Design and Technologies resource was introduced through the application of certain content descriptions. These content descriptors were researched and chosen to effectively support the resource and what the resource would contain. Design and Technologies, is where students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities (ACARA, 2016). The Australian curriculum framework was a major influence on the decision on the Design Technologies and provided a wealth of information that guided this unit plan to be created for students. It guided the unit by content descriptions that allowed for creative thinking and it provided information that could be adapted in many ways and therefore could be taught creatively and engagingly. The resource was formatted in a creative manner, which is different to the normal word document and presents the resource in a powerpoint presentation, where it can be easily displayed in a year level meeting for teachers to view it in a different perspective. This resource could be easily accessible on a computer database for teachers if implemented into a school and could be used on a projector if a meeting with other colleagues developed about this topic. The decision was implemented to provide a unit plan via a PowerPoint presentation where notes could be taken by teachers in a year level meeting from the slides and could be printed if necessary. This Design and Technologies unit plan was implemented to effectively assist students in working on their designing and allow students the opportunity to engage with critical and creative thinking throughout their technologies unit. Design Thinking is the confidence that everyone can be part of creating a more desirable future, and a process to take action when faced with a difficult challenge (Design Thinking for Educators, 2016). The resource that was designed allows students to be actively involved in their learning and engaged in creating a design that will influence and solve a problem for a community.

Digital technologies resource was introduced through the application of the curriculum and the content descriptors. These descriptors were chosen to support the resource effectively and would assist with what content would be provided in the resource. Digital Technologies, is where students use computational thinking and information systems to define, design and implement digital solutions (ACARA, 2016). This resource was formatted in a word document, which was in the form of an assessment task sheet and rubric that allows students to apply knowledge to complete the assessment effectively. This resource can be easily accessed on a computer for all teachers and can be printed if necessary. This Digital Technologies resource was implicated with plenty of consideration and design thinking strategy which enabled a thinking process to be engaged to identify the problem and attempt to solve it. This process focuses on need finding, understanding, creating, thinking, and doing (Hays, 2012). This was also applied into the resource and provided a strategy that students would also need to understand and engage with throughout their assessment piece. This resource allows students to use critical and creative thinking, numeracy and understand sustainability to effectively complete the task and engage effectively with the curriculum that had been applied to the resource. It is important that curriculum, design thinking and professional standard were applied effectively to the resource so students could be exposed to a relevant learning experience through the assessment set for them in the technologies strand.

Throughout this item of assessment, learning occurred through the application of design thinking especially when applying a thinking process to create effective resources for students to use in the technologies strand. Design thinking allows the application of solution based thinking, which was applied using the correct content descriptors to obtain a resource that would be effective, informative and engaging for students to learn the appropriate curriculum. We use design thinking as a framework onto which we hang specific thinking skills to achieve specific learning tasks (Mcintosh, 2014). These specific thinking skills were applied when carefully sorting and choosing the curriculum content that would be engaged with throughout the resources that would be created. This creation of pedagogical approaches to effectively teach the technologies strand. Teachers are best placed to engage in effective pedagogical practices when they can competently select and use high quality resources and/or approaches that have been built around a strong evidence base (Australian Government, 2016). To ensure that high quality resources could be created it was important that problem solving was applied to effectively integrate the curriculum and pedagogy strategies. This would engage students and provide them the opportunity to succeed in the technologies strand.

Presenting the resources to peers for feedback and grading was an informative way of learning and would affect the outcome of the project immensely. This was informative as peers created their resources and tasks individually which created various aspects of how both technologies could be implemented effectively in unique ways. Peer reviewing allows a diversity of opinions to be brought to the table. This form of evaluation allows the people reviewing the resource the opportunity to apply their knowledge of the content to appropriately assess their peer. Peer reviewing in this situation enabled a process that acted as a filter, which meant that the review was able to eliminate any problems in the resources but also provide an opinion on what was completed well and worked effectively. Peer review improves the quality of the papers or assignments and the very fact of a quality hurdle or threshold, which will motivate authors to improve the quality of their work prior to submission (Publishing Research Consortium, 2008). This was a main factor that was beneficial in this assessment piece, and with peers assessing the work, their knowledge is relevant and suitable to provide constructive criticism to the author. This allows the author the opportunity to learn professionally, accept the feedback and use it wisely to enhance their final submission.

**Reference List:**

ACARA. (2016). F-10 Curriculum. Technologies. Design and Technologies. Retrieved 28 May, 2016 from: <http://www.australiancurriculum.edu.au/technologies/design-and-technologies/curriculum/f-10?layout=3#page=F-2>

ACARA. (2016). F-10 Curriculum. Technologies. Digital Technologies. <http://www.australiancurriculum.edu.au/technologies/digital-technologies/curriculum/f-10?layout=1>

ACARA. (2016). F-10 Curriculum. Technologies. Retrieved 28 May,2016 from: [www.australiancurriculum.edu.au/technologies/introduction](http://www.australiancurriculum.edu.au/technologies/introduction)

Australian Government. (2016). Effective Practices. Effective Pedagogical Practices. Retrieved 28 May, 2016 from: <http://www.cese.nsw.gov.au/EffectivePractices/>

Design Thinking for Educators. (2016). What kind of challenges can be addressed using Design Thinking? Retrieved 28 May, 2016 from: <http://www.designthinkingforeducators.com/design-examples/>

Hays. (2012). The Design Thinking Process. Retrieved 28 May, 2016 from: <http://dschool.stanford.edu/redesigningtheater/the-design-thinking-process/>

Mcintosh. (2014). The Design Thinking School. Retrieved 28 May, 2016 from: <http://notosh.com/what-we-do/the-design-thinking-school/>

Publishing Research Consortium. (2008). Peer review: benefits, perceptions. Retrieved 28 May, 2016 from: <http://publishingresearchconsortium.com/index.php/prc-documents/prc-research-projects/35-prc-summary-4-ware-final-1/file>