**Kathryn** **Hendy-Ekers** - This presentation is for Unit 2 for VCE Visual Communication Design for the implementation of the study in 2024. The presentation is for Unit 2. My name is Kathryn Hendy-Ekers and I'm the Curriculum Manager for Visual Communication Design, Media, and Visual Arts. With me, I have Mini Goss, who is an experienced teacher of VCE Visual Communication Design, who's going to explain some of her approaches to this study. So, what we'll go through in this presentation is the Study specifications, just a rough overview of those information for Unit 2, go through all three Areas of Study in Unit 2, Areas of Study 1 to 3, some teaching approaches with some detailed examples and assessment. This is part of a suite of videos.

So you will see in other videos, there is equal information for Unit 1, Unit 3, Area Study 1, Unit 3, Area Study 2, and Unit 3, Area Study 3, and unit four, Area Study 1 and 2 related to the school assessed task. So, the Study specifications, you just need to remember that you need your students to understand all these Study specifications and how they're applied across Units 1 to 4 of the whole study. So it's a really good idea at the start of the study to go through these and really unpack them. So we have visual language, visual communication practises, design thinking, the Visual Communication Design process, design, ideas, concepts, and solutions, methods, media, and materials, design elements and principles, fields of design practise, and Aboriginal and Torres Strait Islander histories and cultures.

There are also terms used in the study. So we have to a definition of what good design is, human-centered design problems, stakeholders, a design critique, the design pitch, and circular design practises. So all those terms are defined and are used across the study, and particularly in all external written examinations and school-based assessment. So just to have an overview of Unit 2, you can see there are three Areas of Study similar to the structure of the existing Visual Communication Design. But of course the content is slightly different.

So the first Area of Study is design, place and time. And you'll see with each Area of Study across all units, there is an inquiry question that you can structure your course content on that question. So the first one is how design reflects and responds to the time and place in which it is made. Area of Study 2 focuses on cultural ownership and design, particularly Aboriginal and Torres Strait Islander design and practises. So it looks at how designers evolve culturally appropriate design practises. And the third Area of Study focuses on designing interactive experiences. So you'll notice in Unit 1, there is a focus on environmental design and object design. And this one is focusing on interactive experiences and user experiences as well as communication design. So, importantly too, there is a glossary of command terms that the VCAA uses now across all study designs and examinations.

So, there is a link on the page there to the glossary terms. I suggest you go through those terms and highlight the ones that are used in the visual communication study design and their definition to understand how those Key Knowledge and Key Skills are to be taught and introduced to your students and what the level of requirement in terms of work and designing tasks is from your students. So there are words like analyse, apply, describe, discuss, interpret, develop. And it's really important you have a look at those. So I'm just going to hand it to Mini at the moment, and she's just going to talk about the overview of these three Areas of Study and the content and how much time it takes for each of those. Thanks, Mini.

**Mini Goss** - Thanks, Kathy. I think it's really important to plan this before you look at the individual Areas of Study. Term 3, 10 weeks, roughly. Term 4, look at your timetable. For us, it's about six weeks or less in Term 4. And we don't really have, we sometimes have one week in Term 3, Term 2 as head start. So it's not a lot of time. So in the breakdown here, I've given it 16 weeks, but it could be less. So I took the approach of trying to have something, that you could carry through the all three study areas. So you'll see in my three approaches that there is one group of users that the students initially research and survey and one sort of theme that runs through it. Back to you, Kathy.

**Kathryn** **Hendy-Ekers** - Thanks, Mini. So you can see the content here, and this has come directly from the Support material for teachers. So you will see this in the Support material, but it's just a list of the content of each Area of Study that you would, and probably when you're starting your planning, what you could introduce to your students. So take your time to have a look at this slide.

So moving into the first Area of Study, which is Unit 2, you can see the outcome here is on completion of this unit, the student should be able to present an environmental design solution that draws inspiration from its context and a chosen design style. So, naturally, most students have already gone through Unit 1. So they do have an idea of the design process and how, what design solutions are. So it is focusing on environmental design. So you will see the Key Knowledge here has things like environmental design problems, the factors that impact environmental design, the function of design elements and principles, the two-dimensional drawing methods to visualise design ideas and concepts. And they list them there.

And then methods for representing three-dimensional spaces and structures and effective design solutions to meet the requirement of a brief. Also, the technical conventions used in documentation drawings of environmental design projects. So that just briefly brings me to the technical drawing specifications, which are already in existence on the VCAA website. They do need a bit of updating to include technical flats, but at the moment there can be still be used as a support material when you're developing your course for 2024. So, particularly with the Key Skills, you'll see that they map against the Key Knowledge.

So we then look at the words in the Command words we use. So the words like apply, draw inspiration, and respond to an environmental design brief, respond to contextual factors, consider environment, economic, technological, cultural, environmental, and social factors that impact, select and use a range of appropriate manual and digital. So you'll see throughout the outcomes across the study, it will tell you whether you need to use digital or manual or both in your design tasks. Of course there's annotation. And then the students need to present a resolution of effective design solutions.

So from the teaching and learning activities, just take your time to read through these screens. We're not going to go through them in a lot of detail because they are unpacked in the Support material, but they might give you some ideas for developing a course of your own. So we have, for example, a plan for a local park and what you could do in developing a design based on an existing park and a playground for children. There's an urban planning task. There's an exhibition design task that you might want to have a look at that does go through in a little bit of detail.

We've also got an architecture task. So these are all teaching and learning examples that appear in the Support material. So we are going to go through a detailed example in just a moment. There's another one for site analysis and future planning. So looking at a vacant building or a local commercial zone. So you'll see that a lot of the material we present in the Support material is really giving you a range of examples that you can use that are most suitable for your students. So I'm going to hand it back to Mini who's going to talk through this detailed example here for Unit 1, Area of Study 1.

**Mini Goss** - Thanks again, Kathy. So as I said, developing a consistent theme I think makes it easy for the students and it saves time. So I adapted one of those suggestions from the Support material, which I'll read out in a minute. But they basically were, they were creating an environmental design for a school, for an area in the school, and then they were developing an iconography for that school area, and then a digital platform, as I said before. So, if we can go to the next slide, I'll explain all that.

