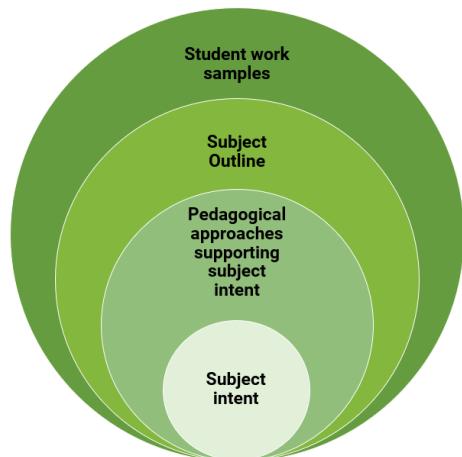


EIF Implementation Educator Workshop

Extracts of student work

AT2: Taking action and showcasing my capabilities

Workshop purpose



Please note this pack contains a range of student work that has been extracted from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

Taking action and showcasing my capabilities

ASSESSMENT TYPE

2

30% min weighting

Linked to AT1 or standalone

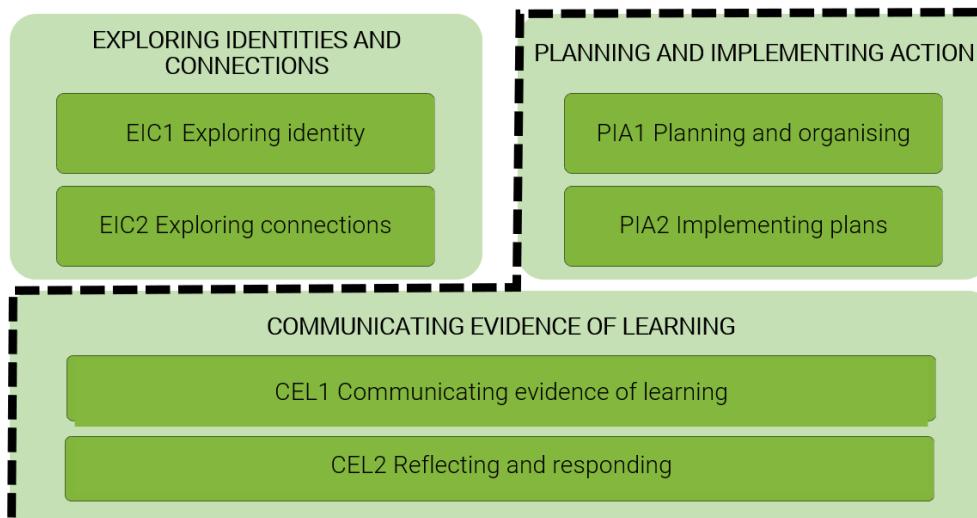
- explore and deepen their understanding of their strengths, interests, skills, capabilities, and/or values by putting them into practice for a purpose.
- can work collaboratively with their peers on a shared activity, or they can choose to focus on an individual activity of interest.
- throughout the activity, students plan and undertake an action seeking feedback to adjust their approaches and enhance their experience.
- must share their learnings with an audience noting that 'audience' is intended to be interpreted in the broadest possible sense, relevant to the student/s activity.

'audience' is intended to be interpreted in the broadest possible sense, relevant to the student/s activity.

As this AT is focused on the learning process, students engage in and showcase ongoing reflective practice. They must share their learnings with an audience.

OFFICIAL

Assessment Design Criteria – AT2



grow
flourish
achieve
prosper
develop
bloom
thrive.

Partial Work Sample 1

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

LEARNING PHOTOSHOP ANIMATION

- I first played with photoshop animation in our first lesson of doing this assignment. I used video animation at first and I had no idea what I was doing, I couldn't get anything to work, it was a nightmare.
- So then I went home and went to YouTube and spent some time finding good tutorials on animating on photoshop. I found a tutorial that used frame animation instead, and tried it out, and it was MUCH simpler than video animation. In video animation you have to use timing and seconds and its just way too confusing for me but with frames you just draw one picture and then draw another and press play, and the animation is started. I've been using this type of animation for the rest of the project.

