

BIG IDEAS

Products can be
designed for life cycle.

Personal design interests require
the evaluation and refinement of skills.

Tools and technologies can be adapted
for specific purposes.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design</p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> • Conduct user-centred research to understand design opportunities and barriers <p>Defining</p> <ul style="list-style-type: none"> • Choose a design opportunity and point of view • Identify potential users, intended impact, and possible unintended negative consequences • Make inferences about premises and boundaries that define the design space <p>Ideating</p> <ul style="list-style-type: none"> • Take creative risks to identify gaps to explore as design space • Generate ideas to create a range of possibilities and add to others' ideas in ways that create additional possibilities • Critically analyze how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs for preferred futures • Prioritize ideas for prototyping and designing with users <p>Prototyping</p> <ul style="list-style-type: none"> • Identify and use a variety of sources of inspiration and information • Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas • Analyze the design for life cycle • Construct prototypes, making changes to tools, materials, and procedures as needed • Record iterations of prototyping 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • evolving sectors of the tourism industry in a changing marketplace • characteristics of services as distinct from goods • role of tourism in the economy • factors in the development of tourism over time • factors that influence tourism products and consumer choices • defining characteristics of geography of British Columbia, Yukon, and Canada • agencies that influence the development, management, and marketing of tourism products, services, and destinations • marketing strategies using the 6 Ps: product, place, promotion, process, people, price • strategies for industry management and marketing through evolving technologies • Aboriginal tourism and the local/provincial market and economy • techniques for communicating and interacting with diverse individuals and groups

Learning Standards (continued)

Curricular Competencies	Content
<p><i>Testing</i></p> <ul style="list-style-type: none"> • Identify feedback most needed and possible sources of that feedback • Develop an appropriate test of the prototype • Gather feedback from users over time to critically evaluate their design and make changes to product design or processes • Iterate the prototype or abandon the design idea <p><i>Making</i></p> <ul style="list-style-type: none"> • Identify appropriate tools, technologies, materials, processes, potential funding sources, and time needed for production, and where/how these could be available • Use project management processes when working individually or collaboratively to coordinate production <p><i>Sharing</i></p> <ul style="list-style-type: none"> • Share their progress while making to increase feedback, collaboration, and, if applicable, marketing • Decide on how and with whom to share or promote their product, creativity, and, if applicable, intellectual property • Critically evaluate their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including the ability to implement project management processes • Identify new design issues, including how they or others might build on their concept <p>Applied Skills</p> <ul style="list-style-type: none"> • Demonstrate an awareness of safety issues for themselves, co-workers, and users in both physical and digital environments • Identify and evaluate their skills and skill levels, in relation to their project or design interests, and develop specific plans to learn or refine their skills over time <p>Applied Technologies</p> <ul style="list-style-type: none"> • Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for their design interests • Analyze the role and impact of technologies in societal change, and the personal, social, and environmental impacts, including unintended negative consequences, of their choices of technology use • Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies 	

Big Ideas – Elaborations

- **designed for life cycle:** taking into account in the design process, economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials

Curricular Competencies – Elaborations

- **user-centred research:** research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **Defining:** setting parameters
- **boundaries:** limiting factors, such as available technology, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
- **Ideating:** forming ideas or concepts
- **designing with users:** working with users at all stages of the design process
- **sources of inspiration:** may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
- **information:** for example, other people as experts (e.g., First Peoples Elders), secondary sources, collective pools of knowledge in communities, collaborative atmospheres
- **design for life cycle:** including the social and environmental impacts of extraction and transportation of raw materials, manufacturing, packaging, transportation to markets, servicing or providing replacement parts, expected usable lifetime, and reuse or recycling of component materials
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **sources of that feedback:** may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- **appropriate test:** includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data
- **potential funding sources:** It is not the intent, and not appropriate, for students to have to raise funds in order to complete their school project. Students may, however, wish to investigate sources of funding for the commercial development of their products.
- **share:** may include showing to others, use by others, giving away, or marketing and selling
- **product:** for example, a physical product, a process, a system, a service, or a designed environment
- **technologies:** things that extend human capabilities

Content – Elaborations

- **sectors:** for example, travel services, transportation, accommodation, food and beverage, recreation and entertainment
- **tourism:** for example, the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business, and other purposes
- **changing marketplace:** outbound tourism, inbound tourism; adapting to/mitigating disruptors
- **characteristics of services:** variability (heterogeneity), intangibility, perishability, simultaneity
- **role:** multiplier effect, relationship with other industries (e.g., forestry, fishing, mining)
- **factors:** for example, political, environmental, economic, social, and technological
- **development:** for example, ancient times, Grand Tours, organized travel, rail travel, steam boats, automobile, air travel, jet age, mass tourism, technological shift, sustainability
- **factors that influence tourism:** for example, target markets, explorer quotient (EQ), travel motivators, consumer decision-making processes
- **consumer:** for example, excursionist, tourist, international tourist, domestic tourist, guest, visitor
- **defining characteristics of geography:** for example, physical geography, human geography
- **agencies:** local, regional, provincial, national, and international support organizations, for example, destination marketing organizations, chambers of commerce, visitor information centres, economic development offices, industry associations, government departments and ministries, NGOs
- **product:** for example, businesses, services, experiential tourism
- **place:** both where product is created and delivered and the channels through which it is purchased
- **promotion:** for example, advertising, public relations/media, personal selling, direct marketing, sales promotion
- **process:** the means by which the product is delivered
- **people:** both the consumer and deliverers of the product
- **technologies:** for example, point of sale systems (POS), property management systems (PMS), customer relationship management systems (CRM), social media, Internet, apps
- **Aboriginal tourism:** tourism businesses that are majority-owned and operated by First Nations, Metis, and Inuit, and that demonstrate a connection and responsibility to the local First Peoples community and traditional territory where the operation resides
- **diverse:** for example, abilities, cultural heritages, socio-economic backgrounds