

27-28  
Nov

ACMI  
Fed Square

# CONFERENCE SCHEDULE Day 1

8– 9am

**REGISTRATION**

9– 10am

**WELCOME & OPENING KEYNOTE** Cinema 2

Dr Tim Kitchen

10:10– 10:45am

**MORNING TEA** Cameo

10:50am– 12:20pm

**MASTERCLASS SESSION** Various, see over

12:30– 1:25pm

**LUNCH** Cameo

1:30– 2:15pm

**BREAKOUT SESSION 2**

2:20– 3:05pm

**BREAKOUT SESSION 3**

3:15– 4pm

**CLOSING KEYNOTE** Cinema 2

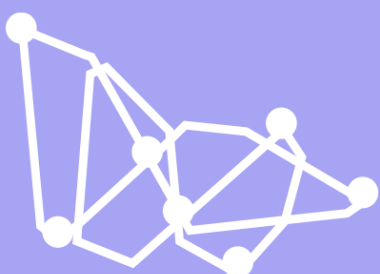
Stephanie McLoughlin & Leah Feigan

4– 6pm

**ACMI EXHIBITION** (*optional visit*) Gallery 4

Game Worlds

DIGICON  
25.0



DIGITAL LEARNING &  
TEACHING VICTORIA

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## 9– 10am OPENING KEYNOTE

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**Cinema 2** Dr Tim Kitchen

### **The Skills That Matter Most: Educating for Success in an AI-Driven Future**

As artificial intelligence continues to reshape our world, the skills students need to thrive are evolving faster than ever. In this presentation, Education Consultant Dr Tim Kitchen draws on global research and over 30 years of experience as an educator and EdTech specialist to explore the capabilities most essential for future success. Tim will share practical insights, stories, and strategies to help educators nurture creativity, critical thinking, and adaptability in an AI-driven world.

## 3:15– 4pm CLOSING KEYNOTE

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**Cinema 2** Stephanie McLoughlin & Leah Feigan

### **From Policy to Practice: Shaping Digital Learning in Victoria**

Join Senior Policy Officers from the Victorian Department of Education's Digital Learning Policy and Practice Unit as they unpack the department's guidance and practical resources designed to support teachers in teaching both about and with digital technologies.

## 10:50am– 12:20pm MASTERCLASS SESSION

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### **Swinburne Studio**

Human-AI Co-Thinking: Designing Assessments for the Real World  
- Joshua Brewer

### **GDFL 1**

Adobe Express Tools for Creativity - Al Briggs

### **GDFL 2**

A Practical micro:bit Journey - Catherine Newington, Caterina Garwoli, and Sam Kingsley

### **Cinema 2**

Digital Toolbox: Online Tools to Enhance Creativity and Engagement in Digital Technologies - Whitney Dudley and Luke Robinson

## 1:30– 2:15pm SESSION 2

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### **Swinburne Studio**

Play, Prompt, and Create: Digital Learning with AI in the Primary Years  
- Scott Peel

### **GDFL 1**

From Research to Reality: Designing Digital Game Learning Experiences  
- Shea Rigney

### **GDFL 2**

From PLAY to PYTHON - Libby Moore, Moore Educational

### **Cinema 2**

Introduction to VCE Algorithmics - Michael Quilliam

## 2:20– 3:05pm SESSION 3

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### **Swinburne Studio**

Unlocking the Power of the Digital Technologies Lesson Plans - Steven Goldberg and Lorraine Blyth

### **GDFL 1**

Turn Creativity Into Learning with Hands-on, Student-driven Game Design Experiences for Primary Students - Coby Reynolds and Nathan Alison

### **GDFL 2**

Creating a New Year 10 Elective: "Introduction to Algorithmic Thinking"  
- Georgia Gouros

### **Cinema 2**

AI Literacy in Year 11 Applied Computing - Kanthi Kommidi

10:50am– 12:20pm MASTERCLASS SESSION

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**Swinburne Studio** Joshua Brewer

### **Human-AI Co-Thinking: Designing Assessments for the Real World**

This session will provide a practical and curriculum-linked approach to using AI as a collaborative partner in the classroom. We will explore how to design "cheat-proof" assessments that focus on the human skills of critical thought, synthesis, and creative problem-solving. This workshop will empower educators with actionable strategies and lesson ideas to navigate the rise of AI in the classroom, offering a positive framework for rebooting digital learning and ensuring genuine student growth.