PROCESSES AND PRACTICE

- This was the first animation made in Photoshop.
- In retrospect I should have tried something a bit simpler for my first time animating, but I like how it turned out
- I need to work on realistic movement and emotion, which ties in with timing.

needs to exaggerate more
+ bend back more
- Stomp higher
- Stomp faster



- The second animation I made.
- I still like it, but I tried to get that bouncing effect but it didn't really work out.
- The speed the GIF plays in PowerPoint is faster than how it is usually.
- I tried to work with gravity in the hair and scarf too but that didn't work out either. I think it just needs more frames



Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

OFFICIAL

ALSO THE STORYBOARD I'M PLANNING TO ANIMATE:

- A girl and her knight friend on a quest find a beach. The girl plays in the water, until she spots creepy human-like things floating in the water in the distance, which slowly move back down into the water. Confused, the girl walks forward to find out what's going on, and dives under water, to see the human-like things floating further and further back into the dark water. The camera pans to reveal a deep sea monster looking ominously in the darkness of the water, staring at the girl with human eyes. Suddenly, the monster snaps and chases after the girl. As the girl swims away, the monster twists around and surrounds her, and suddenly shows its teeth. Suddenly the girl is dragged back up from the water before the monster can do anything, and is pulled out by the knight and dragged back along the beach. The girl coughs, and she and the knight looks at the beach concerningly. The film ends abruptly with the title, "LURE" on a black screen.

- This time I tried to animate with colour.
- I am not trying to create a perfectly smooth animation, just rough animation.
- I tried to make the scarf look like it's flapping in the wind
- I like the quick rise of the opening of the eye and the slow close of it. Does that make sense
- Also this isn't just for the animation but I like the watercolour look of the colouring.

END OF PROJECT JOURNAL REVIEW

- **REVIEW OF OPPORTUNITIES**

In regards of animation, I successfully learned how to use the animation aspect in Photoshop. I learned how to use timing efficiently in animations and learned how to create effective storyboards with competent frames and shots.

In regards of project management, I learned how to keep up with times and dates, keeping a consistent schedule of when I should work and setting reminders. I learned to take feedback critically and use it to my advantage, and how to keep my progress updated and review my progress after each animation.

In terms of research skills, I developed the skill of identifying valuable information that I can learn from, as I had to find tutorials and how-to's that fitted my specific needs and wants.

In terms of communication skills, I had began contacting people for feedback more often and I explained my project in detail. I became more confident in contacting and reminding people for feedback and when needed I went in for face-to-face feedback when time was a concern.

I really enjoyed the freedom in this task, I liked the opportunity to choose a project as I lean more towards the creative aspects of things and would have found it hard to do something that was picked for me. I liked that I could choose how I wanted to research and present the project and find the way that works for me.
- **REVIEW OF CHALLENGES**

Challenges I faced regarding my project include time management. The time I had to complete my final animation was small, and I think that was because I wasn't doing enough of it for homework. I also couldn't apply the feedback from an expert as I had gotten the feedback late. I overcame the first challenge by setting 20-minute timers and completing as much as I could during that time, and I did that often enough to finish my final.

Challenges I faced regarding my research processes includes finding tutorials that suited my animations and myself. It took me a while to find the right tutorials and I first used tutorials that didn't suit my own learning. To overcome this, I did extra research at home to look for the right type of tutorials.

Personal challenges I faced included my own commitment. I didn't do a lot of animations for homework as time went on, because I began to get tired of the repetitiveness of drawing the same image over and over. I also changed my project almost halfway through, because I found that I couldn't keep up with the full storyboard animation. I had lost interest in doing something for a long period of time. To overcome these challenges, I did more work during class. I also changed my project to something smaller that I could handle.