So the environmental, the challenge was the problem that they were going to look at one of our least appealing areas in the school. So a few people have said to me too, when you are looking at this, "Well, you don't write the brief till sort of further on, you're doing your research. So how do you take control of that?" You can still give the students parameters. It's not like you say you go and talk to people and just find out what they want and it can be anything. So I have given my students that sort of the parameters of, here's the area that you are designing for, but it's up to you to question the stakeholders and ask them what their need is for that particular area. So it's designed and built in the 1970s. It really needs redeveloping. They're required to create an environmental design solution for this space, as I said, in response to feedback from the stakeholders. Next slide, please, Kathy.

So I divided them up into groups for the first task, which is the discover stage of the design process. And I have 25 students, so it's a large class. And so I thought rather than everybody reinventing the wheel to save some time and give some experience in working in groups, I put them into groups and they undertook primary and secondary research. And the second part of this was that they, in the Define stage, they developed an understanding of the context in which the original structure was designed, the 1970s, what was happening in the 1970s. I did contact the local heritage society. They didn't have much information, but that's probably a really good idea in your area. But we found some old plans from the school, which were the kids really loved, was really interesting. And then they're going to research a contemporary Australian architect for inspiration. And then in the Develop and Deliver stage, they're going to generate imaginative ideas. They're going to critically evaluate, refine, and then resolve a concept finally.

**Kathryn** **Hendy-Ekers** - So as Mini said, they are covering, and you can see on the screen here, we've got the design process sort of shaded out with a relative area. So we are looking at the first stage, which is the Discover phase of the Double diamond design process, which the Visual Communication Design process is based on. So you can see the diagram is in the study design, and it has been designed specifically for VCE Visual Communication Design. So, in terms of design thinking, the students are using, at this stage of the design process, divergent thinking, which is that open-minded, curious research and students gathering information and data to be using to solve their problem that's been given to them in very creative and unexpected ways. So back to you, Mini.

**Mini Goss** - Thanks, Kathy. So they're going to present the research in their folios and an independently written brief by the end of this stage of the design process. And just again, that note that we've always started with a brief. So this is the, one of the big differences in the new study design is that you have this research, you have to collect information before you actually write that brief. But again, you can give the students some structure. Students start with an, we've just talked about the Discover phase, they start with an open mind.

So, again, it's really important to encourage the students to say, you know, you're going to do all this research, you're going to keep an open mind. You know, you have those students who say, "I know what I'm doing," and you have to go, "No, no, no, you don't," you know. Put that aside. You're going to look at a whole wide range of information and then generate a range of ideas. So they're gathering insights. They're applying research methods to their insights, exploring stakeholder needs, perspective experiences. Again, suspending judgement , open mind.

**Kathryn** **Hendy-Ekers** - Thank you.

**Mini Goss** - So the first task, they're going to identify their design problem. They're going to undertake research to establish a design need for the location that I've given them. And I also, just to note on that, I've kept the, one of the reasons I've given them that location in the school is because it's really accessible. So depending on where you are, you might be in the inner city or have some interesting areas close by. But for us, there's not a lot of interesting things or spaces around us. And it's a really busy time and it would've been a struggle to get an excursion for the day. So I felt like this was really easy. It's a location they know and they can revisit time and time again. So in response to their research, a brief is going to be written.

So using a human-centered approach, students are divided into three groups to work collaboratively to investigate the research and the needs of the stakeholders. They're going to collect sources of inspiration with both primary and secondary research. So as I said, I have 25 students and I did this with them last week. And I can say that I didn't do it as well as I could. What I would say if you are doing this is make sure you sit the groups down first and get them to talk in their groups and work at their roles. They were so keen. They all went out and then some were kind of lost. They didn't really know what they're doing. So my colleague actually did do the sensible thing and sit them down.

So the first group is the primary research group, and they went out and they documented the space. They took photos. They measured areas. And they also, I got them to make sure they're looking not just inwards at the space, but they're documenting what you can see, because, of course, the surrounding environment's really important to take into consideration. That second group, secondary research, they got an aerial map through Google Earth. If you have a drone, you could use a drone. That'd be really fun.

And they looked at the direction of the sun in relation to the building and also the wind direction. It's a real wind tunnel, that area. So that group documented that. And the last group, a primary research, again, they observed how students utilise the space. So they went out at research and lunchtime, and they also, most importantly, they surveyed students. So they did that through, they sent messages out on Microsoft Teams or they devised a questionnaire on Microsoft Teams. They went round to classrooms and asked students what they would like to see that area used for, what we were lacking in the school. So that's the really important part. That's the, to me, that's the main human-centered approach in that before you decide what the problem is, you are actually going out to ask the users, the stakeholders, what they think the problem is. Thanks, Kathy.

All right, so the primary research group, as I've said, they documented the area. They took photos. They wrote little notes. They did a bit of a summary about the area. One of those pages is looking inwards. And one of those pages is looking at the view outwards. Next please, Kathy. Then the other second group, they sketched out the area and they had the information from Google Earth. And I will say that all of this was presented on, so that was on an A3 page that every student could then access from Microsoft Teams. We use Microsoft Teams. And they can then print that out and put that in their folio. So that was a criteria too, that this was information to be shared with the whole class. Next slide.

That was also part of the group, the second group, with the aerial view measuring the space. And they did a digital version of the, just looking at the existing building, which is in front of the site, but you could equally draw this up by hand, manually. Thanks. And then they collated their research when they've spoken to all the students or got their feedback from their surveys. And they asked two question. 'What spaces are lacking in the school?' And, 'What sort of activities could the spaces be used for?' So they wanted a little bit more of an explanation too, not just, say, "library." So, as I said, they collated their research on a shared platform. You could do it any way that your school has that, you know, whatever PowerPoints, OneNote, Google Classroom.

**Kathryn** **Hendy-Ekers** - So this is the second phase of the Visual Communication Design process. So we're going into the Define stage, which is that second stage. So that's where the students start to use convergent thinking. So this is where they get all that information they've collated and start to really think analytically, critically, and reflectively. And thinking too, you can think about some strategies you will use. So there's not one-style-fits-all students, but there is a range of strategies out there. And you might even think up some yourself that really suit your students. So it's the students really summarising, categorising and synthesising that information in order to clarify, reframe, and resolve the problem. So back to you, Mini.

