First Impressions Count

Don't be so quick to **judge me.**

After all, you only see what I choose to **show you.**

Student's Name:

A project used to help develop a professional folio of work based on the learning activities being undertaken throughout secondary education.
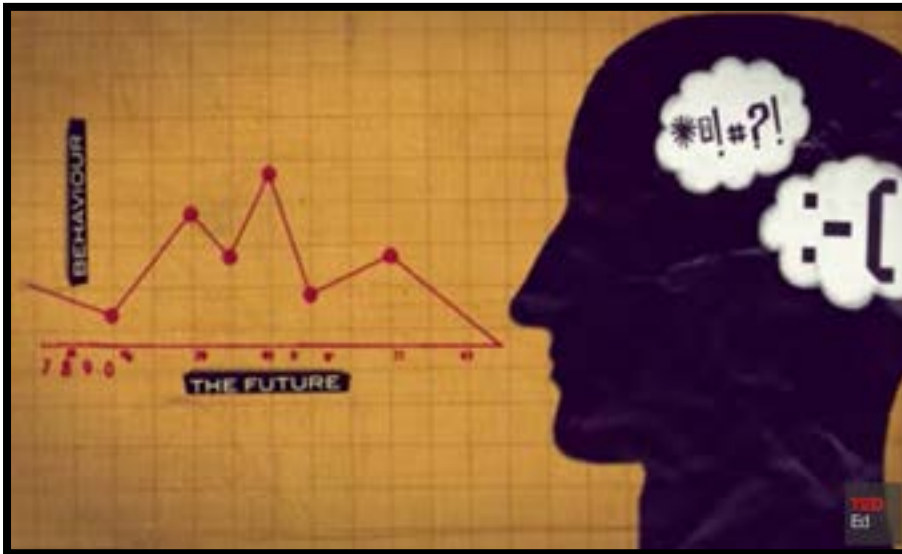
Empathize ...

In this part of the folio we will be trying tounderstand the problem that people face everyday, and the one that we are trying to solve through this design project.

Entry Document

Should you trust your first impression?

Mende-Siedlecki, P. (2013). **Should you trust your first impression?** https://www.youtube.com/watch?v=eK0NzsGRceg

Quite frankly, I do not really know very much about this Peter Mende-Siedelecki who created this video on first impression, but I do know that he is really smart! If I am honest, I am not really sure what he was saying when he started talking about the "Superior Temporal Sulcus" but the information that I did take away from this article is that while first impressions do count, they can be changed with new information. This is really important because there are so many times that people miss out on opportunities in life due to the first impression that had been formed on them. For example, bad job interviews … imagine being interviewed by this guy for a job that you really wanted!

Gradpool.ie. (2010). **Funny Job Interview - Monthy Python.** https://www.youtube.com/watch?v=G4qaDFxHATQ