Partial Work Sample 2

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

Reflection

I really enjoyed every part of the experience, and I did get out of my comfort zone with the snakes, and it has taken a lot of my fear away. I can see myself doing a job like this as your not just working with one animal or doing the same job every day. You don't realise how much goes on behind the scenes to work this wildlife park to be show cased for the public. I learnt how important repetition is for some animals and it can change the relationship between the zookeeper and the animal. For example, the keepers are in a pack with the dingos and if they don't get fed at a certain time you can be pushed out of the pack. Relationship is a big thing at the wildlife park because it makes the animal more comfortable, and it is easier to do jobs and training with the human interaction. I was lucky enough to have a cool relationship with a red tail cockatoo. He adapted to me being his leader when we did take off and land training and it got easier when he knew I was a safe person. I also loved the interaction I had with the other animals like some koalas, marmosets (type of monkey), Servals, some of the birds like owls and red tail cockatoos as well at the penguins and lowkey the Dingo. The people that managed me said they were surprised how keen I was to learn and do things and get out of my comfort zone. This was because of previous work experience students didn't want to be there. They said if I was interested when I can drive if I could work out there. I was really surprised with how they feed the animals there. I didn't realise that they had a food plan for each animal, and they changed it up every day. I am glad I had the experience at the wildlife park as I have achieved a lot of things in a short period of time.

Partial Work Sample 3

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

Documenting My Chair Construction Journey



Background Information:

In the year of 2023, I have been given the task to create a project, this project will be to create a chair using woodwork skills and a variety of tools. I have specifically chosen to grow knowledge and skills by learning how to make a wooden chair and also use the tools I have access to. This will come with a variety of challenges including time management and also the constant learning opportunities, this is a large amount of information to take in and use for my project and design. These new skills get me multiple roles and/or careers. I will also use the people around me to gain more knowledge.

Online/YouTube Research

2/03/2023, Lesson 6 I've decided to watch some YouTube tutorials. This is what I've come across:

Video 1:

https://www.youtube.com/watch?v=gEZOg0iRe1g&ab_channel=TheWoodWhisperer
[TheWoodWhisperer on YouTube, 2018]

- Cherry wood
- Cloud lifts
- Crest rail
- Comfortable backrest to mould and fit the shape of your back.
- Legs curved outwards roughly 5-7 degrees giving the chair a "splay angle".
- Cushion Seat
- "Tapered" and "Pillowed" effect on the chair's legs.
- Wiping Varnish
- Recommend Visiting thewoodwhisperguild.com.
- Use already existing chairs for measurement references for blueprint drawings.
- Cut Dimensions
- Slots Cut for easier assembly.
- "Walnut Plugs"
- Fine adjustments and fixes were attended using fine sanding, also removing rough edges and possible splinter injuries.
- "Upholstered Inset & Overlay" (seat Cushions...

Video 2: https://www.youtube.com/watch?v=iw8nTRP5Cm0&ab_channel=DIYMAN (DIY MAN on youtube, 2020)

- Jig-saw
- Drill

- Hammer and nails
- Handsaw
- Circular saw
- Electric sander
- 18 gauge brad nailer
- Miter saw
- Table saw

Video review: 1 & 2

The first video watched was to inform me and/or teach me various techniques that I could be potentially applying to my chair design. It gave me a type of wood that to perhaps be useful and helpful for building my design, this wood being "Cherry Wood". The Wood Whisperer's video also helped with topics to research, it listed a variety of techniques I could import into my design to potentially research and find more about. Also have I discovered a website created by the author of this tutorial. I personally find the upholstered insert and overlay cushioning to be hopefully very helpful and almost inspirational as I would very much consider importing that into my design.

The second video was strongly focused on the tools I would potentially need. As I am planning on focusing my design to be built at my house, I found this very important and helpful to consider and note down what tools I have available to my father's workshop. This reminds me that I will later have to have a session with my dad teaching me how to use these tools, this will be recorded and documented.

Basic Dining Chair Example



<https://sanctuaryhome.com.au/>

Future Careers

careers such as Furniture installer and removalist, cabinet maker, furniture finisher, wood machinist, carpenter, machine operator, craft woodworking artist, and construction manager
*(Indeed Career Guide, Accessed 09/03/23).*Professional Feedback

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XXXXXXXXXXXX

"Sustainability can be a big part in your product and its procedures. Google ways to make your project more sustainable and/or better for the environment. E.g., where are you getting your wood from, how much pollution will you be producing and what is it coming from?"