**Mini Goss** - Thank you. So again, they're going to synthesise, review, and categorise the information collected. Primarily, for us, that was the feedback from the students and the site visit. They would take that in consideration, but that comes into play a bit later on when they're actually looking at their design for the, actually thinking about their design. So at this stage, the really important information is, for this task, is the feedback from the students. And so if you go to the next slide. Thanks, Kathy.

I think it's there. Oh, they're writing a brief. First of all, with the information, so they collated that list. They looked at all the suggestions for the spaces that we were lacking in the school. So there was a library. There was a club centre. So we have a lot of clubs that various clubs could use. There was either one centre that all clubs could use or they chose specific clubs. The thing that was really popular with the senior centre, because we don't have a senior centre or even a senior common room, we've grown so fast, we've kind of run out of space. And there were also, what was quite popular was landscape design too, as an open area for the school. So that surprised me that quite a lot of students chose that. So then I put, I filled in some of the categories of the brief, the main ones.

So the design need they described, the client was consistent, so that's one that I gave them. The user was pretty consistent given that they were all students in the school. But if students were designing for a more specific group, like the senior school students, they adapted that. The purpose they filled out, the context was the same, the constraints they filled out, and the presentation format I also set for them. Okay, so the second part of this task is more research, the secondary research. And this is looking at the building, the existing building that's there or the existing context. So this is where we come into looking at historical context.

So they're investigating when the building was designed, the current buildings in the area, and the one that the space abuts. They're looking at the original purpose in the space, the social, cultural, environmental factors that could have influenced the design of the school. And what were some of the leading design trends in environmental design at the time. So to give them a bit of structure, I created a template where I've asked them when the school was designed. I put all those categories basically into a table that they have to fill out. But you can present that sort of information any way you like. They could present a PowerPoint, a written, like more of an essay format, I guess, or a report or a visual presentation, a recording.

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

**Mini Goss** - One thing I thought is too with that is that they could interview teachers or students that were around at the time as well, would be a really nice thing to do. Okay, so then the third task of this again is research. Research for inspiration, as we would've called it, used it in the past. So they need to research a contemporary Australian architect. I want them to include a range of images of their designs, identify specific design features associated with that style, where possible visit and photograph the buildings if they can. Not always easy, but annotate and outline how the style of the buildings reflect contextual factors. So economic, technological, cultural, environmental, and social influences. And they use design technology to exploit, terminology to explain design decisions made with each building, maybe in response to materials used, the form of the design, and any other factors.

So I gave them, there is these, the Good Design Awards are a good starting point for architects, the Australian Institute of Architects National Architecture Award Gallery and Architecture AU awards. I've also given them a list of Australian architects on our shared platform just recently. And it did occur to me that if you do have a large group, going back to that first task where I divided the kids up into groups, and I think I had too many in my group, that another group could be compiling a list of architects ready for this task. So there's a fourth idea for you. Next, please.

So there's my list of Australian architects I've added to it since. Austin Maynard is an example that I gave the students. So again, I created a template. Sorry, going onto the next one, Kathy. I've created the template where there's space for a photo. They only need to do one building by that architect at this stage, or sorry, present image of one building. And then they're going to cover each of the criteria that was listed before. And if you zoom in, I have to put my glasses on, it's got the name of the architect, title of the design, when it was designed, constructed where it is. And then they have to identify specific design features associated with the designer's style, describe how the style of the buildings reflect the following contextual factors.

So again, they're looking at economic, technological, cultural, environmental, and social influences. And his website was terrific because he spoke so much about all of those things. So again, when you're choosing architects to recommend to the students, I think it's really good that you have a quick look through their websites to make sure that there's enough information there that will cover those contexts. And again, if students are choosing their own, I had a student ask if they could do their cousin's architectural firm. And as long as there is that information on the website, I said that was fine. Next please, Kathy.

And then they were asked to do more. Oh, this is actually an example, on the left, is one where the student had researched more images of that architect from the architect. So not just the one picture. They're going to be using a whole lot of images from that architect for inspiration. And on the right hand side was a little bit more about the context of the 1970s. So that's the two pages that that student produced. Next one please.

And then using that architect style to generate ideas, which is the next stage. I've got a couple of examples. So there's one I would actually have suggested that the student have more images of that. This is an architect who's not on the list, but it's a Japanese Australian architect who has an amazing form and different shapes and curves. So the name, if you zoom in there, the name is on there. So again, in similar way to we've always done, we're connecting that research with generation of ideas. I love to do it on the same page so that you really ensure that the student is using that research effectively. Next, please, Kathy.

I think I've got another example. So there's a different example where there's a lot of images from Austin Maynard. There's annotations on the page that cover some of those issues we talked or features we talked about before. And the students starting to sketch out some ideas on that page as well. And then once the students have decided what their space was going to be used for, so in this, the examples that are coming along is a senior centre. The students went back again and asked, what is it that you would like to see in that space? What do you want to see in a senior centre? So there again, we're using that human-centered approach again. Thanks, Kathy.

**Kathryn** **Hendy-Ekers** - Okay, so then we go on to the third phase of the Visual Communication Design process, which is the Develop stage. So we go back to using divergent thinking, which is a little bit of what Mini was talking about before, where they're looking again at their primary and secondary research and looking at really evolving their design ideas through. So again, it's using divergent thinking in contrast to the convergent thinking, which was used in the previous phase. So there we are, Mini. So, yes.

**Mini Goss** - Well, and you'll notice in the previous slides that some of those already, the students had already started to generate some ideas. So just because I always say get those ideas down because when it comes to next week when we move into the next phase of the design process, you might have forgotten those. So it's not just a, you know, you can't say, don't come up with any ideas yet. So I just wanted to emphasise that. So in this section of the design process, they're going to do visualisation drawings as they always have. They're going to explore a range of methods, media, and material, including quick simple 3D techniques you could use, twisted and folded paper, wooden blocks, wire, plasticine, anything that you can create forms with. They're going to annotate. And then they're finally, they're going to create 3D, sorry, presentation drawings, floor plans, elevation perspective, planometric, a 3D model, and resources, you can use the technical drawing resources, which are fantastic.