I know that this is an "old school" type of situation, and we are living in a digital age, but in times like this, I think everyone would love a second chance to really show the people that count who we are and what we can do. This would allow for the opportunity to be judged fairly rather than decisions being made based on only one short encounter.
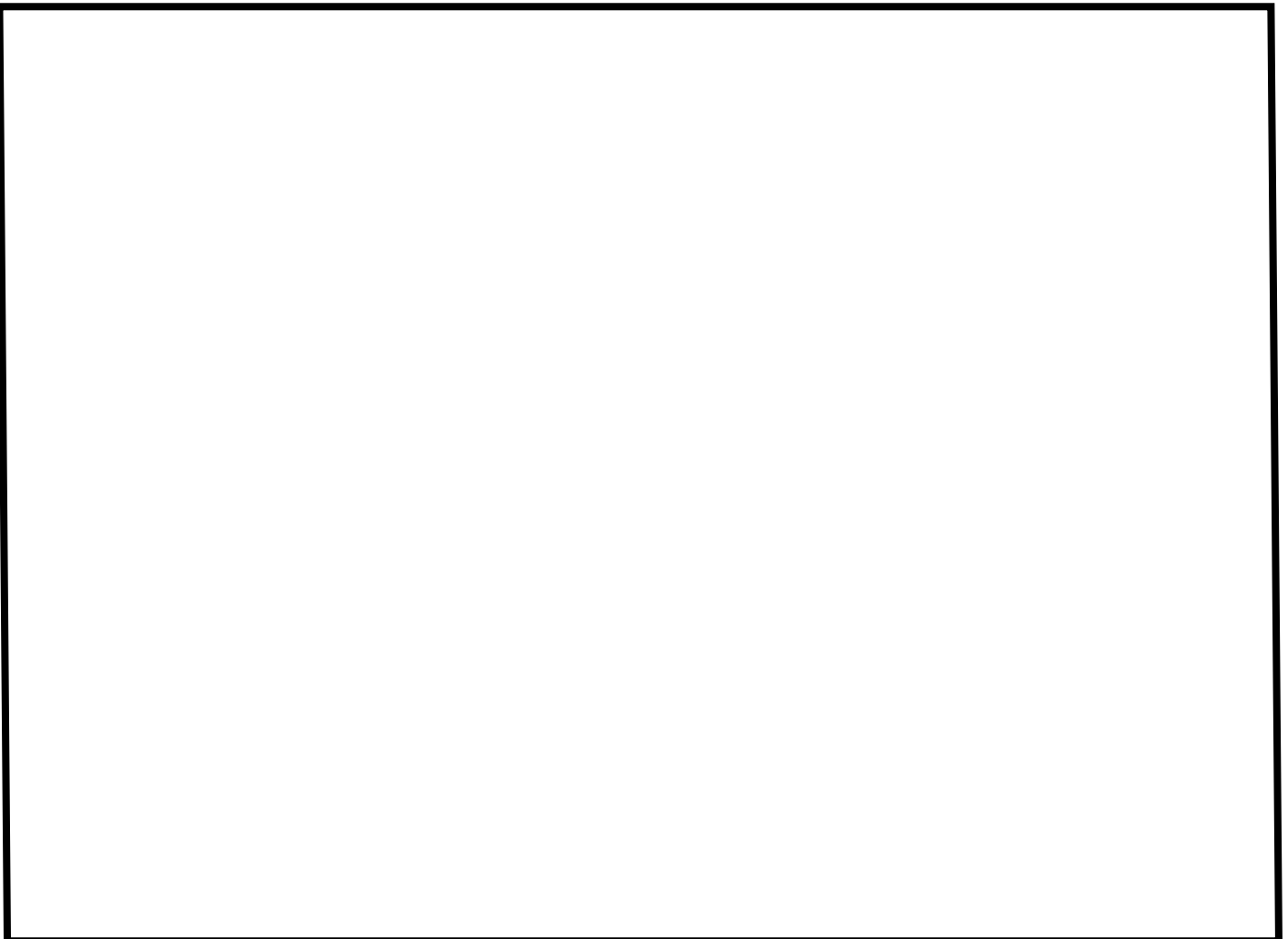
The Driving Question ...
… for this project is:

"How can you create a lasting positive impression in a digital world?"

Define
Knows

As a class, develop a list of things that you already know about the project that you are doing. Take a photo of the work completed in class and paste it in the space below..

Need to Knows

I am sure that there are a hundred questions buzzing around in your head about this course that need to be answered. In this section, as a class, develop a list of question that you feel need to be answered in order to reach a good solution to this problem. Think about the projects' design, technological, administrative and your individual learning needs. After developing your ideas as a class. photograpgh the work completed with your teacher and paste it in the space below.

Criteria for Success

Now all parts of your folio need to be linked. You have come up with a "need to know" list, and these questions need to be answers. The criteria for success will be used to tell us what will need to be done as evidence that the question has been understood and answered.

