

# Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – Digital Projects Level 1

RESPONSES: 1 REPRESENTING: 5 PEOPLE

## Course Rationale

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
5				

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
None provided.	Ways Forward: Course development to progress as planned.



## Pathways In

The pathways in are appropriate and clearly describes all relevant pathways.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	5			

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Suggestion: No particular pathway in required. The Australian Curriculum Digital Technologies is an advantage.	Response:  This course may not be the most appropriate pathway for students who have achieved successfully at The Australian Curriculum Digital Technologies band 7-8.

## Learning Outcomes

- Learning outcomes describe observable and measurable behaviours so that valid judgements can be made about whether students have achieved the learning outcomes and at what level.
- Clear learning outcomes are important because they communicate to students what they are expected to do as a result of successfully completing a course or module.

In consideration of the learning outcomes identified in this paper do they clearly describe what students will be able to do on successful completion of a course (or module of work)?

Yes	No
5	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
None provided.	Ways Forward: Course development to progress as planned.

## Course Structure

- All course structures for Tranche 1 courses are aligned to the Integrated Policy Model.
- All courses will be 150 hours in length, and divided equally into three weighted modules of 50 hours each.

Do you agree with the proposed organisation of modules identified in this paper?

Yes	No
5	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Noting that structure mirrors the Level 2 combination of 50hr courses packaged by many schools. Support for guided projects in module 2 followed by negotiated projects in module 3.	Ways Forward: Course development to progress as planned.

## Delivery Sequence

Do you agree with the course delivery sequence proposed in this paper?

Yes	No
	X

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
'No' chosen as 'not applicable' wasn't an available response.	Ways Forward:  Course delivery to be developed through consultation.

## Module Content

Please note that the descriptions of module content may vary from course to course for example:

- some *will* identify specific themes, concepts and topics to organise course content.
- some *may* enable teacher/learner choice of themes, concepts and topics.

Do you agree with the module content proposed in this this paper?

Yes	No
5	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Suggestion: develop a Level 2 Digital Projects to build on learning in Level 1 Digital projects and aligned to the 9/10 Australian Curriculum Digital Technologies descriptors/elaborations.</p> <p>Module 3 – suggested themes need reconsidering e.g. Theme 1 - could be more than programming focus - robotics and smart tech Intelligent systems/ programming applications and Theme 2 - Emerging and Future technologies?</p> <ul style="list-style-type: none"> <li>• Robotics should go under Programming rather than digital technologies</li> <li>• Smart technologies should also go under Programming</li> <li>• AI should not be in same sequence as VR/AR</li> <li>• Drone Programming - should possibly be included in programming, depending on the detailed content</li> <li>• Internet of Things is a grey area</li> <li>• Might need another name for Theme 2 - Digital Technologies not quite accurate</li> <li>• if electronics is to be included, we suggest calling it Digital Electronics - would it include things like logic circuits?</li> </ul>	<p>Response:</p> <p>Suggestions made will inform course writing in collaboration with critical friends and school sponsors during the development of the content of the course.</p>

## Relationship to Possible Future Provision

Tranche 1 courses are placed in a specific curriculum focus area, which shapes the nature of the learning and the course design. There are 5 focus areas:

- Discipline based
- Personal Futures
- Professional Studies
- Transdisciplinary
- Work-based learning

Do you agree with the suggested Focus Area for this course?

Yes	No
5	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Suggestion that Level 2 transdisciplinary course to also be developed.	Response:  Options for a Level 2 Digital Projects course to be explored in line with the parameters provided by the <i>Integrated Model for Course Design and Delivery</i> .