So here's an example of not just using the architectures an inspiration that is one page of inspiration at least, but they're also looking at features around the school. So we have a saying yes is the default that's really strong in our school that yes, you can do, you know, whatever you say you want to do within reason. And so the students looked at a lot, we have a very inclusive environment. So they've looked at using the shape of rainbows, the things that will relate to senior centre, it's got, could have a great view. So they've looked at clouds. We're close to the Yarra river. They've looked at using water as inspiration as well as in some of the areas they've used John Maynard's inspiration as well.

Yeah, they can, what I just wanted to say about that is that they can develop a lot of ideas as well that aren't necessarily just related to that architect. So they're using convergent thinking to evaluate the concepts. In this case, we've used a PMI. I have with my PMI, I just usually put, oh no, it's not here. I always put actions at the last bit. And I find that it helps students to actually write what they would do next if they were to choose that concept. But in this case, it was a PMI that they gave to other students to get feedback. So, or in the form of a rough PMI. So they've given it to their cohort and they've said, "All right, give me some positives and interesting facts about this building or your response and some negatives as well." So again, getting that user, that design thinking user experience in there as well. Stakeholder survey.

In response to the Maynard, something that's quite common in John Maynard's work or the company's Austin Maynard Architects, John Maynard. The use of a traditional shape of houses. So the student asked all the senior students to draw their images or their view of houses. So they collected a whole lot of drawings, which was a really nice little addition to it. And they were referred to when generating ideas. So you can see here now a lot of my students have a little bit of a problem when we go onto what was in the old days 'Develop.' And I often use SCAMPER to get them, because they might go, "Here's my drawing, I'll just draw it in more detail." So I'm using SCAMPER to get them to think, you know, a bit more imaginatively out of the box, more interesting ideas. But all of these are based on that kind of use of the house shape.

**Kathryn** **Hendy-Ekers** - Thanks.

**Mini Goss** - Feedback from stakeholders. Again, in response to inspiration and using human-centered approach, that feedback, more research was undertaken and more ideas were generated. So, in this case, sticking with that idea of houses, photographing the local homes in the area and just looking at different roof lines and then generating ideas from that. Now, we get into methods, media, and material rather than just drawing.

And I think it's very easy to get into, especially in environmental design, you are working with objects that are 3D or you're working with a design that ultimately is 3D, but students get bogged down with working on paper. So really encouraging them to use, like we said earlier, use plasticine or blocks or in this case, so easy to just use folded paper. So looking at how they've got the series of shapes, looking at how they can overlap those shapes. And again, developing that concept from there. And now starting to think about floor plans.

**Kathryn** **Hendy-Ekers** - So again, we go into this final stage of the Visual Communication Design process, which is the Deliver phase. So again, in terms of design thinking, we go back to using convergent thinking. So the examples Mini will talk through in a moment is looking at the students really critically evaluating their ideas, refining them, testing them, and evaluating those concepts to get to the process of their final features and their final presentations. So just want to talk about the presentation drawings here, Mini?

**Mini Goss** - Yes, so they're combining methods, media and materials, and selected design elements and principles in order to resolve that, the final features and details. They're going to choose appropriate formats to communicate and present that finished design solution to the client for approval. So presentation drawings, as we said before, floor plans, elevations, perspective, planometric, 3D. Resources. Again, use the technical drawing resource. We are really lucky that we have access to Adobe, the Adobe Suite. So our students tend to work with that, but sometimes they haven't had a lot of experience with that. So it can be a little bit challenging. And then students will also, we often in our school, not everybody's devices will run the Adobe software. So I think it's, you just have to be flexible with the digital programmes and how they create their final presentation. Thanks, Kathy.

So model, lightweight cardboard, pretty simple model. Just really trying out this, got a bit carried away and is more overly detailed than I think I would like. At this stage they're still exploring the finer details, so I would've created a simpler one. But this again could be the final presentation quality I think that they're refining, sketching out the floor plans by hand manually, and then leading up to the digital floor plans, reflecting, showing, again, getting some feedback from stakeholders. Could be a small group that look at it and give, you know, their thoughts, their feedback, but incorporating that into their refinements too. Again, the good thing about having something that is school focused and your target audience, so your users are right there, is that you can do that quickly and easily. So yeah, technical floor plans and digital floor plans and elevations.

**Kathryn** **Hendy-Ekers** - Thanks. So the assessment for Outcome 1, as Mini explained, is a folio of work demonstrating those stages of the VCD design process. So this statement comes directly from the study design. So as Mini's explained, you can really develop the task. Mini's given you a great example there to follow. So it is an environmental design solution, drawing inspiration from its context and a chosen design style.

So moving on to Unit 2, Area of Study 2. The outcome is on completion of this unit, the student should be able to apply culturally appropriate design practises and an understanding of the designer's ethical and legal responsibilities when designing personal iconography. So the things the students are looking at in this particular Area of Study is ethical and legal responsibilities impacting the work of the designer, such as issues of ownership in an intellectual property, protocols for the creation and commercial use of Indigenous knowledge in design, including representations of Aboriginal and Torres Strait Islander culture, culturally appropriate design practises for the creation of personal iconography, characteristics and functions of design elements and principles, methods and processes used to generate and present original design solutions, and that terminology used to discuss and evaluate culturally appropriate design practises and solutions.

Now I know that this particular Area of Study is one that everyone is really looking to focus on and get lots of resources. So I know Mini has some great examples here. So going through the Key Skills, so the students need to describe those ethical and legal responsibilities, describe and apply culturally appropriate design practises, analyse the work and practises of Aboriginal and Torres Strait Islander designers, select and use a range of appropriate manual and digital methods, media, materials, and design elements and principles to develop personal iconography, use divergent and convergent thinking strategies to generate ideas and resolve design solutions and use that terminology aligned with culturally appropriate design practise.

So again, in the Support material, we'll see there are some really great examples. And so here on the screen, we have some five steps that students could go through in an activity, working in a groups reviewing these five steps. So you might, with these teaching and learning activities, just take some time to read through them on the screen. We're not going to go into them in a lot of detail. It might be good to introduce students to the Australian Indigenous Design Charter. So when you click on these blue links, it'll take you directly to those websites in the copy of the presentation you'll receive online with this recording. The Protocols for using First Nations Cultural and Intellectual Property in the Arts, which will be great resources for you.

So there, again, there are four questions that the students could address as part of the Area of Study. There's some examples there, looking at Indigenous designers, two designers there with some links to resources of what you can do. Again, two more examples about a message stick and also developing a database. There's another one here looking at creating an Instagram flat account and looking at a particular American designer and how she developed typeface, particularly with the conventions of communication design.