Based on the needs to know questions, a successful solution to the problem will be developed if:

Design:

Technology:

Administration:

```
┌─────────────────────────────────────────────────┐
│                                                   │
│                                                   │
│                                                   │
│                                                   │
└─────────────────────────────────────────────────┘
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HER Outcomes:

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│                                                   │
│                                                   │
│                                                   │
│                                                   │
└─────────────────────────────────────────────────┘
```

Action/Time Planning

The following time plan will be used to understand the time requirements needed to finish the project.

Steps	Weeks									
	1	2	3	4	5	6	7	8	9	10
Ideate										
Prototype										
Test										
Evaluate										

It is great the we now understand what is required for the project to be a success and the time requirements needed to manage the development of a successful solution, but this information is really of no value unless we use what we have learnt.

What we need to do is evaluate our findings and determine how it can best be used to help us.

For this process, we will be using the ...

d'SLEEKa

... scaffold.

Lets go to the next page so I can explain how it works!

Let's start at the beginning.

Why call it

d'SLEEKa

Now I can give you this fantastic speech about my Itallian heritage, but that would be a lie.

The truth is when I read students' work, I find myself naturally using hand gestures as part of the celebration of excellance, or as a way to signal my disgust at a lack of effort. And, when it comes to hand signals, there are no better in the business that the Itallians!

Take a look at this video and you will see what I mean!

TempleRome. (2016). **TEMPLE ROME Italian Hand Gestures.** https://www.youtube.com/watch?v=aRdrj153GxY

d'SLEEKa

... stands for:

d' - **Define** the factor of design that you are going to be evaluating.

S - Make a **statement** about how the factor of design applies to your project.

L - **Link** what you are saying to your developing project ideas.

E - Provide an **example** to provide a better understanding of what you are saying.

E - **Evalute** what you are saying by passing a judgement (this is good or this is a bad situation) and offer a reason as to why you are making this judgement.

K - Indicate what the **"Knock-On"effect** of this situation means for your project.

a - Show how you will **apply** what you are saying to help improve your project.

So in this case, we would need to look at how the findings of the time plan will affect the projects development.

Lets step through it on the next page.

d'SLEEKa

Response to the action time plan

Define	
Statement	
Link	
Example	
Evaluate	
Knock On Effect	
Apply	

Now for every decision that you make, or every change that you make to your developing idea, you need to tell us what you are thinking by giving us **d'SLEEKa** answer!

Ideate ...

So now lets start having some fun in generating idea to help create our final solution. This will involve us doing research, developing original ideas and testing prototypes.

Factors of Design

For all that we do in design, we need to consider the factor that can affect the solution that we are developing. For example, with a website we need to think about how it is to function and how we can make it aesthetically appealimg to the user. In the space below, interview your peers to discover what they believe will be needed in a good website that can demonstrate your level of achievement in high school and what is needed to make a website appealing to a user.
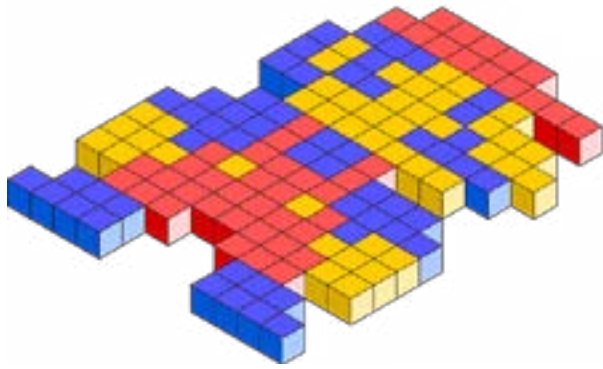
Function

Aesthetics

We also need to consider our PALS when we develop our website. Jot down some notes in the spave below to indicate how PALS will applty to this project.

PALS

So we have started thinking about the factors of design, but that is not enougfh! What does this new information mean to our developing solution? Time to write a

d'SLEEKa evaluation.

Use the space below to evaluate your factor of design research and PALS information to show how it will help to improve your developing solution.

WHS

In everything that we do we need to be safe! While using the iPad does not look like much, there is a whole lot that we need to understand about physical and cyber safety.