**GDFL 1** Al Briggs

### **Adobe Express Tools for Creativity**

Learn how to use Adobe Express to foster creativity, promote digital fluency, and develop innovative teaching practices. The session will highlight practical classroom applications and demonstrate how to leverage Adobe tools to create engaging assets, such as interactive graphics, multimedia presentations, and digital storytelling projects that enhance learning. Educators will leave prepared to integrate these resources into their curriculum and elevate student engagement through creative technology. This masterclass equips K–12 educators with the knowledge and skills to achieve Adobe Certified Educator (ACE) Level 1 and Level 2 qualifications.

**GDFL 2** Catherine Newington, Caterina Garwoli, and Sam Kingsley

### **A Practical micro:bit Journey**

ACS partnered with Fintona Girls' Grammar to co-design and deliver a two-term micro:bit program. Students developed coding knowledge and confidence with the Micro:bit, then applied these skills in a hands-on project that combined creativity and problem-solving. From initial concept and curriculum alignment through unit planning, project design, and final outcomes, Catherine and Caterina will share their journey, key learnings, and next steps. Participants will receive all lesson plans, resources, and assessment ideas from the program, ready to adapt to their own classrooms.

**Cinema 2** Whitney Dudley and Luke Robinson

### **Digital Toolbox: Online Tools to Enhance Creativity and Engagement in Digital Technologies**

A rapid-fire session showcasing a variety of digital tools that can be applied across Years 7–12. Participants will explore platforms such as TinkerCAD for 3D design, Canva for creative communication, Studio Code for programming, CodeCombat for gamified coding, W3Schools for web development, and Flourish for data visualisation. The session will highlight practical applications for different subjects and demonstrate how these tools can enhance engagement and learning outcomes.

1:30– 2:15pm SESSION 2

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**Swinburne Studio** Scott Peel

**Play, Prompt and Create: Digital Learning with AI in the Primary Years**

As digital technologies and AI evolve, primary educators are seeking safe, purposeful, and creative ways to integrate them into classroom learning. Drawing from real classroom examples from the perspective of a Year 6 teacher, the session will showcase how digital learning experiences can foster curiosity, collaboration, and critical thinking, while supporting the development of digital literacy and ethical technology use.

Participants will gain confidence in integrating AI safely and effectively within primary classrooms, learn practical prompting techniques to enhance teaching efficiency and creativity. Each participant will leave with a practical “digital showbag” - a collection of classroom-ready ideas to reboot digital learning in their own context. This session will empower educators to confidently and responsibly integrate AI and digital technologies to transform learning in the primary years.

**GDFL 1** Shea Rigney

**From Research to Reality: Designing Digital Game Learning Experiences**

Transform gaming from time-filler to learning accelerator! Recent Australian research reveals a critical gap: while 97% of teachers report positive impacts from digital games, many lack frameworks to move beyond basic recall activities. Participants explore research-backed pedagogical frameworks, then apply them to design curriculum-aligned gaming experiences that promote higher-order thinking. Teachers will leave with concrete lesson plans and game selection criteria that work within their current constraints - limited devices, tight budgets, and curriculum pressures.

**GDFL 2** Libby Moore, Moore Educational

**From PLAY to PYTHON**

Build confident coders with the LEGO Education SPIKE™ portfolio, a complete solution for implementing a strong robotics program in Primary and Secondary school. Explore how you can take your students from playing with Block coding to Python programming easily. The ACARA aligned lessons and challenges encourage students to think critically and collaborate to create simple to complex robotic solutions with real world relevance. Take away a Unit of work that will give your students the fundamentals of the Python programming language, using LEGO® Education SPIKE™ Prime.

**Cinema 2** Michael Quilliam

**Introduction to VCE Algorithmics**

A promotional workshop showcasing some of the course's content.

2:20– 3:05pm SESSION 3

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**Swinburne Studio** Steven Goldberg and Lorraine Blyth  
**Unlocking the Power of the Digital Technologies Lesson Plans**

The Department of Education is producing lesson plans and classroom-ready supporting resources to reduce the workload of teachers and assist those teaching out-of-field. The Digital Technologies lesson plans will be published in early 2026. This session is designed to prepare teachers to implement them effectively in their classrooms.

**GDFL 1** Coby Reynolds and Nathan Alison  
**Turn Creativity Into Learning with Hands-on, Student-driven Game Design Experiences for Primary Students**

This session will unpack the newly developed Level 5 and 6 Digital Technologies V2.0 supporting resource. The resource pack includes four expertly designed units that make teaching and learning fun, practical, and engaging. In this workshop, participants will dive into Unit 1 – Game Making, exploring key concepts through a hands-on coding session. You'll experience a range of classroom-ready ideas, practical strategies, and creative activities you can take straight back to your students.