Another couple of examples. So we've got lots of examples there. We thought we'd put them in the presentation so you can read them as you're going through this. But again, they are available in the Support material. There's this one here, which is looking at the history of playing card icons and how you could use them to develop a moving gif. And then leading up to our detailed example, which Mini's going to talk through. Thanks, Mini.

**Mini Goss** - That's all right. So basically there are two tasks. There's a research task. Students will develop their understanding of culturally appropriate design practises and the designer's ethical and legal responsibilities when designing personal iconography. So that's where you see there are some great examples or suggestions in the Support material. So I really recommend that you use that. I was inspired by one, which was Marcus Lee's work with, I think it was basketball singlets, can I call them singlets? And so I thought it was something that students could really relate to was sporting imagery and iconography.

So that's something that I've followed through is that they, an example for them to look at. The second task is the actual design task where they will be applying or designing and applying an iconography for, and this is where that connection comes through. So the example given the one focused on the last one was the senior school centre, the environmental design. So therefore the student is going to develop some iconography for senior school students. And the idea is that they're creating a sense of community and identity for the senior students. So do you want to go to the next one, please, Kathy?

So they're going to start with an open mind, again, divergent thinking. They're in the discovery phase of the design process. They're gathering insights again. They're applying research methods. They're exploring stakeholder needs, perspectives, experiences. Suspending judgement, and keeping an open mind.

**Kathryn** **Hendy-Ekers** - Again, going back to the Visual Communication Design process, we're back to the Discover phase where the students are using that divergent thinking. So they're gathering, researching, gathering insights, exploring the stakeholder's needs, perspectives and experiences to really gather through that information. So moving on, Mini.

**Mini Goss** - Yes. So detailed example. As I said before, class discussion. They're going to examine the collaboration between the North Melbourne football team and Wemba-Wemba and the other Indigenous artists there. And they're going to describe the collaboration, who's involved and what has been designed. They're going to look at the cultural context that have influenced the project, the design, the values, the beliefs, the traditions, historical, social context have been considered. I think I have put the link in for this article. So the students are going to choose one design and they're going to analyse that or apply all these questions to that.

I did create, again, I created a template for them. This article also to, just thinking about, there was a lot of information that I answered those questions. So just reading through the things before you recommend them, probably telling you what you already know. But just make sure that the students can answer those questions from the resources you give them. They've got to describe how the symbols/imagery have been included to create meaning. And again, this article has a lot of, explains that and how the design appeals to and has been made understandable to the end user.

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

**Mini Goss**- So they created the second part that was a group task. That was a group discussion. I gave them one example. And then they do their individual written research task, basically covering similar criteria. Next one.

**Kathryn** **Hendy-Ekers** - So here's this link of resources that you can use.

**Mini Goss** - So, and there's many more, but they're the ones that I found. I also, since I've been thinking about MECCA, the cosmetics company, they've done a lot of Indigenous resources, collaborations, but they don't have the resources yet for that you could probably find for all of this. And also, Gorman clothing have done a lot of collaborations as well. So there's plenty more out there.

**Kathryn** **Hendy-Ekers** - Thanks.

**Mini Goss** - And then the design task: students will apply culturally appropriate design practises to create iconography connected to their environmental design. It doesn't have to be. This is just my example. So connected to the one they created in Outcome 1. Next please, Kathy. So in the Define and Develop example, they researched, they generated ideas, and then final resolution was to undertaken in Area Study 1. So, the research undertaken in Area Study 1 was used as well in this because it's that connection with the senior centre. And then they used the site visit as well. They used the Define and Develop stages of the design process. They've run parallel to each other. Students responded to their research and developed ideas, sometimes on the same page. And as I said in Outcome 1, that I think it just means that they're using their research more effectively if they're generating ideas on the same page. And you'll see that in the next slides.

**Kathryn** **Hendy-Ekers -** Okay, so again, we're going on to the Develop stage, back to divergent thinking where the students are responding to that primary and secondary research to generate some really different ideas on ways of solving the design problem. So you'll see, and as Mini have spoken through, she's spoken through a lot of examples at this point in time of how the students have connected that original research they've done to the development of their design ideas and concepts.

**Mini Goss** - So the brief was to complete an iconography for their design in Outcome 1, and they write, again, they will be given some of the sections of the brief filled out and they will fill some of the ones. And I've adapted the brief from Outcome 1 for that. Next please, Kathy. Generating ideas. That's all really familiar to us. It's in Outcome 1. What was called 'Communication design', but now it's called 'Messages.' So just remember that too. It's very hard to change that language. So again, a range of ideas for iconography relating to the school. They used some, in some parts, they used their, adapted their research from Outcome 1, generation of ideas from Outcome 1. Next please, Kathy.

We also did a site visit. So we went down to the local area to the river, which has a long Indigenous history. We do have a local historian in the area who wasn't able to come at that time, but he's spoken to the kids before about that particular area of the river. So documented the site. It was close to school. The kids have also generated ideas on the same page. So anybody that you can use particularly for the Indigenous aspect of it in your area, it's really worthwhile contacting the local and Indigenous groups. They're very generous with their time, the groups, and coming out and talking to students.

**Kathryn** **Hendy-Ekers** - Ideas were also generated using the shapes and form of their environmental design.

**Mini Goss** - So we go again to the third stage of the Visual Communication Design process, which is the Develop stage. So this is where the students are using divergent thinking to really broaden their ideas and develop those concepts. So from the initial generation of ideas, we're moving on to more developed concepts, combining ideas and really thinking about using materials, and methods, and media, working through with that different forms of design thinking. So Mini, this is about the presentation drawings, so.

**Kathryn** **Hendy-Ekers** - And one thing I want to say again is that you'll see that my generation of ideas examples were in the previous, so they probably should have been in this section. But because they're on the same page, I showed them in the previous section. So just because it was sort of, I guess it looks very separate, the new study design, but it isn't. Again, it's that flow backwards and forwards. So presentation drawings, exploring methods, media, and materials, combining methods, media, material with selected design elements and principles in order to resolve final features and details. You're going to choose appropriate formats to communicate and present the finished design solutions for client approval. Digital methods, again, this is the same as is in Outcome 1 as well.

