

Tranche 1 Scoping Papers



FEEDBACK SUMMARY – (Technologies - Information Systems and Digital Technologies Levels 2-3)

RESPONSES: 3 REPRESENTING: 8 people

Strengths and Weaknesses of existing courses - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Current Info Sys 3 course has a clear focus on systems.	The replacement course should be broader than just systems for handling data.	<p>Strength:</p> <ul style="list-style-type: none"> • Clear focus on systems • Real world approach • Flexibility & choice • Current online examination design works effectively <p>Weakness:</p> <ul style="list-style-type: none"> • Low enrolment <p>Suggested ways forward:</p> <ul style="list-style-type: none"> • Content should be broader than systems for handling data 	<p>Ways Forward:</p> <ul style="list-style-type: none"> • Include all strengths identified where possible in new course design • Where not possible, consult with LAG and stakeholders and provide a rationale • Research reasons for low enrolment numbers and consider the implications for effective course design. • Ensure there is a focus on contemporary systems to broaden the content beyond handling of data.
The existing course has a real world approach where all content is directly connected to how systems are designed and implemented.	There is a lot of flexibility in what topics the students can choose and the major project provides a wonderful opportunity for students to really apply their skills and knowledge. Similarly, the end of year exam (as an online exam) really allows students to demonstrate their understandings and how well they are able to actually apply the theory.		
weakness: low enrolments in Level 3 IS&DT	None provided		

Course Rationale - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>The rationale limits possible studies largely to systems level computing and data management. A broader rationale that allows for study of human-computer interaction, web development, game design would be beneficial in a future course.</p>	<p>There is limited ability for students in the course to develop the skills and understanding to create innovative products, as mentioned in the Professional Studies focus area.</p>	<ul style="list-style-type: none"> • The rationale limits learning to systems level computing and data management and should be broader. • The rationale offers limited reference to design and creation of innovative products 	<p>Response:</p> <ul style="list-style-type: none"> • The Australian Curriculum (Digital Technologies) and Digital Projects Level 1 will provide an appropriate learning pathway but will not be mandated as a prerequisite. • The rationale enables students to create innovative products aligning with the Professional Studies focus area.
<p>I think designing a system might need more weight. We want students to understand, from a users perspective, what system requirements are and then how they can be interpreted into a working solution. Representing processes logically to then translate into a design specification is important and this also includes being able to seek information from all stakeholders to ensure the system addresses the organisational requirements. Being able to then translate this information into a functional specification so that it can be developed by software engineers or the like is a key skill that we would want students to be able to do.</p>	<p>Perhaps Project Management could also be added in as a key part of delivering a solution (doesn't have to even be technical). Understanding how to scope out a project and then put a timeframe to it so that it is delivered on time, in budget and to a specified quality (triple constraints triangle) would be beneficial.</p>	<ul style="list-style-type: none"> • Designing a system needs more prominence. • Project management should be included in the rationale. • The rationale reads as if The Australian Curriculum (Digital Technologies) and Digital Projects Level 1 are prerequisites. 	<p>Ways Forward:</p> <ul style="list-style-type: none"> • Work with a critical friend to refine the rationale and then consult with LAG. • Consider extending the rationale with the concepts suggested below where possible, (avoiding duplication with other courses): <ul style="list-style-type: none"> ○ Human-computer interaction ○ Web development ○ Game design ○ Project management ○ Design and creation of digital systems • Both courses will enable the development of project management skills using a recognised project management methodology
<p>The first paragraph appears to suggest this flows on from AC Digital Technologies and Digital Projects 1 - it might be interpreted that these are</p>	<p>The rationale should include mention that students will learn and use a recognised project management methodology</p>		

prerequisites, which would not be desirable.			
The second paragraph does not include a reference to the course involving the design and creation of an information system, which appears to be an omission. It is important that there is sufficient academic rigour, especially at Level 3 to include the development of systems, including project management.			

The course rationale is appropriate and clearly describes:

- the intended audience,
- why the chosen content is important for students and outlines the broad scope of learning to be expected
- the particular skills knowledge and understandings students will develop

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
0	2	0	1	0

Ways Forward:

- Whilst there is mixed feedback, there is majority agreement that the course rationale is appropriate.
- The additional feedback suggesting ways to improve the rationale have been addressed in the previous section of this paper.

In considering the focus areas identified in the Years 9 to 12 Curriculum Framework and this course rationale, do you believe the course is placed in the appropriate focus area?

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2	0	0	1	0

Ways Forward:

- Whilst there is mixed feedback, there is majority agreement that the course is placed in the appropriate focus area.

General Capabilities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Yes	It is unclear how intercultural understanding would be developed in such a course.	There was support for the General Capabilities identified in the scoping paper however, the place of intercultural understanding is unclear.	<p>Ways Forward:</p> <ul style="list-style-type: none"> • Develop a rationale for the place of Intercultural Understanding in the course. • Consult with LAG regarding the place of Intercultural Understanding.
Yes	I think the GC that have been identified are spot on. The course has a really broad scope and allows us to address all of these to varying degrees. I think that students who have done the course walk away with a much better understanding of how IT can be used in any industry to improve its processes and practices. As IT is global, it means we also need to ensure we are considering people from all walks of life and how IT is able to make people's lives better. I think it is a powerful course that has even greater capacity to have students learn valuable skills that can be used well beyond Year 12.		
Yes	None provided		

Cross Curriculum Priorities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
None of the 3 ACF priorities listed here would embed easily: https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/asia-and-australia-s-engagement-with-asia/	None provided	There was mixed feedback as to how the Cross-Curriculum Priorities could be embedded in the course.	Ways Forward: <ul style="list-style-type: none"> Design the course so that there is flexibility in the application of the Cross-Curriculum Priorities.
Sustainability - The way in which IT underpins organisations to make efficiencies in processes which often means a greater impact on sustainability or more accountability with regard to sustainability.	None provided		
All 3 cross curriculum priorities could potentially be included as considerations for how solution designs might need to address particular perspectives			