First thing that you need to do is your OnGuard Safety Test. These tests will help us understand the basic expectation of classroom safety that are specifically related to the technology that we are using.

So click on the link below and follow the prompts to get your safety test!

http://tinyurl.com/zshjc54

The tests that you are required for this course are:
• Computing in Australian Workplaces
• Workplace Safety Signs
• Risk Management Principles in Australian Workplaces

After you have completed your tests, your teacher will demonstrate the finer points of the safety test so that you can better understand what is to occur, as well as watch you in action in order to deem you competent and able to work independantly using the stipulated technology.

Cyber Safety

Did you know that once you post something online that it is pretty much impossible to totally get rid of? Did you know, that one thing that future employers do before considering your application is to search yur profile online? Things like Facebook and Instagram seem like harmless fun, but they can be very damaging to you and your family and friends. When developing your website, you really need to consider your online presense, as once you put it on line, it will be difficult to come back from. Remeber, first impressions count, and in the case of your professional profile, you need it to be positive!

Lets have a look at a couple of videos so that you can see what I am getting at ...

Becca Lee Jaro. (2014). **Your Digital Footprint**. https://www.youtube.com/watch?v=6TUMHpIBveo

So what does this look like in real life? Well lets check out what your profile looks like. Go ahead, and Google yourself and in the space below indicate what you have found out!

Digital Footprint

Ok, so now you know what people have said about you in the past, what do you want your online image or footprint to be? Annotate the foot print below to

In the blank space on the left of the footprint drawing write all the things they would like to be and want known about them. These might include values; such as artistic, clever, friendly, brave, interesting, or aspirations for their futures; such as doctor, animal trainer or athlete.

In the blank space on the right of the footprint drawing, consider and record - what do you not want known? The focus on here is on privacy as well as reputation.

Want Know   **Want Private**

eSafety Commissioner. (2016). **Lower Secondary - Digital Citizenship Resource.** Australian Government. https://www.esafety.gov.au/education-resources/classroom-resources/digital-citizenship/classroom-resources

DIGITAL CITIZENSHIP TEST

So lets just do a quick test here to make sure that we are all on the same page when it comes to cyber safety and using digiatl technology. Highlight the correct answers below.

1.		**I should stop and think about everything I share using social networking sites:**
		a. Not at all – they are free, easy to use, and everyone is using them.
		b. Sometimes, when features or privacy settings change.
		c. Always, because they use my data to make money and the information I post is never private.
		d. Always, the internet is a dangerous place filled with terrible things waiting to hurt me.
2		**Sometimes I share passwords with my friends, or post things pretending to be them as a joke:**
		a. This is fine – my friends and I never fight, I trust them with everything.
		b. A joke is a joke, and it's obvious if I pretend to be someone else for fun.
		c. Never, it's identity theft and can cause unforeseen problems for both of us.
		d. Always, I go online for fun, and so do they.
3		**When writing my own blog or commenting on someone else's, I can share my deepest secrets:**
		a. Yes, a blog is like a diary, and it's anonymous and safe.
		b. No way, the blog is open to anyone online; I should treat it like any public place.
		c. Yes, because who cares about my personal stuff? Only my friends read my blog.
		d. Yes, no one will ever guess my true identity – I'm smarter than Batman.
4		**When using phones or online technology in school, it is important to know:**
		a. The agreed rules for using that technology in school.
		b. How to work well with others and get the most out of using the technology.
		c. How to choose appropriate language so I don't upset anyone or get into trouble.
		d. All of the above.

