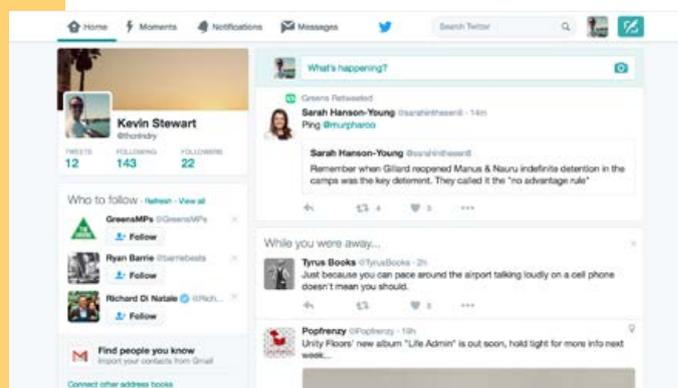


TWITTER

WHAT IS TWITTER?

Twitter is a social media platform that allows users to read, send and receive 'tweets', which are messages composed of up to 140-characters. Over time these simple text-based messages have been expanded and developed to include videos, links and images.

Apart from being a platform where users can communicate directly with friends and family, Twitter is also a space where news sources can be followed and curated for research or inspiration.



SOURCE/AUTHOR

Twitter was launched in July, 2006 and is owned by Twitter Inc. Their head office is in San Francisco, USA.

SUBJECT AREAS

With a little creativity Twitter could be integrated into almost any subject area. In Visual Art, Media and Visual Communications it can be used in the discovery and interpretation phases for research, inspiration and analysis.

TWITTER IN THE CLASSROOM

Twitter can be used in the discovery phase of a design thinking process by:

- Having students follow and interact with renowned artists and producers
- Asking students to paraphrase a critique of an artwork, film or website within the 140-character limit
- Creating a fake Twitter account for an historical artist or producer to develop empathy for their inspiration and/or audience.

THE 3D LITERACY MODEL

The use of Twitter supports the operational, cultural and critical dimensions of a 3D literacy model.

TWITTER IN THE CURRICULUM

Twitter can be utilised to align with many capabilities in Levels 7-10 of the Victorian Curriculum, examples include:

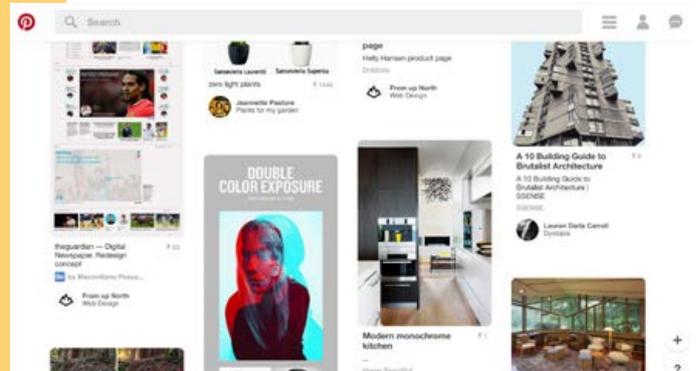
- **Media Arts** *Explore & Represent Ideas* (VCAMAE033/034/040/041)
- **Visual Arts** *Explore & Represent Ideas* (VCAVAE033/034/040/041)
- **Visual Communication Design** *Explore & Represent Ideas* (VCAVCDE001/006/007)

PINTEREST

WHAT IS PINTEREST?

Pinterest is a social application that allows users to visually search, collate, save and share imagery and links from around the web.

Users are able to save any image on the Internet to their own boards within Pinterest, making it an ideal resource for creating inspiration boards, visually brainstorming and sharing ideas collaboratively.



SOURCE/AUTHOR

Pinterest was launched in March, 2010. It is maintained in San Francisco, USA by a company called Cold Brew Labs.

SUBJECT AREAS

Pinterest could be utilised in the research phase for virtually any assignment, particularly in visual subjects such as Visual Art, Media and Visual Communication Design.

