

# Year 9 Digital Design: VR Project

## Data and Sustainability in the Middle School

Investigating how the middle school employs sustainable practices through data collection and analysis

Identify:	Relevant stakeholders:
<ul style="list-style-type: none"> <li>• School community interest (students, teachers etc.)</li> <li>• Purpose/need</li> <li>• Current implementation</li> <li>• Areas of concern</li> <li>• Future focus</li> </ul>	<ul style="list-style-type: none"> <li>• MS Enviro Action Team</li> <li>• Grounds and Maintenance Department</li> <li>• School Management and Administration</li> <li>• Design and Technologies staff</li> </ul>

Term 1				
Week	Tasks	Description	Outcome	ACARA Content Descriptors DT & D&T
1-4	Knowledge and Understanding: Data Investigation: Sustainability	General research into <ul style="list-style-type: none"> <li>• Data - collection, analysis and presentation</li> <li>• Biometric Data</li> <li>• Sustainability - identifying sustainable practises and implications</li> </ul> Planning VR project in VRTY, adding a scene, adding content markers	Document template populated “Room” scene in VRTY to demonstrate learning <i>Individual task</i> Biometric Data Research Assignment <i>Individual task</i>	<a href="#">(ACTDEK040-Scoutle )</a> <a href="#">(ACTDEK041-Scoutle )</a>
5	Investigating and Defining	Look into data presentations and VR projects to inform a design brief. Key areas of Sustainability (water, energy, waste, green space etc.) identified. Design-led thinking/think-tank class exercise	Sustainability Mapping <i>Group task</i> Mind map, Design Constraints table,	<a href="#">(ACTDIP038-Scoutle )</a> <a href="#">(ACTDEP048-</a>

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			<i>Class - Group task</i>	Scoutle )
6-8	Generating and Designing	Project plan generated with surveys for data collection established. Mapping in VRTY project plan interface.	Tour of Sydney, VR Skills development <i>Individual Task</i> Flow chart, collection list, form/surveys generation, VR tour storyboard <i>Group task</i>	(ACTDIP039-Scoutle ) (ACTDEP049-Scoutle )
8-11	Collecting, managing and analysing data	Collation and analysis of data from surveys and “site” visits.	Excel spreadsheets, graphs/charts <i>Individual task (within groups)</i>	(ACTDIP036-Scoutle ) (ACTDIP037-Scoutle )
<b>Term 2</b>				
1-7	Producing and Implementing	Development of Virtual Tour in groups, 360 views generated, content markers designed/imported with relevant findings communicated.	<b>VRTY Tour</b> - each group imported to “whole class tour” <i>Group task</i>	(ACTDEP050 - Scoutle )
8-9	Evaluating	Group evaluation and individual reflection and self assessment.	Self-assessment rubric. Group feedback document. Peer and Teacher feedback in VR + browser <i>Class/group/individual task</i>	(ACTDIP042 - Scoutle ) (ACTDEP051 - Scoutle )
All	Collaborating and Managing	Project and time management, iteration and collaboration, integration of technologies.		(ACTDIP044 - Scoutle ) (ACTDEP052 - Scoutle )

## Year 9 Digital Design: VR

Semester Assessment Overview

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<b>AC1</b> <i>Processes and Production Skills</i>  70%	<b>Sustainability Mapping (15%) - Group</b>
	<b>VR Skills Task (15%) - Individual</b>
	<b>Virtual Reality Project (40%) - Group</b>
<b>AC2</b> <i>Knowledge and Understanding</i>  30%	<b>Sustainability Investigation (15%) - Group</b>
	<b>Biometric Data Investigation (15%) - Individual</b>