**Mini Goss** - So there is a list of different ideas for programmes you can use there. So some of these programmes are free licences. So we're not mandating that you use these programmes, but they do provide you with some ideas moving forward. And I'm sure lots of teachers have different approaches for different digital methods they can use.

**Kathryn** **Hendy-Ekers** - So this is moving through the Develop stage, the development of concepts.

**Mini Goss** - One concept has been chosen that really does reflect. You can see the shape of the environmental design from Outcome 1. They've explored a range of digital and manual methods. There's even potato stamps on one of them with marker, lino and then digital. Annotations have been used to describe and evaluate the use of methods, media, and materials and design elements and principles. After critically evaluating concepts, feedback from the users, a solution was selected and refined. A range of typefaces were explored, considered and evaluated.

**Kathryn** **Hendy-Ekers** - So finally to the Deliver stage of the Double diamond, the Visual Communication Design process, again moving back to the convergent thinking. So students were really reflecting critically on their design ideas. And you've got some text here, Mini, that you might be giving some advice about developing design criteria. So, do you want to just speak through that?

**Mini Goss** - Sure. So they're using convergent thinking. They're starting to go back again to reflect critically on their ideas. They're looking back at the brief, they're getting feedback and to select and refine those ideas with the most potential. They're trialling it again. It's that trialling, getting feedback, that comes, there's much more of an emphasis on that throughout the whole design process. The combining methods, media, and materials, and refining that with design elements, as I've said before, in order to resolve their final features and designs. And they're choosing an appropriate format to communicate and present their finished design solution to the client for approval. So the final design solution presented whatever way you like.

This was just a presentation on an A3 page of the logo or iconography. And the students, we love giving them t-shirts. So we just get really cheek t-shirts. We've got a printer that can print on. So the kids really love a takeaway and then turning that into a sort of promotional image that they could submit to their client. I also thought that had the student finished the environmental design of a presentation, just ran out of time. But that logo could also be applied somehow on an image of the building as well.

**Kathryn** **Hendy-Ekers** - So the assessment for Unit 2 Outcome 2 is, from the study design, is that investigation of culturally appropriate designs practises including representation of Aboriginal and Torres Strait are the knowledge presented in one of the following formats. So you can see how Mini has talked through how she and her students had researched a culturally appropriate design practises of Aboriginal and Torres Strait Islander artists and sort of used that knowledge to develop their own design exercises. So as you can see, the research component looking at the Aboriginal and Torres Strait Islander knowledge can be done as an extended written response, a short answer responses with visual references of annotated visual report or a presentation online such as an interactive website or an oral presentation. And then you've got the creation of personal iconography in a range of design exercises. So Mini has spoken through those design exercises there.

Okay, we're moving on to Area of Study 3 now. So in Area Study 3, the students complete or should be able to apply the Visual Communication Design process to design the interface for a digital product, environment or service. So this is the outcome associated with user experience and interaction design. So the students are looking at the collaborative practises of those designers, the aesthetic considerations and conceptions of good design relevant to interactive design experiences, sorry, interactive experiences. The diverse users of, sorry, the diverse needs of users when interacting with devices, systems, and services.

The role of the brief in guiding the development of those solutions and the application of the VCD design process relevant to user experiences and the interaction design projects. So you can see that each of the area of the Study do use the Visual Communication Design process, but in reference to their particular field of design or field of design practise. So also looking at the human-centred research methods to identify those problems and understand stakeholders and the use of methods, media, and materials to visualise, test, and present those design solutions. And of course, appropriate design terminology. So again, the Key Skills mapped against the Key Knowledge. So you've got things like identify and research, document an interaction design need, apply stages of the VCD design process, select and use manual and digital methods, present design concepts for critique, and deliver and respond to feedback, annotate design ideas and concepts using appropriate design terminology to explain and evaluate.

So again, have a look at the command terms that are published on the VCAA website so you understand how those terms work in the context of Visual Communication Design. Test and evaluate the usability and suitability of design concepts, and select suitable static formats. So we're very particular, in this particular Area of Study, we don't need you to really understand the algorithms or the backend technology for a user interface. We are looking at that static user interface and Mini will talk about that in a detailed example in a moment. So again, the teaching and learning activities from the Support material. We're not going to run through these in details, but do have a look at them on the screen because there may be ideas that you might want to use.

So looking at a map or a diagram visualising how designers from different fields of practise do develop an interactive experience, and identifying the brief or a collection of interaction design examples that the students could research. Looking at two websites or digital apps or looking at brands or services that do interact with users, customers, or audiences. Again, here's a really great example of looking at an app or something that is a user experience and really analysing how that interface is used. And looking at also employing human-centered research methods to understand the chosen design problem. So you'll see the teaching and learning activities are broken down for you.

So as you can see that Mini, in this presentation, with the other outcomes, has really explained how you can use various teaching and learning activities to really develop a great unit of work for each outcome. So we've got a couple more here with user journey maps or site maps or something about digital touchpoints with questions. So might be something that is really useful for the students to use. Again, some really great examples there that you can read through. So with this detailed example, just before we go into it, again, I'll just reiterate the Visual Communication Design process where we are looking at starting off with the Discover phase.

So looking at the divergent thinking of really approaching a problem with an open mind, thinking about different ways it can be solved, and using different strategies to solve that problem. So as Mini has said, using an open mind to the problem, using that divergent thinking. So gathering those insights and applying research methods, exploring the needs of the stakeholders, particularly to that field of design practise, which is user experience, and really keeping that open mind and thinking about all the options. So Mini just want to talk through this information architecture in terms of user experience design and information architecture.

**Mini Goss** - I think it probably is an area that people are kind of going to go. I know when I first looked at it went, oh, "I don't know how to do design an app". And again, you are not designing the actual backend of it. You actually don't even have a lo-fi, means that you are just planning out the actual architectural structure of it. And then the kids are going to design the, what we would've called the graphic design, the communication design, with the images and text. So really it can just be paper cutouts on, placed on a phone or a mockup of a phone.