5		**If I'm allowed to download or buy things online such as apps, I should:**
		a. Forget it - all sites are dangerous and can destroy my computer and send me to gaol.
		b. Ask my friends about the safest way and place to buy things.
		c. Find the first site with what I want and buy it – life's too short for caution.
		d. Always check to see if the site is legitimate and secure when buying something.
6		**When I'm commenting or writing online in class or at home, I should:**
		a. Say whatever I want, free speech is very important.
		b. Ask a teacher or parent about some of their expectations for my behaviour online.
		c. Use a fake name if I want to say anything hurtful or negative.
		d. Do whatever everyone else is doing – if it's fine for everyone, it's fine for me.
7		**How long I spend online:**
		a. Is something to be aware of in case my physical and personal life starts to suffer.
		b. Can affect how I sleep.
		c. Can help me learn about the world and assist me with homework and assignments.
		d. All of the above.
8		**Giving private information to strangers or companies online is:**
		a. No problem if they are legitimate companies.
		b. Nothing to worry about if I know they don't live near me.
		c. Never OK, no matter what the circumstances are.
		d. Always OK; I'm not in Witness Protection, I have nothing to hide.
9		**If I can tell someone is being bullied online:**
		a. I should just stay away from it – I don't want to be the next target.
		b. Ignore it if I don't like who's being bullied anyway.
		c. Think about what it would feel like if it was happening to my best friend or me and step in calmly.
		d. Why does it matter? A bit of bullying toughens you up.
10		**I protect my passwords:**
		a. Passwords? I only have one and use it for everything.
		b. Not really, some of my friends know them.
		c. By storing them in a file called 'password'.
		d. By changing them often, never sharing them, and doing my best to hide the ones I have to store.

(ibid.)

DEBATING DIGITAL CITIZENSHIP

This cyber safety stuff does not happn in isolation, thus neither should our discussion.
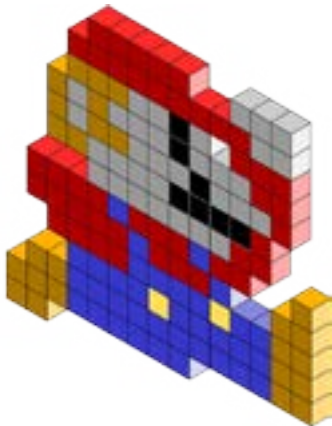
After debating the topic ...

People must be held accountable for what is put on-line.

... write a d'sleeka response to indicate how you will put your new ideals into action for the digital products that you will be creating.

Measuring Harm

While a lot of what we have been talking about is protecting ourselves, lets have a look at the sort of harm we can cause by not being good digital citizens.

Office of the Children's eSafety Commissioner. (2013). **Photo Fail.** http://www.youtube.com/watch?v=6_FqFn27JJQ
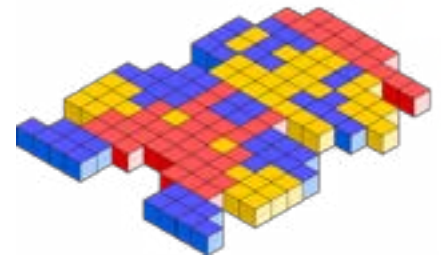
After watching the last two video's, write a **d'sleeka** response to indicate how you will go about ensuring that you will not harm anybody through your website and help protect the original work of others.

One more thing ...

So before we start to go off and start designing our website, there is just a little more work to be done in the form of Expert Sessions.

An "Expert Session" is when your teacher or another professional shows you some tricks that will make your life easier when creating your solution.

Use the check boxes on the following pages to make sure that you have witnessed a teacher demonstration, understand the process being used and have applied your new found knowledge to your developing solution!

Expert Session Checklist

Session Name	I attended the session on:	I understand what needs to be done	I have applied my learning to my project
Devloping a site map			
"Backdoor" to Weebly			
Setting up a site			
Design Impressions			
Adding Content			
Beta Testing			

Prototyping

So we are ready to go! So what are you waiting for!

Content driving design ...

So the first thing we need to do is find out what information is to go into your website and the different pages that are required for your website.

