll be looking at utilising a majority of terms that are very familiar to people. Our design elements and design principles of a series of things that we focus on to try and provide our students with shared language to be able to discuss the work that they're doing in the work of others.

We'll also be looking at encouraging students to understand Gestalt principles of visual perception. So being able to understand things like proximity, continuity, similarity, closure, common fate, figure-ground and focal point. And these have slightly different terminology that will be needing students to be able to apply as they're describing visual elements of designs that they're looking at as well as the work of their own. Students will be obviously able to utilise a variety of different methods, media and materials. And we have a list here presented for you. Remember that these are a starting point and they're certainly not the exhaustive list. So providing opportunities for students to explore a variety of different methods is extremely important. And this is a starting point for you. It's certainly not the end point.

**Kathryn Hendy-Ekers** - And there is also, when we're going through these in the Support material that the VCAA will be publishing, there are lots of different examples and lists that you can use and apply those areas when you are working and developing your coursework for your students.

**Geoff Baker** - So when we focus on a lot of the things in Viscom, it's very much about drawing. And so, we are obviously able to divide our drawing method into a variety of different categories. And it's important to recognise the use of terminology here and the way in which it fits into particular parts of the new design process. Our drawings are designed at a variety of different times in the different phases and the purposes that they're used for are different. So we have development, we have documentation, and we have presentation.

**Kathryn Hendy-Ekers** - And also those drawings can be, Geoff, produced either manually or digitally.

**Geoff Baker** - That's right.

**Kathryn Hendy-Ekers** - So you will see throughout the Study design, there are references when you're going to use manual drawing or when the students are being asked to produce digital drawings or drawings using digital tools. So here's the list of the three drawings.

**Geoff Baker** - Yeah, so here we're trying to just provide a little bit more information about the specifics about each one of those different types of drawings. And so, just being may able to make sure that your students are completely aware of the differences between those and the way in which the terminology works.

**Kathryn Hendy-Ekers** - Thanks, Geoff.

**Geoff Baker** - When we look at our list of media, again, there's a whole bunch of different things that you can look at on this slide. It's certainly not an exhaustive list, it's just a starting point for you. So you're looking at trying to provide your students with an opportunity of exploring a variety of different media, again, both manual and digital applications. And you're looking at trying to place things into an appropriate use as the students are going through it, rather than just using it as a checklist to be able to mark off you've done every single one. You are wanting to make sure that the students are using media that's appropriate to the design process that you're going through.

Materials, again, is a starting point for a series of ideas here. It's not an exhaustive list, but this might be a useful starting point to provide a student with a beginning point to recognise that they need to explore variety of materials. The factors of design are an important thing to include, and concepts of good design and aesthetic impact. We're looking at being able to provide students with an understanding of these specific factors as they are looking at the work of others and their own work. So we start here with economic factors. Obviously, factors that relate to the financial conditions. Things that can impact both the design process and the final outcome. So it might be the design decisions that the designer is making that are affected by the budget. It might be the actual endpoint because of the market demand.

We also have technological factors. And so these technological advancements or sometimes constraints might be things that impact the design process and again the final outcome. And so it's being able to discuss how these things might affect different parts of the design process. The cultural factors that could be a part of it, the social norms that we have, the belief systems, the values, the traditions that impact design process, and again, the final outcome and the design solution. So the factors such as cultural diversity of the audience, their language, their aesthetics and the customs that they have in that place are such an important part for our students to be able to recognise when they're looking at the work of others as well as the work of their own.

We have environmental factors such as the physical and natural conditions that could impact the design process. Also, cultural factors like the social and human interactions that could potentially be issues. So demographics, behaviour, psychology of the audience, their social and their ethical values that create a particular attitude towards a design. The students should also have a really good understanding of intellectual property and copyright, their legal obligations as a designer and those of other designers, and being able to articulate those clearly. So intellectual property is the general term that's used for property generated through intellectual or creative activity.

Copyright has two different types. So there are patents and trademarks, and that includes the registration of original ideas, and then there are unregistered rights. If you're interested in finding out more information, the best place to go to as a starting point is the Australian Copyright Council and the Australian Government's website, IP Australia, which is all about intellectual property. Now, there are some important terms in the new Study design that we're going to try and break down a little bit for you now. So good design, human-centered design problems, stakeholders, design critique, design pitch and circular design practises.