PINTEREST IN THE CLASSROOM

Pinterest can be used in the interpretation phase of a design thinking process by:

- Having students find and follow sources of inspiration for upcoming projects
- Allowing students to create Pinterest boards for brainstorming and collating inspiring imagery and links
- Encouraging students to follow, share and comment on each others' boards to develop critiquing skills, group work and collaboration.

THE 3D LITERACY MODEL

The use of Pinterest supports the operational and cultural dimensions of a 3D literacy model.

PINTEREST IN THE CURRICULUM

The use of Pinterest aligns with many capabilities in Levels 7-10 of the Victorian Curriculum, examples include:

- **Media Arts Respond & Interpret** (VCAMAR038/039/045/046)
- **Visual Arts Respond & Interpret** (VCAVAR038/039/045/046)
- **Visual Communication Design Respond & Interpret** (VCAVCDR004/005/010/011)

EDUBLOGS

WHAT IS EDUBLOGS?

Edublogs is a blogging platform powered by the open-source Wordpress content management system (CMS). It is targeted specifically at educational institutions, allowing teachers and students to create customised blogs and websites at little to no cost.

SOURCE/AUTHOR

Edublogs was created in 2005 and claims to be the largest educational blogging network in the world. It was founded by Incsub, a Wordpress development team based in Melbourne, Australia.

SUBJECT AREAS

Websites and blogs can be useful across the entire curriculum. For the purpose of Media, Visual Arts and Visual Communication Design, blogs are a way of sharing and discussing research and ideas. Blogs are also a flexible and accessible way to present portfolios and galleries.

EDUBLOGS IN THE CLASSROOM

Edublogs can be used in the ideation phase of a design thinking process by:

- Creating a class blog where the teacher posts contextual information, examples and inspiration pertaining to the subject content
- Encouraging students to comment on the examples, provoking online discussions
- Having students create their own blogs where they can post ideas, inspiration, solutions and finished pieces. Their Edublog could become an online space for visual diaries and portfolios that teachers and classmates can comment on and interact with.



THE 3D LITERACY MODEL

The use of Edublogs supports the operational, cultural and critical dimensions of a 3D literacy model.

EDUBLOGS IN THE CURRICULUM

The use of Edublogs aligns with many capabilities in Levels 7-10 of the Victorian Curriculum, examples include:

- **Media Arts Respond & Interpret** (VCAMAR038/039/045/046)
- **Visual Arts Respond & Interpret** (VCAVAR038/039/045/046)
- **Visual Communication Design Respond & Interpret** (VCAVCDR004/005/010/011)

INKSCAPE

WHAT IS INKSCAPE?

Inkscape is a vector graphics computer drawing program used to create illustrations, icons, logos and other graphics. The software runs on all popular desktop platforms and is free to download and use.

SOURCE/AUTHOR

Inkscape is open-source, meaning that it is created by a community of developers for the free and open use of the wider community. The first iteration of Inkscape was made public in 2005.

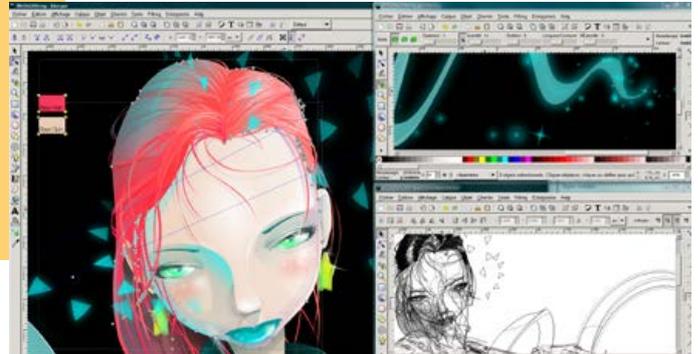
SUBJECT AREAS

Vector graphics are useful for expressing ideas across a range of subjects, so knowledge of creating imagery in Inkscape would be beneficial for all students. Vector graphics are particularly useful in the experimentation and production phases of Visual Communication Design projects and can also be applied to Visual Arts and Media.