Conduct a discussion with all of your teachers to work out what they believe you need in your eductaion protfolio. Use the space provided to record your findiings.
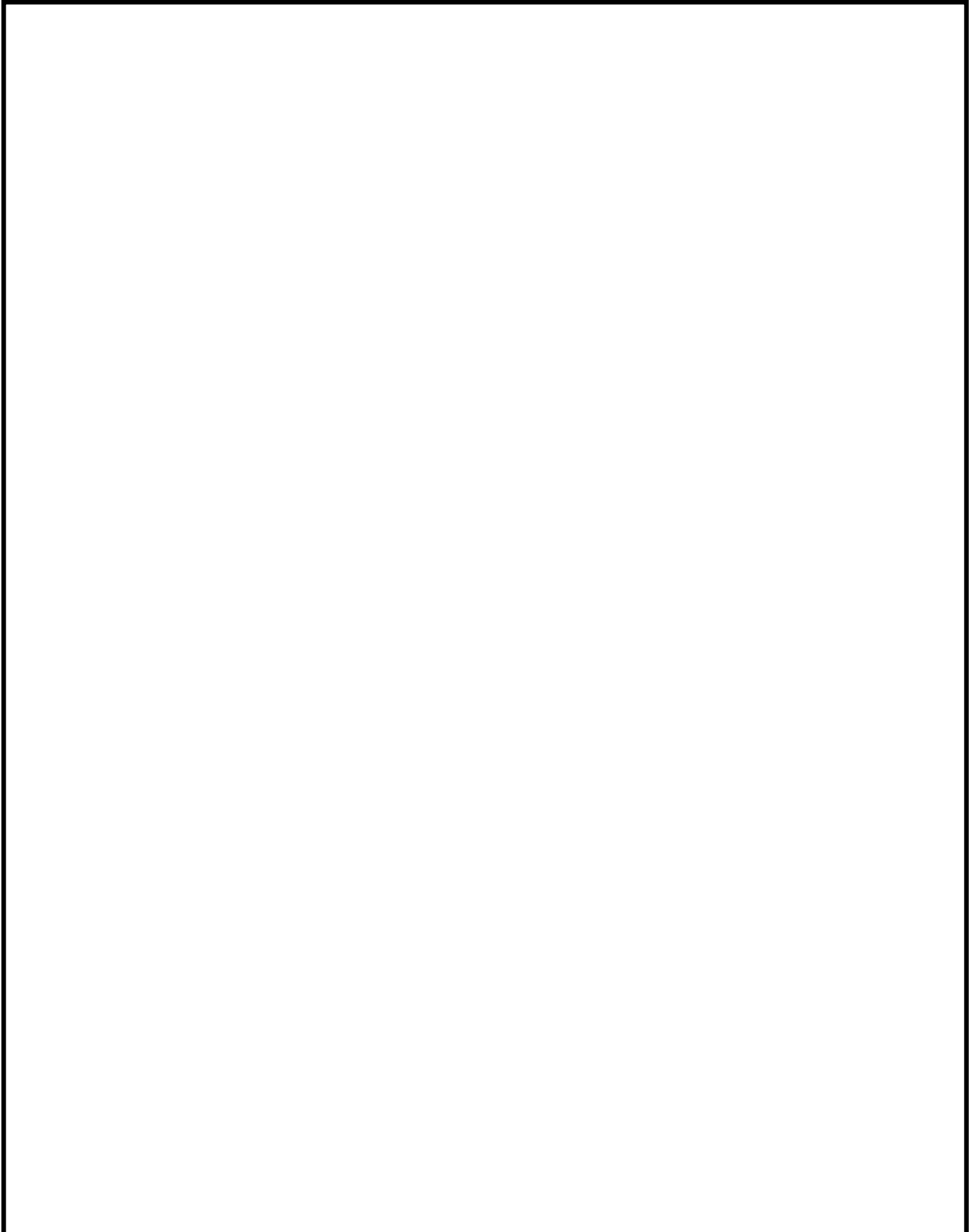
TAS

Religious Education

English

HSIE

Site Map

Now that you know all that is required in the design of the website, it is time to draw your site map. Use the space below to draw the structural layout of your website. Please refer back to the information that you gained through your expert session to complete this task.

Site Map

Design Impressions

Use the space below to help develop the design impression that you wish to make for the user of your website. While you need to include the theme of your design here, you also need to show us how you plan to add your original content to the Weebly template. Please refer back to the information that you gained through your expert session to complete this task.