XXXXXXXXXXXX

Showed me how to properly use the tools we have access to "Use leftover wood (scrap)"

"Safety is a key factor, make sure to be care full and distant of open blades, as well as wearing safety glasses to avoid getting stray particles in my eyes. Recommended also is to where a mask to avoid breathing in anything dangerous."

Applying Professional feedback:

After interviewingxxxx, he mentioned how to be sustainable in all areas of my project, so after some research I have found to use recycled materials such as salvaged wood, recycled textile, and reused wood like wooden pallets. Or more so use natural materials like bamboo. (C. Bowman, 13/6/22, "My Move" ultimate guide to sustainable furniture, Accessed 12/04/23):

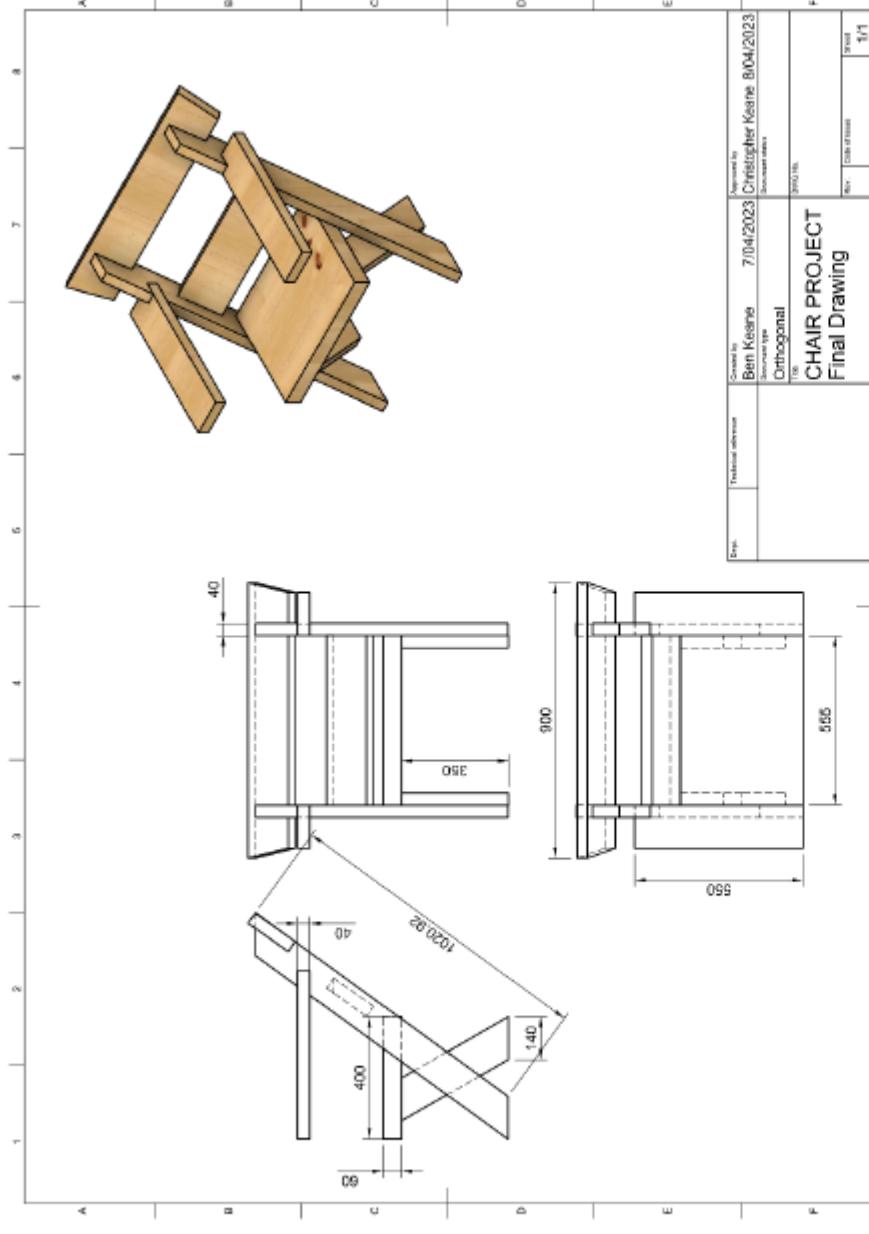
<https://www.mymove.com/home-inspiration/trends/the-ultimate-guide-to-sustainable-furniture/#:~:text=What%20are%20the%20best%20sustainable,for%20furniture%20and%20home%20decor.>