But the first part that AI, the information architecture that really refers to what is going on each page, or screen, sorry, and how each screen relates to each other. So if you can just do that with pencil and paper, like very, very rough mockups. Hi-fi refers to a design solution that includes colours, image or imagery, text, copy, function, and it would function as the actual product would. But again, we don't need to do that. So the first part is analysing an app. So they're going to work in groups. They're going to choose two websites or apps to compare. And what I want them to do, because again, there's that connection that they're now designing an app or this, in this case, they're designing an app that relates to their two previous designs. S

o in the example followed through is the senior centre. So the app is being designed for senior school kids at the school. So they're working in groups as their research. They're going to compare two digital apps that are aimed at young people similar to themselves. They're going to compare the actual architectural, the structure, so how it actually works, how, what pages, what screens are in the app, and how those actually you navigate, and how they're structured. And they're thinking about what the purpose of the app is and the audience and how they're using it. And the second task is that they're going to be designing an app and they're going to test that interaction between the user and look at the connection between the user and the environmental design in Outcome 1. They're going to use human-centered research methods and get a lot of feedback. Thanks, Kathy.

**Kathryn** **Hendy-Ekers** - Thanks.

**Mini Goss** - So again, I've given them a bit of a template to save time and give it some structure to compare, to give them some structure for reporting back on those two websites or apps that they're comparing. They're looking at the structure. They're looking at the user profile. They're looking at aesthetic components. And they're really looking, really important part of that structure is looking at how many steps does it take to get to that information that you would require.

**Kathryn** **Hendy-Ekers** - Thanks.

**Mini Goss** - They collect a range of visual imagery from apps for inspiration. They might collect some imagery from other forms of design as well, or even some primary research. But I would imagine by this time we have to be quite efficient. The information can be used to develop a user profile as well if they want to with both written and visual imagery. Next slide please.

So the design, the students will design a digital interface in this case to support the interaction between the user and the environmental design created in Outcome 1. I think I said this before. They're going to use human-centered design research methods. They've got to identify a need and encourage the users to engage fully with the environmental design. Sorry, this should read the app design. So detailed examples started off with a brainstorm around what the senior school students would like to see in an app, what they would think was useful.

And there were a number of students who chose senior school centres so they could work in a group to do that. The conversation was documented as a brainstorm. To assess the diverse needs of users, students surveyed the stakeholders, current year 11 and 12 students and some future senior students. And they numbered their preferred areas from one to five. And so categories included were, that they took them from the brainstorming sessions. So like a library, a kitchen, some of them said 'carpark', I think. So they really, because they couldn't include everything. So they decided that they would number things in priority and then try and include the things that were most important to the senior school students.

**Kathryn** **Hendy-Ekers** - So we move on to the next phase of the VCD design process. So it's the Define stage. So students, again, looking at that convergent thinking. So looking at the analytical, critical, and reflective thinking, moving into the next phase. So it's looking at solving, you know, that idea of how they're going to resolve that design problem and developing their brief in that section and looking at the communication need.

**Mini Goss** - Okay, so they did a bit of a, they could do a bit of a mapping exercise to identify and define the target audience and their needs. What is the outcome they wish to achieve, these some of the questions they could ask, "What do our audience need to know, feel, or do?" "What does our audience think right now or feel?" "What shifts in their thinking do we want to support?" And in this case, it was creating a sense of community and so they feel felt more connected to each other. "Who might support this shift?" "Does the desired shift present an interaction design opportunity?" In other words, "Are we going to create a screen page for that, to encourage that or solve that?" And "How might we narrow this scope or reframe the original question?" So they're just some ideas. They were actually taken from the Support material or adapted from the Support material.

So there are some, again, some really detailed examples in that too. So, they created a brief. Again, the brief was sort of bits were taken from the previous two. It was the same audience. It was a different need of course, but there was some enough similarities there. The students were already pretty familiar with their audience. It should address considerations of the diverse needs, of the users and aesthetic considerations.

**Kathryn** **Hendy-Ekers** - So moving on to the third phase, which is the Develop stage again. So where students look at that divergent thinking, so they're into their development of concepts or development of ideas. So really using some imaginative and creative strategies to resolve the design problem they've set in the brief. So here's the steps you went through, Mini.

**Mini Goss** - So they looked again at their primary and secondary research. They focused on generating a range of options for that AI. The architectural...

**Kathryn** **Hendy-Ekers** - Information architecture.

**Mini Goss** - Information architecture. Yes, yes. And again, just to reiterate that, that is just the structure of your app. They're going to design that. They're going to develop a wire frame, which again, it's another word, like if you are familiar with this, it's used in media. It's basically a storyboard. So we use that in communication design. We have done in the past. It's used in media as well. So just don't be worried. It is familiar. So it's just sketching out the basic placement of the context with shapes and indicating text.

And then the third step is exploring methods, media, material. And I'm sorry, I put hi-fi, but it's still lo-fi because it doesn't work. It's not actually functioning as a traditional app. Exploring methods, media, and material and design elements and principles in terms of colours, icons, imagery, copy, text. And throughout this, you're testing and refining in response to feedback.

**Kathryn** **Hendy-Ekers** - So here's the task here. This is, for example, is one you've got here on the right hand side of the screen, wasn't it?

**Mini Goss** - This is my analogy. So the task, they're collecting and creating the content, first of all. So they're working out what, through that survey that they did at the beginning, they're working out what it is they actually need to have in their app. And I just wanted to put in this analogy for you. An app is a bit like Formula 1 racetrack. This is for the kids too. You need to know exactly what the track is and how the drivers are going to navigate that track.

So how they're going to navigate the streets, where the sharp bends are, where the straits are, where they need to speed up, where they need to slow down, timing coordination so that the drivers can win this race. So this is a little bit like your app. You want, the way you navigate through this app should be familiar to people. So I'm hoping that analogy helped. You need to identify the user's needs and where they're going to use it and map out that flow or that track. And then you're going to be gathering feedback throughout this testing stage. So it's as simple as just sketching out some rectangles that would represent your screen and just writing underneath what each would be on each page. Just the title for each page. And working out with arrows, how those would connect to each other.

Now, by now, you're probably running out of time. I have said to the students, you need to do a home screen, a menu, and then two or three others that would come below that. So actual pages, that would be your menu would have listed. In this case, very few details. No text, no images, no colour. It's like a family tree, a hierarchy. And this is what is called a wire frame. You can use digital programmes. I've asked around a lot. I've actually had some great responses from students. But because we use Adobe, I would use Adobe XD. It's a new programme.