INKSCAPE IN THE CLASSROOM

Inkscape can be used in the experimentation phase of a design thinking process by:

- Providing students with an intricate vector shape to trace over with the pen tool, such as The Guardian logo. This would develop their ability to work with Bezier curves
- Teaching colour theory by motivating students to create their own colour palettes in Inkscape. These palettes could then be used in artworks, designs, presentations and films.
- Having students select typefaces in order to convey different messages.



THE 3D LITERACY MODEL

The use of Inkscape supports the operational dimension of a 3D literacy model.

INKSCAPE IN THE CURRICULUM

The use of Inkscape aligns with many capabilities in Levels 7-10 of the Victorian Curriculum, examples include:

- **Media Arts Practices**
(VCAMAM035/036/042/043)
- **Visual Arts Practices**
(VCAVAV035/036/042/043)
- **Visual Communication Design Practices**
(VCAVCDV002/008)

IMOVIE

WHAT IS iMOVIE?

iMovie is a video editing program created by Apple Inc. for their iPhone, iPad and Mac operating systems. The software allows users to view, edit and share film and videos.

SOURCE/AUTHOR

iMovie was first released in 1999 by Apple Inc. a company based in San Francisco, USA.

SUBJECT AREAS

iMovie is of most use to the Media curriculum, however any subject where narratives are told would find the software beneficial. Subjects like English, Languages and The Arts could all utilise the software to tell stories in inventive ways.

iMOVIE IN THE CLASSROOM

iMovie can be used in the experimentation phase of a design thinking process by:

- Encouraging students to recreate and film a scene from a seminal production, editing the results in iMovie
- Having students write and then produce their own short film, editing the final product in iMovie
- Teaching the students how to test a storyboard by bringing it to life in iMovie.



THE 3D LITERACY MODEL

The use of iMovie supports the operational dimension of a 3D literacy model.

iMOVIE IN THE CURRICULUM

The use of iMovie aligns with many capabilities in Levels 7-10 of the Victorian Curriculum, examples include:

- **Media Arts Practices**
(VCAMAM035/036/042/043)
- **Visual Arts Practices**
(VCAVAV035/036/042/043)
- **Visual Communication Design Practices**
(VCAVCDV002/008)

INSTAGRAM

WHAT IS INSTAGRAM?

Instagram is an online photo and video sharing social media platform. The app enables users to capture images and video, edit, upload and then share from their mobile devices.

Users can then curate a portfolio, enabling them to share their work with others from around the world. They can add comments and hashtags to explain their work and make it more searchable. Many brands and artists use Instagram to promote their work.



SOURCE/AUTHOR

Instagram was founded by Kevin Systrom and Mike Kriger in October, 2010. It was first developed in San Francisco, USA and then acquired by Facebook in April, 2012 for a price of US\$1 billion in cash and shares.

SUBJECT AREAS

Instagram works best with subjects that are highly visual such as Visual Arts, Media and Visual Communication Design. However, with some creativity Instagram could be utilised in a subject such as Science, where students document and share their processes.

INSTAGRAM IN THE CLASSROOM

Instagram can be used in the evolution (or presentation) phase of a design thinking process by:

- Having students upload their final products (images or videos) to their Instagram account. A class hashtag could be developed so that all submissions are viewable by the class
- Creating a mock account for an artist, producer or gallery and uploading the students' interpretations of their work and then promoting the channel to a broader audience.

THE 3D LITERACY MODEL

The use of Instagram supports the operational, cultural and critical dimensions of a 3D literacy model.

INSTAGRAM IN THE CURRICULUM

The use of Instagram aligns with many capabilities in Levels 7-10 of the Victorian Curriculum, examples include:

- **Media Arts Present & Perform** (VCAMAP037/044)
- **Visual Arts Present & Perform** (VCAVAP037/044)
- **Visual Communication Design Present & Perform** (VCAVCDP003/009)