Embedding career education in the Victorian Curriculum F–10

Digital Technologies, Levels 9 and 10

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

1. Identify an existing learning activity

**Curriculum area and levels:** Digital Technologies, Levels 9 and 10

**Relevant content description:** Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics [(VCDTCD051)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD051)

**Existing activity:** Meeting a design brief in response to client feedback in an iterative design cycle.

**Summary of adaptation, change, addition:** Involving areas of the school community as the clients in the design and evaluation process.

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

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher and students explore and define the term ‘user experience’ and discuss the user experience of frequently used apps and websites. These can include a mix of education, entertainment and social media platforms. | Students identify aspects of each frequently used platform that are appealing and support their continued use of the platform, and aspects that they consider too complicated, unclear or unappealing.  Students rate these aspects as to whether they are core aspects of the platform, or less integral to the platform’s primary use.  Teacher and students develop evaluation criteria for commonly used apps and websites to use for this task. |
| Students form teams to respond to a website or app design brief for a fictitious client or business. Teacher demonstrates the steps of a common journey that users may take through the app or website, such as accessing a menu to order food to be delivered, or selecting a digital movie to watch through a streaming service. | ‘Clients’ are invited from different areas of the school, such as the administration team, school council, canteen staff, maintenance and grounds staff. Student teams work as consultants with their clients to identify how an app or website could assist them in their role, such as online scheduling of room bookings through a website for an administration team or logging of maintenance tasks on an app for the maintenance team. They integrate their findings into their work in the existing activity. |
| Students design a mock website or app using a storyboard. The storyboards show static images of screens featured in the app or website, with annotations highlighting any movement or animation within or between screens. Students prepare different screen layouts and proposed movement between layouts or elements of the app or website, and evaluate the alternative layouts against criteria co-developed by teacher and students. | Students meet with their clients to demonstrate their user experience mock-ups and respond to feedback from their clients about preferred designs and animation of features.  After time to implement changes and collate client feedback into a single mock-up, students meet with their client again to present a finalised version. Teacher, clients and students evaluate the finalised app or website storyboard against the co-developed evaluation criteria. |
|  | Teacher encourages students to reflect on skills utilised or developed in this activity, and to reflect on how these might relate to roles in digital technology, and broader work contexts. Students can use this insight to develop career planning tools such as an e-portfolio, career action plan, or as a basis for building a résumé. |

Considerations when adapting the learning activity

* Teachers will need to organise a space for students to meet with the clients, and be mindful of the timing of these meetings during the school day. It may be preferable to conduct client meetings via video conferencing software.
* Teachers will need to brief the clients on the intent of the project, and for clients to arrive prepared with ideas for what they would expect from such an app or website.
* At Levels 9 and 10, explicit references to industries or roles where digital technologies are a key factor would also assist students in planning their own study and work goals, especially as it is a growth industry. Linking the insight gained in the activity to the ways in which it can be utilised in planning activities elsewhere is key to the activity’s career education benefit.

Additional resources to help when adapting the learning activity

* Career Foundry, ‘[What is User Experience (UX) Design? Everything you need to know to get started](https://careerfoundry.com/en/blog/ux-design/what-is-user-experience-ux-design-everything-you-need-to-know-to-get-started/)’

Benefits for students

Know yourself – self-development:

* Making connections to the people in different roles around them assists students to identify the many different uses that a single app or website may have. This could contribute to the development of their critical and creative thinking skills.
* Students work to deadlines and prepare information for meetings with clients in this activity. This develops the skills of time management and organisation. Their presentation and communication skills will also improve through having to negotiate with clients and present their final product effectively.

Know your world – career exploration:

* Students can develop an understanding of roles involved in creating digital systems, as well as the roles of their clients, contributing to their capacity to understand work.
* In exploring the user experience of commonly used websites/apps, and mocking up their own, students develop their ability to use information and technology effectively.

Manage your future – be proactive:

* By working with clients from the broader school community, students develop their understanding of a variety of roles. This may help them to explore the labour market.
* Experiencing and reflecting on an authentic task using digital technologies can assist students in making informed decisions about their own career opportunities.