I then interviewed my father and he not only properly showed me how to handle my great grand fathers "radial arm saw" for my project, but also he discussed some safety features and the risk of disobeying these safety features. In order to apply this feedback, I have acquired myself with safety goggles in order to keep my eyes clear of saw dust and PVA wood glue. I have also sourced a mask to help avoid breathing in any dangerous chemicals and saw dust. As according to WorkSafe NZ breathing in sawdust can go deep into our lungs to then cause scarring to the tissue and further damage to the lungs.



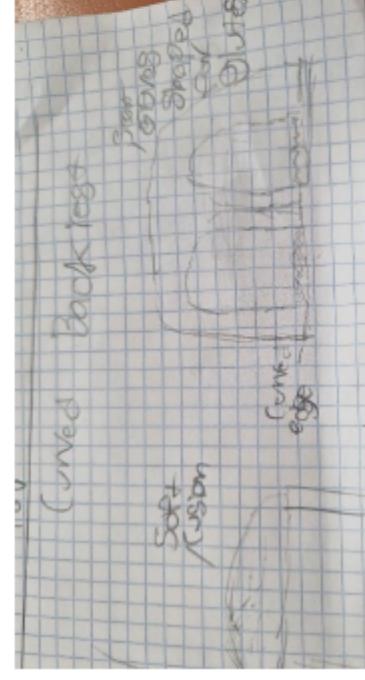
Prototype Drawing:

Using a CAD software called Fusion 360 I've designed the prototype chair and created this orthogonal drawing to document it. This is involving measurements and multi POV (point of view) sections, also have I created a render of the prototype using the same software.



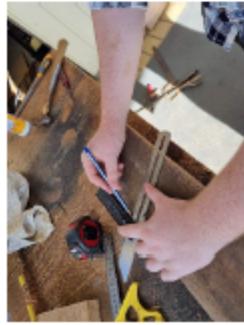
Prototype sketches

During class time one day unfortunately, my laptop ran out of power, therefore I had to make something to do during this time, I saw it as the perfect opportunity to work on my sketching skill. Unfortunately, although the sketches came out okay, none of the designs were implemented as they are either unreasonable such as some of the leg designs or are simply just too hard to manufacture with that I have at hand and/or have access too.



Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

Procedure



In this caption, I am actively marking a 30 degree full cut for the front legs giving them an angle to become more effective and stronger.



I next mark out rectangular rebated cuts for joining top backrest component. The word "rebate" refers to the type of joint and connection for wood working, the benefit to using rebates is to have a long lasting strong and/or reliable joint with using PVA wood glue and potentially screws, This joint keeps it in place well.



I now use the radial arm saw to make my marked 30 degree cuts.



Back with the first backrest component. After running the saw through the rebate marks a few times I then go in with the chisel to remove the wood. Running the saw through makes the wood weaker and easier to run the chisel through.



Next, I am once again using the chisel to create another rebate in a different position on the legs this time. This 30 degree chiselled rebate allows the main seat component to slide in being sturdy and/or reliable.



This is the photo of the top backrest component finished and ready to be assembled.



I then begin gluing 7 pieces of scrap pine to from what will be the main seat component using PVA wood glue.



This is a key factor of the build, this image on the left is indicating and showing the rebated joint, as the seat component is slightly conjoint and merging with the right front leg with a "truss head" screw and more PVA wood glue keeping it in place.



With my final product looking at the rear of the chair design you can clearly see all rebated cuts represented and being effectively used creating a strong foundation and overall a safe sturdy and/or trustworthy structure.

Partial Work Sample 4

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

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EIF – My Project

Trial 1

How do you make the best croissants?