Now the notion of good design, these things are personal, they're contextual and they're political. There is no bad design, there are just notions of good design. So students need to be able to analyse design examples and investigate why these examples could be a part of good design. They should be able to look at things from both a universal as well as a culturally specific understanding. So there might be things that are specifically linked to the cultural factors, or it might be something that's a technological factor, that's a much bigger thing. The students should be able to go through their own design practise and focus on their own personal experiences to be able to establish criteria that would help them to be able to understand the principles of good design.

Now there are some really fantastic resources to be able to access regarding examples of good design. The Dieter Ram's 10 Principles of Good Design is an excellent starting point to be able to understand the basic ideas of the principles. Good Design Australia's Design Awards that they have identified criteria. And that's a really good place to be able to go to. The Victorian Premier's Good Design Awards criteria is also accessible on the internet. And Fortune 100 Greatest Designs of Modern Times has quite a focus on some of the things that would help students be able to understand a lot of the notions and principles of good design.

There are also a couple of places to be able to go to regarding specific fields. So whether it's for environments, things like architecture.com.au/awards page. We've got a couple of things that are focusing on the idea of Country-centered design. So an opportunity for our students to be able to look at how Country is involved with, particularly, Aboriginal Torres Strait Islander community design and some very, very good projects that could be utilised as a starting point to be able to gain an understanding of good design in a specific cultural context.

And the Museum of Modern Art has an online collection of design and a lot of the things in there could be able to be used to start that understanding of good design. There are also the Design Council UK's website and the Interaction Design Foundation which has a really wonderful section on what is good design. And one of the other terms that we need our students to be able to understand is human-centered design problems. So a significant change in this particular Study design is the idea of being able to look at human-centered research as a method to be able to better understand who we are and who we're serving as a designer.

So there are methods and experiences that the students could be a part of that help them to be able to understand how designers work from a human-centered perspective and the way in which their design can impact the lives of people, the way it can impact broader communities and and societies. And so, obviously, there's going to be a lot of opportunities to be able to look at different examples of this. And some of the things that we might look at here at the list at the bottom are obviously things that would be helpful as a starting point to be able to begin being a part of a human-centered design problem. They're obviously a list that we're providing, that's not exhaustive. So you might start with things like interviews and surveys and focus groups, but obviously there's a lot of other choices that you might be able to make as well.

Now the circular design practises is an approach to be able to look at the way in which the needs of our audiences or our users is being focused on, and the social impact of the work that designers create. So what we're looking at here is to be able to understand that it's not a direct line from start to finish, that there's actually an entire process that requires the designers to be able to think about beyond even the design process that they're going through. It may even be things like considering the entire life cycle of a product, how it goes from the beginning of the design problem all the way through to its end use and being able to be removed from a society. So it might be like we were looking at that entire thing from a circular perspective. That's very difficult to say.

So the design critique is going to be the way in which our students are able to focus on talking about the work of others. They can also utilise a lot of the terminology to be able to discuss their own work. But that idea of a critique is so very important because it's a critical discussion about work. And it can be work that's finished or it could be work that's in progress. And so our students can use it at different phases in a design process that they're viewing as a case study or it might be in their own work. Now the design pitch is going to be the presentation that provides explanation and justification of the proposed design ideas or concepts that the students would be taking towards their client.

Now the idea here is that the presentation provides an opportunity to share a final design with an audience, communicating their design decisions and the thinking that they had, both the convergent and divergent thinking that was a part of their design process. It's an opportunity for them to be able to explain the reasons that they have made for the selection of methods, materials, media, the use of the design elements and design principles. And it could be a discussion of some of the other terminology such as the Gestalt principles or the notions of good design as well.

**Kathryn Hendy-Ekers** - So that just brings us to the end of that presentation, explaining the Study specifications. If you have any more queries regarding Visual Communication Design moving through into 2024. My details are on the screen there, and please get in touch with me and I will point you in the right direction. But just please keep in mind, there are series of very good other videos that we have on the professional learning website that will explain the various Areas of Study and how you can apply the Study specifications in each area of the study right across Units 1 to 4. Thank you.

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