
UNIT 3AAIT

Unit description

The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **evolving digital technologies**. The use of applications to create, modify, manipulate, use and/or manage technologies is fundamental to this unit. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

Unit content

It is recommended that students studying Stage 3 have completed Stage 2 units.

This unit includes knowledge, understanding and skills to the degree of complexity described below. This is the examinable content of the course.

Design concepts

Knowledge

It is assumed that students have an understanding of the design principles and elements from Stage 2A.

- relationships/interrelationships between elements and principles of design
- user interface features
 - logical organisation of content
 - Graphical User Interface (GUI) suitable for target audience
 - relevant help features available
 - usability
 - inclusivity
 - accessibility.

Skills

- annotate designs when working on a project
- use appropriate design elements and principles for the chosen medium
- develop well designed navigation controls
- create logical and hierarchical organisation of content
- critically analyse the relationship(s) between elements and principles of design.

Hardware

Knowledge

- digital devices specifications and their impact upon usability
- emerging mobile devices
- usability of devices compared with client needs.

Skills

- evaluate computer system specifications for usability
- compare various mobile devices with other computer systems.

Impacts of technology

Knowledge

Legal

- Intellectual Property (IP) in Australia
- online defamation
 - definition
 - legal action to counteract online defamation

Ethical

- Freedom of Information (FOI)

Social

- virtual and physical collaboration
 - advantages and disadvantages
 - implications
- impact of convergence trends in contemporary technologies.

Application skills

Knowledge

- online software tools
- video application features
 - multi-layer track editing
 - titles
 - transitions
 - effects
- publishing features
 - colour schemes
 - layers
 - frames
 - typography
 - templates
 - print/display option
 - electronic publications (Epub).

Skills

- use appropriate application software
- create templates
- use video and sound application for multi-layer track editing
 - titles
 - transitions
 - effects

- use multimedia software to create interactive projects
- use publishing features
 - use of specific standards and conventions
 - colour profiles
 - layers
 - frames
 - typography
 - print/display options
 - electronic publications (Epub).

Project management

Knowledge

- project management approaches
 - prototype
 - structured
- project planning methodology
 - functionality tools
 - storyboards
 - site maps
 - flow charts
 - timeline
 - Gantt chart
 - project management software
 - appearance considerations
 - structure
 - usability
 - accessibility
 - user experience (UX)
 - user interface (UI).

Skills

- choose an appropriate project management approach for the development of the chosen project
- develop processes and documentation to build project brief
- plan a project in detail
- apply project management techniques to meet client requirements
- produce draft design plans/drawings to explain concepts
- create visual layouts
 - use appropriate functionality tools.

Assessment

The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Applied Information Technology course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

Weighting Stage 3	Type of assessment
40%	Production (Projects) Students research ideas and processes to produce quality projects. Management of a range of production processes, evaluations and modifications should be undertaken as necessary. Students should be able to demonstrate competence in the use of digital technologies, skills and processes.
30–40%	Response Students apply their knowledge and skills in researching, analysing and responding to a series of stimuli or prompts. Students may also provide a response and/or analysis of digital technology products and/or trends.
20–30%	Examination Students apply their knowledge and skills using technical terminology to analyse, interpret and answer questions in examination settings. Types of questions include multiple choice, short answer, extended answer and production.