Introduction

Cooking and baking have always been hobbies of mine. When I was little, I always asked my parents if I could help them cook, or even just watch. The process and techniques required were something that I enjoyed learning, and of course, eating afterward. As I've gotten older, I've started cooking on my own and making creations from scratch. My latest recipe that I've gotten the hang of is macarons, which are quite a difficult recipe to master. I know that I have some skill in the kitchen, which is why with practice, I think I'll be able to master croissants. This is another extremely difficult recipe to get right, as there is so much that could go wrong with just a simple mistake.

I'm not expecting to make perfect croissants the first time as they are such a technical recipe. This will push me as failure isn't something that I'm comfortable with, however, is something that I need to learn to face. With practice, I'll become better at the precise techniques required and hopefully will end up with quality croissants.

Some risks involved with this project include the basic precautions taken in the kitchen like avoiding burns, keeping up with hygienic standards, and ensuring food is fresh.

I'm going to self-fund this project and undertake trials in my own kitchen. I know how my oven functions, which with this recipe will be ideal. As it is a long process, EIF lesson time wouldn't be substantial or consistent enough. To set me up for success, the best course of action is to make the croissants in my kitchen.

Background Research – The science behind the process

All croissants are made with laminated dough, a process where butter is rolled and folded into the dough over and over, creating super-thin layers. These layers are what create the honeycomb interior and flaky texture.

Butter is composed of butter fat, milk solids, and water. While baking, the water in the butter vaporizes into steam. Due to the rapid change in state, the pastry puffs up and creates steam pockets between the layers. Once the water evaporates completely, a honeycomb structure is left behind, creating an airy, but stable interior for the delicate texture. The butterfat is what creates the crisp, flaky, and butter component, essentially frying the layers.

The outside layer caramelizes and highlights the groves and textures developed during lamination, giving the croissant its classic glossy and stripy appearance. The toasty and nutty flavours are created by the milk solids, which also help with caramelization.

When making croissants, it's extremely important that the butter does not melt before baking. When it melts, the emulsion of the fat and water will break, leading the water to absorb into the dough. This will cause the croissants to be more breadly, rather than flaky.

The first recipe I'm trying is a 3-day process, allowing me to focus on each element in full. Shorter recipes are available, but I want to be able to fully comprehend the process and learn first-hand throughout, which is enabled with a lengthier recipe.

I will record a video to document how this trial goes.

Croissant Timetable

Day 1 – Make initial dough

- 21.00 h – Knead for 3 minutes and store in fridge for 12 hours

Day 2 – Laminates the dough

- 09.00 h – Make butter slab and refrigerate till needed
- 09.05 h – Roll dough disc into square
- 09.10 h – Seal butter in dough
- 09.15 h – Roll out to 20 cm x 60 cm and fold
- Refrigerate 30 minutes
- 09.50 h – Rotate 90 degrees
- Roll out to 20 cm x 60 cm and fold
- Refrigerate 30 minutes
- 10.25 h – Rotate 90 degrees
- Roll out to 20 cm x 60 cm and fold
- 11.00 h – Refrigerate until day 3

Day 3 – Dividing, Shaping, proofing and baking

- 09.00 h – Roll out to 20 cm x 110 cm – part 1
- 09.05 h – Often needed! Take 20 min. fridge time if length not in one go
- 09.25 h – Roll out to 20 cm x 110 cm – part 2
- 09.30 h – Divide and shape the croissants
- 09.40 h – First coat of egg wash
- 09.45 h – Proof to perfection (indication 2 hours)
- 11.45 h – Second coat of egg wash
- 11.50 h – Bake for 15-18 minutes
- 12.10 h – Ready!

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

Reflection

← Video of the Process (double click)

Overall, I think my first trial was successful. I learned about the different techniques and my croissants have room for growth in future trials. I made a few key errors that I'm going to avoid for the next batch.



Unevenness in the butter layers →

Action – let dough sit out for just a few minutes before rolling, the butter needs to be cold, but pliable too so it rolls out smoothly.



Dough not making it to the edges →

Action - dough rounded out, improve by proofing with cross cuts on top, when rolling will naturally fall into a squared shape.



Butter leaking out during baking →

Feedback- proof dough in the fridge & refrigerate/freeze throughout laminating process to keep the butter cold.