Again, I haven't done too much research into it, as a teacher. Yes, of course you've got to do more research and trialling yourself. But from lots of feedback, this one has been recommended to me. So next stage, once the structure of your app has been developed and you've got some feedback from it, a basic layout, you can start doing that and working out where with just simple lines, no colour yet of working out where your imagery might go.

This is a flow diagram showing how each screen would relate to each other. So testing, again, feedback from stakeholders, just even cutting out simple pieces of paper, placing them on a phone. A bit difficult if you are not allowed to have your phone at school. Maybe even cutting out some cardboard shapes to resemble a phone because it's really handy for the students to have them in their hand rather than on a sheet of paper. The success of a digital interface in real life is really heavily dependent on its function and the user being able to use it intrinsically and easily. So that's why you are seeking feedback. And remember to encourage the students to cater to a diverse range of needs as well. Again, that's that same slide, but getting feedback.

Think about the questions, work through some questions with the students rather than asking, you know, "What is it you like about it?" or "What do you think?", students should be encouraged to develop questions that really prompt useful and constructive feedback for their development. Questions like "What do you like about the idea?" "Are the functions familiar to you because you want it to be easy to use?" "Which features are most important to you or would be easy to use?" "Can you see any problems?" And "Is there any other feedback?" But again, I think it's good for the question, the students to try and develop some questions, but more open-ended questions. So as I said before, they're going to select at least three screens to develop and refine and present the homepage contents page and the three other pages. But it's totally up to you how much time, think about how much time you've got left and how many you would like your students to do.

Once the feedback is collected, it can be incorporated into the development. So they might change the order of things. How each slide leads on, sorry, screen leads onto the other. And after the basic structure of the app is developed, then you can go on to explore the methods, media, material, design elements and principles. And we get, we are into what we know is a more traditional stage of the design process or approach to design, I guess.

All right, so the students creating a page where they're looking at different possible layouts. The iconography connects to the one done in Outcome 2. So they're working with that building shape, that was the logo for their senior centre and other options presenting them in a mockup. Again, they could be cut out and presented on a phone for a student to hold in their hand and get some feedback. Next please.

**Kathryn** **Hendy-Ekers** - And also too, Mini, there's some great examples of annotation there where the student has really annotated the slides. So that covers that Key Skill of annotation.

**Mini Goss** - Yes, so looking at design elements and principles, looking at if there is any feedback from the users, incorporating that into their annotations and possible areas, possible, you know, what they could be doing to change it, how they could develop it, reflecting on their ideas.

**Kathryn** **Hendy-Ekers** - So we go into convergent thinking there. So to select that potential direction. So you've got some examples there like a PMI or a survey, 'plus, minus, and interesting', just in case people don't know the acronym, or a survey of users.

**Mini Goss** - So I don't have examples of those, but I think a lot of people have done the survey. There's examples previously and there's also a PMI. You could combine it like I did for the, I've forgotten which outcome, it was first or second, where the PMI you give to the users and ask them for, to give their feedback on the positive, minus, and interesting. So now they're starting to explore more digital methods. Again, using just, I just created a template of that oval or the rectangular shape with the curved edges and gave that to students, but they could create their own that fits their phone if they wanted to. So if they're, again, exploring methods, sorry, primarily elements and principles and connecting it to their audience and their previous designs.

**Kathryn** **Hendy-Ekers** - And it's really interesting to see how you've used digital annotations there. So the students have actually typed compared to the previous screen where it was handwritten annotation. So that's just an example of the different forms, the different parts of the process that annotations can take. And no right and wrong. Oh, we are more about annotation.

**Mini Goss** - They describe and evaluate the use of the design elements and principles, as I said, and how they relate to the function and the design, of the design, sorry, and appeal to the user. So it's gone for a kind of funky retro look that's really bright and positive to create that kind of, that would appeal to the senior school students. And in just a note too, in the iconography outcome, you could actually ask the students to design a number of icons that could be used in here. For my students, I just got them to do more like a logo, but I could actually have said, "You are designing an app and I would like you to design an icon for wellbeing, one for communicating with each other, one for a homepage, et cetera." Feedback again. Really important that you're getting feedback from users. The students could develop this themselves. I've found it's good to give them a template to do or get them in groups to create the template, just a part of saving time. And this is just the final feedback before the final refinement.

**Kathryn** **Hendy-Ekers** - And so finally, we go into that final refinement, which is the Deliver stage. So again, the students should be showing convergent thinking to really critically evaluate what they've presented. They've got feedback, really test some of those ideas, and have some features and details for the final presentation. So this is obviously something that the students presented to users, Mini.

**Mini Goss** - So it's totally up to you and how much time you have. It would be wonderful for every student to have a kind of basic moving app on their phone, but it just, at this stage, save that for next year for Unit 3/4. And, you know, you may have some really advanced digital kids who advanced digitally, but I just, just a layout on a page is fine. That is what they would present to the client and just naming each page so that it's obvious what they do. I keep saying page and I mean screen. A good idea is to get them, again, cut them out, put them on a phone and actually show how the kids could be using them or the users.

**Kathryn** **Hendy-Ekers** - And feedback from that? Yes?

**Mini Goss** - Yes. Feedback. So actually the previous page was their pre-final, that was their, what they thought was their final. They got feedback from the students and then they did a couple more final tweaks, which was the last page. So that's that and the fun final presentation of just getting back to the iconography and the overall sort of style that they created for it with the fun poster.

**Kathryn** **Hendy-Ekers** - Fantastic.

**Mini Goss** - Really it depends on the amount of time.

**Kathryn** **Hendy-Ekers** - So again, just going back to the study design, that simple, you can see that simple statement there. So all that work Mini has put into it to develop that task. So it is a folio demonstrating the stages of the Visual Communication Design design process to propose an interface for an interactive digital product, environment or service. So that's just a reference to the study design for clarification.

So that brings us to the end of the presentation. So I'd really like to thank Mini so much for her time and effort she's put into preparing some of those pages in the presentation to really unpack and explain those three Areas of Study in Unit 2. So thank you very much, Mini. And if you have any further, want any further information about Visual Communication Design moving into 2024, my details are on the screen here. So please do not hesitate to get in touch with me. And we'll see you again soon. Thank you very much.

**Mini Goss**- Thanks, Kathy.

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