Core concepts, big ideas, essential learning or important considerations - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Core concepts and learning would be based around: Human Computer Interaction	None provided	Level 2 <ul style="list-style-type: none"> The new Level 2 course provides an 	Response: <ul style="list-style-type: none"> Introduction of Level 2 course to ensure appropriate pathways

<p>and UX Design - Principles and their applications.</p> <p>Data Storage and Management</p> <p>Project Management</p> <p>User Testing</p> <p>Programming (Applied, not assessed on code structure but on outcome)</p>		<p>opportunity to bridge the knowledge gap for those students who have not had Digital Technologies opportunities in Years 9 or 10.</p> <ul style="list-style-type: none"> Level 2 courses should introduce project management methodology and project-based learning Consideration should be given to having a single Level 2 course with multiple pathways 	<ul style="list-style-type: none"> Opportunities for Industry connection will be enabled in-line with Professional Studies focus area. <p>Ways Forward:</p> <ul style="list-style-type: none"> Include all core concepts, big ideas, and essential learnings identified where possible without duplicating content of other courses. <ul style="list-style-type: none"> Human Computer Interaction and UX Design - Principles and their applications. Data Storage and Management Project Management User Testing Programming (Applied, not assessed on code structure but on outcome)
<p>Major project - if this is included (and it should be) then consideration for it to be externally assessed would be important to give the project more authenticity and provide students with the incentive to deliver a working solution</p>	<p>I would like to see an online examination to continue. This model is an excellent way for students to genuinely demonstrate their understandings of the course content by applying it to a real world scenario</p>	<p>Level 3</p> <ul style="list-style-type: none"> Consider external assessment of major project Keep online exam 	<ul style="list-style-type: none"> Where not possible, consult with LAG and stakeholders and provide a rationale Name change – consultation with LAG on name change to Digital Systems as this title most suitably reflects the course content Consideration of appropriate external assessment aligning to the Professional Studies focus area Course writers to be cognisant of designing a course that has potential to address the under-participation of girls in this computing stream
<p>The respondent strongly supports the introduction of the Level 2 course. The re-design is a welcome opportunity to improve take up for girls and to underpin other courses that have ICT and design components (e.g. Art Production, Object Design).</p> <p>As Australian Curriculum Digital Technologies is only compulsory to Year 8, there are many students entering Year 11 who have not had Digital Technologies opportunities in Years 9 and 10. Therefore it is important that the Level 2 course can serve the purpose of bridging this gap.</p>	<p>Collaborations (within classes and across schools) and personalisation are important aspects of authentic projects for this course. Modularisation and core/elective content can support this.</p> <p>The respondent has some sample data from students, that supports the views expressed by several teachers, that the name of this course is highly problematic in attracting students. A name that includes the why as well as the what might be more</p>	<p>General</p> <ul style="list-style-type: none"> Opportunity to redesign to engage more girls It is important through years 9-12 that coding is a consistent feature of course design. Consider new name for course (attractive to students) Courses need strong connection to industry Courses should have core and elective content to 	<ul style="list-style-type: none"> Consideration of core and elective content during course writing The integrated policy model includes the policy position that courses will exist in the following combinations; <ul style="list-style-type: none"> Level 1 standalone courses Level 2-3 pairs of courses and selected TASC Level 2 course that have a pathway to University Connection Programs (UCP) at Level 3 Level 4 standalone courses

<p>It is particularly important to introduce project management methodology and project-based learning in the Level 2 course. Students should already have some familiarity with these when they study the Level 3 course. Years 9 and 10 Digital Technologies electives are strongly coding focussed and it is important that through Years 9 to 12, there is a sound coding stream, moving through different levels of complexity. There are many ways to achieve this and consideration should be given to the role of coding in this course</p> <p>It is recommended that consideration to having a single Level 2 course rather than separate Level 2 courses in both Computer Science and IS&DT. This single course could, as suggested, include coding and systems content and thus provide pathways into both CS and IS&DT Level 3. If this was the case, the naming would need to reflect this (ie, it would not be just be named as the Level 2 version of IS&DT)</p> <p>This course needs much stronger connection with industry than has usually been the case and TASITE hopes that its placement in the Professional Studies focus area will facilitate this.</p>	<p>appropriate eg in another context, a name change to "App development for social good" was successful. This course suits students with interests in computing or business or both.</p> <p>Comments from one cohort of students in relation to the current IS&DT Level 3 subject:</p> <ul style="list-style-type: none"> • They think the name is confusing - it stops others doing it • If they didn't do ICT subjects in Years 9/10 they wouldn't have selected ISDT as they would think they are too far behind already • The subject needs more advertising as there is nothing like it elsewhere in the curriculum • It is one of the most important, relevant and useful subjects they have completed (completing) • Most selected this as their "fun" subject with Maths, Science, English etc taking priority • Most of their friends would be interested in the course if they knew 	<p>support collaborative projects</p> <ul style="list-style-type: none"> • Suggested course content to broaden content to enable creation of innovative products <ul style="list-style-type: none"> ○ Human Computer Interaction and UX Design - Principles and their applications. ○ Data Storage and Management ○ Project Management ○ User Testing <p>Sample data from a cohort of students</p> <ul style="list-style-type: none"> • Name is confusing • No level 2 pathway • Relevant and important course • Happy with current assessment opportunities 	
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	<p>more about it.</p> <ul style="list-style-type: none">• 100% satisfied with the end of year exam, open internet/research idea. All subjects should be like this!• They are enjoying the group project aspect of the course		
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