Trial 2

For my next trial I'm going to follow Claire Saffitz recipe for perfect croissants (NYT Cooking, 2020). Her instructions are explicit, and the recipe has some helpful tips that will be good for me to follow. The YouTube video is also great as she verbally explains the process, compared to Weekend Bakery having only text. I've learned a new way to laminate with the book fold, and that freezing dough can be beneficial. This will also help with the butter melting in my first trial.

On the weekends, I have netball commitments on Saturdays and occasionally Sundays, meaning that it's hard to fit in these trials. This weekend (27-28 May) I'm completing the second trial, following is a time plan to make this possible.

	Time	Task
Saturday	08:00	Make Détrempe (dough)
	10:00 - 11:00	Netball – Coaching
	11:15	Make butter block, let the dough continue rising
	12:30 – 14:30	Netball - Playing
	15:00	Lamination
Sunday	08:00 - onwards	Shaping, proofing, baking

Reflection



With some more research and watching a few videos of people making croissants, I've noticed that most people roll out the dough much thicker. The croissants also proved to be much larger, meaning more air and overall, a flakier and lighter croissant. I'm assuming that I didn't let mine sit for long enough, which contributed to the chewy, and dense texture of my croissants. I'm going to consider these factors in my next trial.

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

EIF – My Project

I'm pretty happy with my croissants. I had similar issues with unevenness in the butter as the first trial, so I wasn't really expecting them to work at all. The outside texture looks great with the layers and golden-brown crispness. However, they turned out really flat. They rose beautifully during the first half of baking but when I took them out to swap the 2 tray's racks, they started to fall back on themselves. To help this the next trial I'm going to bake them a tray at a time so they don't have to swap, the remaining tray can continue to proof in the fridge. I'm also considering only baking them on one side of the tray either front or back so I can control my oven's uneven baking and hotspots. I'm trying out a new butter to see if that one rolls out better as well to help with the unevenness.



Trial



Final

Reflection

Self-efficacy and Student Agency

At the beginning of this subject, I defined student agency to be leading your own learning and discovering concepts by actively pursuing them rather than passively learning. Through the making of these croissants, I was able to do this. From each trial, I took notice of what went wrong and reflected on what I can do to improve. My knowledge and skills in making pastry evolved through action. In addition, I displayed my findings independently through videos, photos, and text.



Perspectives

To gain other perspectives on my croissants I conducted lots of research on the internet to find out why something wasn't working. Trialling different recipes also allowed me to gain various pastry chefs' insights. My family taste-tested the croissants and shared their feedback, which I considered for future trials. Having the perspective of an expert would have supported me to receive more robust feedback, however, living in a country area, finding a pastry chef would've been difficult. Therefore, having the various pastry chefs' perspectives online enabled me to fill this gap in the process.

Enacting Plans

With my tight schedule, it was difficult to find the time to undertake trials, however, I made it work with time schedules to map out my time effectively. Through reflection, I evaluated what needed to change and implemented it into my actions.



Feedback

At first, I found when I received feedback, I was quick to make excuses or defend myself. I've never been someone to accept feedback, especially from my family, however, throughout the process I've become more used to it. I've realised the value of constructive criticism and have realised it isn't a personal attack, but rather a way to improve.

Goals

My goal for this project was to discover how to make the best croissants while extending my cooking skills. I think I achieved satisfactory results, the croissants still could have some improvement, but I am happy with what I did achieve. I initially considered comparing a 3-day recipe to a 1-day recipe but ended up just sticking with a 3-day recipe, perhaps in the future, I'll try out the 1-day croissants. I wanted to push myself out of my comfort zone and learn to accept failure, which inevitably happened. Although, I don't consider my earlier trials failures, because I learned immensely from them, which is the real goal of this project.

	Time	Task
Saturday	07:30	Make Détrempe (dough) and butter block
	11:00 - 12:00	Netball – Coaching
	11:15	Homework
	13:30 – 15:30	Netball - Playing
	15:30	Lamination
Sunday	10:00 - onwards	Shaping, proofing, baking

Action -

I have created this video with the additional intention to also enter the SASTA Oliphant Science Awards for the multimedia entry.