Developing your design

In this section of your folio, you are to journal how you have created your website. Use the space below to indicate the steps that you have taken in creating your project. This is best updated every week to ensure that you keep your project on track and it wil be used as eveidence to support your efforts in creating your solution.

Week/Step Taken	Description of work completed	Photo of Progress
1		
2		
3		
4		

5		23
6		

Once your project has been completed, write a **d'sleeka** response to indicate where you feel you have done really well in this task and what you where you think you could improve.
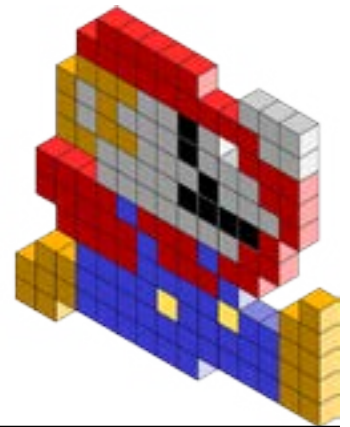
Testing

Before any product is released on the market, it needs to be tested by potential consumers, or users, to ensure that all is in working order. For example, if you wanted to create an ice-cream for astronuats, it would must taste like ice-cream for the product to be a success. Take a look at the following video to see what I mean.

emmymadeinjapan (2014). **Astronaut Ice Cream Space Food - Whatcha Eating? #157.** https://www.youtube.com/watch?v=RBABSyI-ak0

Now if the product was found lacking in anyway, the item would be changed to ensure greater success. The same must be done for the products that you are creating. Imagine how frustrating it would be if you created a website that was not functioning due to dead links! Or what if you created to worst looking website in the world ... Surely you would want to know these facts prior to you handing your product over to for others to judge.

http://www.theworldsworstwebsiteever.com/

Have your peers use your website and ask them to
see if everything is in working order and if they feel that it is presented in a professional manner. Use the space below to record thier thoughts and the steps that you will be taking to improve your final product prior to submission for grading.

Evaluation

If you have reached this page, you will find that you have come to the end of your project.

Congratulations!

However, there is still a little bit of work to be done. There may come a time where you will have to do another website project and it would be great to look back on this page to obtain some handy hints on how you could do this project better.
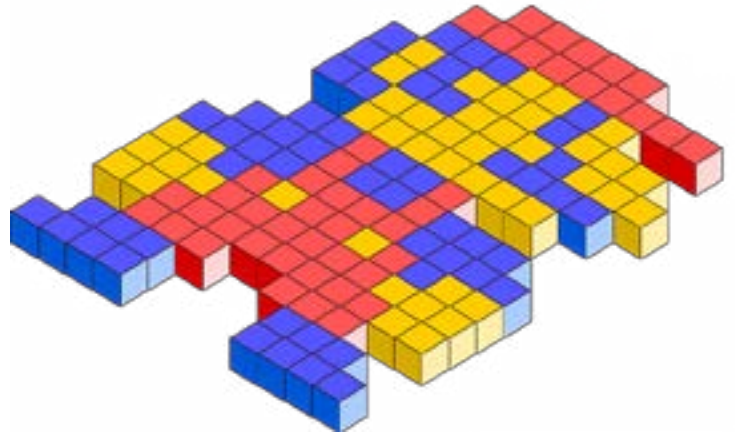
Using the **d'sleeka** response scaffold, write an evaluation that somes up how you went in this project. Think about what you would have done differently, which could have improved your overall results.

One more step ...

Make sure that you submit this document in the manner perscribed by your teacher so that you can be awarded the grade that represnets your efforts in this course to date!

Word List ...

The following words need to be understood in order to understand what is being learnt and how we are required to answer questions being posed.

Term		Definition
Empathize		
Define		
Ideate		
Prototype		
Test		
Evaluate		
Function		
Aesthetics		
PALS		

References

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Resources

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Worst Website Ever. Visited 28/12/2016. **http://www.theworldsworstwebsiteever.com/**

Videos

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