Welcome to Community Connections. The purpose of these resources is to provide you with an immersive and engaging design experience for your students that links directly to the requirements of the Design and Technologies learning area. They are intended to offer everything you need to facilitate a student-centered approach.

Through these resources, your students can engage - individually or collaboratively - in exploring their *Community Connections* through designing and creating a digital product that can be shared with others.

This resource offers a specific opportunity to explore Indigenous culture and gives guidance on how to engage with First Peoples’ design through the recently published Australian Indigenous Design Charter. Whilst the charter is not specifically targeted at schools and young people, this is a valuable chance to raise awareness of ethical protocols around First Peoples’ knowledge and creating designs connected to Indigenous culture.

You can allow your students to choose a variety of approaches to creating a digital product and content (i.e., Websites, Apps, Videos, Animations, AR/VR, etc) or modify this digital portfolio to focus on specific digital skills that connect to your current or future school curriculum.

We hope that by exploring, valuing, and sharing digital content about your students’ communities, we can continue to build stronger physical and virtual connections.

The content of the digital portfolio can be modified to suit your personal approach, year level, available resources and timeline.

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| **Design Brief** |
| * Read the design brief with the class and encourage them to note down any key information in the space provided. * The design brief outlines the opportunity, but does not offer specific solutions. Students will discover further considerations as they begin to investigate the issues themselves. * The embedded **help video** will assist students in understanding time management, training requirements and planning for failure. |
| **Design Process** |
| * Although presented in the document as linear, the design process is best when cyclical and iterative. The more time students apply themselves to each step, the more creative and innovative their solutions will be. * The embedded **help video** will assist students in understanding the overall design process before they begin. This should help to delay them from jumping to quick and easy solutions and encourage them to understand the opportunities by generating a range of possibilities that they may implement in their digital product. |
| **Investigate: Communities** |
| * Students can identify some of the different elements of their communities using the thinking map provided. * Students are introduced to the Australian Indigenous Design Charter and encouraged to discuss how the guidelines could be applied to the ethical creation of their digital product and content. * Students can then perform specific research on each element of their communities (social, geographical, cultural, historical). This may take the form of images, information, and links to external content. * Students should attempt to annotate collected research to indicate the value of what they have discovered. * The embedded **help video** will assist students in understanding the possible approaches they can undertake during the investigation stage. |
| **Investigate: Technologies** |
| * Students can use the thinking map provided to explore possibilities of creating various digital products. * The students can then explore specific technologies to understand what is possible and involved in creating the best type of digital technologies for sharing content about their communities. * This may take the form of images, information and links to external content. * Students should attempt to annotate collected research to indicate the value of what has been discovered. * The embedded **help video** will assist students in understanding the possible approaches they can undertake during the investigation stage. |
| **Investigate: Audience** |
| * Students can use the thinking map provided to explore the possibilities of audiences for their digital products. * By focusing on a specific audience, it will help to inform design choices over platform, content, aesthetics etc. * Students can investigate what their audiences might appreciate in other parts of their lives. What do they care about? How do they identify themselves? How do they connect to their communities? * The embedded **help video** will assist students in understanding the possible approaches they can undertake during the investigation stage. |
| **Generate** |
| * Students can use the spaces provided to start sketching, identifying and listing content that they will need to create for their digital product. * Students can use the spaces provided to start sketching, identifying and shaping the structure required for their digital content. * Students can use the spaces provided to start sketching, identifying and locating content required for the interface of their digital content. * The embedded **help video** will assist students in understanding the purpose and value of concept sketching and generating lots of ideas before selecting and refining their best concepts. |
| **Produce** |
| * Students can use the space provided to start planning for the creation of required content. * Students can use the space provided to prepare for the planned inclusion of First Peoples content in their digital product. * Students can use the space provided to identify any technological requirements and related training. * Students can use the space provided to create a storyboard for their digital content if helpful. * Students can use the space provided to create a timeline and identify responsibilities for actions and deliverables to help them create their digital product within the allocated time. * The embedded **help video** will help them understand how they can successfully produce their final design. |
| **Evaluate** |
| * Students can use the table provided to consider what feedback would be helpful from the viewers of their digital product. * Students can use the table provided to consider what feedback would be helpful from Indigenous viewers of their digital product. * Students can use the table provided to summarise feedback and identify any potential areas and actions for improving their digital product. * The embedded **help video** will assist to understand the value and some strategies for self and peer evaluation. |