Embedding career education in the Victorian Curriculum F–10

Digital Technologies, Levels 7 and 8

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, sub-strand and levels:** Digital Technologies, Levels 7 and 8

**Relevant content description:** Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account [(VCDTDI039)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI039)

**Existing activity:** Using a suite of software that enables teams of students to collaboratively complete multiple tasks of an extended online project.

**Summary of adaptation, change, addition:** Creating and following a project brief using digital technologies.

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 introduces extended project requiring teams to complete multiple tasks collaboratively. | Teacher introduces concept of a project brief in the context of the extended project, including how a project brief assists teams to understand the purpose of a project, tasks, key deadlines and stages of the project, and other important information. Teacher leads a brainstorming session on the types of workplaces that may use a project brief and why they are necessary.  Using Microsoft Word or similar, student teams begin their project brief, starting with the title and summary of the extended project, and a table of contents. |
| Teacher introduces students to the types of software they will use in the extended project. Teacher leads discussion about the purpose of the different software (for example, word processing, presentation tools, spreadsheets) that students will be using as their planning, presentation and project management tools. Teacher leads students through the collaboration features of the software. | Student teams create and present a short user guide detailing common tasks in their selected software for their class to use as a reference throughout the extended project. Teacher supports students to reflect on the importance of precision and correct sequencing in instructions.  Teacher assists students to incorporate the guides into their project brief, explaining that workplaces use a range of programs that team members need to become familiar with on new projects. |
| Teacher models naming conventions for school documents with multiple users and versions, such as weekly planning documents or meeting agendas. Teacher supports students to identify the need for a file naming convention.  From student suggestions, teacher and students collaboratively create an agreed class naming convention for student use throughout the extended project. | Teacher links existing discussion on naming protocols to workplaces requiring naming conventions in shared online spaces.  With teacher prompting, students explore the idea that with cloud-based services as used in the workplace, people can access files anywhere and at any time. As such, naming conventions are needed to make identifying files clear and easy.  Students incorporate their agreed naming conventions into their project briefs, with instructions on how to follow them. |
| With student input, teacher creates a set of milestones to be achieved through the extended project.  Teacher provides access to these milestones through a document stored in a network location or learning management system (LMS). | Teacher models using a shared calendar or online project management tool for student teams to set their own milestones and dates. Students include major deadlines in their project brief.  Teacher discusses how many workplaces have deadlines that may require input from many people. Students should consider the impact on the project of a missed deadline; for example, the project might be delayed, or their teammates may have to work late to make up lost time. They brainstorm strategies for ensuring deadlines for the extended project are met. |
| Extended project runs as planned. | Students share their completed briefs with the other teams at the start of the extended project. They reflect on the employability skills used in the creation of the brief, such as setting deadlines, teamwork and written communication. They consider other work settings they could use these skills in. |

Considerations when adapting the learning activity

* Teacher should explicitly guide students through appropriate cybersafety behaviour during the extended project, including safely managing the distinction between private and public information.
* Students could refer back to their project briefs through the extended project, adjusting deadlines and refining information as needed. At the end of the project, students could be prompted to consider what could have been added to/removed from the project brief to assist in the delivery of the project.

Additional resources to help when adapting the learning activity

* eSafety Commissioner, ‘[Classroom resources](http://esafety.gov.au/educators/classroom-resources)’

Benefits for students

Know yourself – self-development:

* By setting their own deadlines and strategies for meeting them, students will experience working to deadlines and shared responsibility for task completion.

Know your world – career exploration:

* By creating a project brief that encompasses skills such as establishing file-naming conventions and using online calendar software, students use software effectively.
* Students can make connections with the world of work by understanding how the skills they developed are used in a variety of workplaces.

Manage your future – be proactive:

* Students develop skills that will help them build and manage their career as they learn to use organisational and self-management skills in creating their project brief.
* As they share their project briefs with their peers and consider the use of the briefs in a variety of workplace settings, students gain insight into the world of work.