**GDFL 2** Georgia Gouros  
**Creating a New Year 10 Elective: "Introduction to Algorithmic Thinking"**

Opening new pathways and interests for students while addressing the curriculum goals in the Math and Digital Technologies 9-10 VTLM 2.0

**Cinema 2** Kanthi Kommidi  
**AI Literacy in Year 11 Applied Computing**

Year 11 Applied Computing students transitioned from AI users to creators by designing and building chatbots as part of the Innovative Solutions unit. Using the AI Literacy Framework, they analysed user needs, mapped conversation flows, and refined scripts with generative AI before developing their bots in AIML. This hands-on project strengthened problem-solving and computational thinking while embedding principles of transparency, fairness, and human-centred design. Participants will leave with the lesson sequence, resources, and student work to equip educators with practical strategies for integrating AI literacy into their curriculum and supporting students in developing ethical and creative approaches to AI.

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# CONFERENCE SCHEDULE Day 2

8– 9am

**REGISTRATION**

9– 10am

**WELCOME & OPENING KEYNOTE** Cinema 2

Andrew Smith, CEO VCAA

10:10– 10:45am

**MORNING TEA** Cameo

10:50am– 12:20pm

**MASTERCLASS SESSION** Various, see over

12:30– 1:25pm

**LUNCH** Cameo

1:30– 2:15pm

**BREAKOUT SESSION 2**

2:20– 3:05pm

**BREAKOUT SESSION 3**

3:15– 4pm

**CLOSING KEYNOTE** Cinema 2

Stephanie McLoughlin & Leah Feigan

4pm

**DLTV PRIZE DRAW** Cinema 2

**DIGICON  
25.0**



DIGITAL LEARNING &  
TEACHING VICTORIA

**acmi**

## 9– 10am OPENING KEYNOTE

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**Cinema 2** Andrew Smith, CEO VCAA

### **Digital Technologies and Implications for Curriculum**

In an era of rapid technological acceleration, digital technologies are transforming how students learn, how teachers teach, and how curriculum is designed and delivered. In this keynote, Andrew Smith, CEO of the Victorian Curriculum and Assessment Authority (VCAA), will explore the evolving role of digital technologies across Victorian education and the opportunities and challenges they present for curriculum reform.

## 3:15– 4pm CLOSING KEYNOTE

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**Cinema 2** Trent Ray, The Cyber Safety Project

### **Fencing the Ocean – Riding the Wave of Change Together**

*Preparing Communities for Australia's Social Media Reform*

Online safety educator Trent Ray explores the challenge of regulating vast and ever-changing digital spaces. As the tide of social media reform rolls in, educators and school leaders are facing a new wave of questions. Rather than just building barriers, he invites educators to take on the roles of lifeguards, swimming instructors, and lighthouse keepers as they guide young people with skill, support, and clarity.

Drawing on national data from over 5,500 Australian teens and frontline insights from the Cyber Safety Project, Trent will unpack:

- What the December 10 legislation means for schools, students and families
- How to build digital resilience through proactive education
- Why schools must lead the way in preparing communities for respectful digital citizenship

You will leave with practical strategies, useful resources, and renewed confidence to take action and support your school community through the wave of change.

## 10:50am– 12:20pm MASTERCLASS SESSION

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### **Swinburne Studio**

Visualising the Everywhen through Virtual Heritage - Brett Leavy

### **GDFL 1**

What Does the Future of Learning Look Like with AI in Schools? - Adrian Janson with Toddle and Caulfield Grammar School

### **GDFL 2**

Making the Invisible, Visible - Rachel Patrick and Gillian Light

### **Cinema 2**

Applied in Action: Practical Activities for the New Study Design - Luke Robinson and Whitney Dudley

## 1:30– 2:15pm SESSION 2

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### **Swinburne Studio**

Learn Godot Game Development for Years 7-10 - Pablo Farias, Zenva

### **GDFL 1**

VCE Study Design Retrospective—1 year in! - Adrian Janson

### **GDFL 2**

3D Printing as a Tool for Student Engagement Across the Curriculum  
- Jack Allen

### **Cinema 2**

Adapted Explicit Instruction for the Neurodivergent Learner  
- Leona Goodwin

## 2:20– 3:05pm SESSION 3

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### **Swinburne Studio**

Building AI Mood Lamp: Detect Happy or Sad Faces - Pathik Shah, Pakronics

### **GDFL 1**

Measure What Matters: Building a Digitally Capable School - Paula Christophersen and Anna Kinnane

### **GDFL 2**

Code, Chance, Create: Unlocking Maths & Digital Tech with micro:bit Games - Celia Coffa

### **Cinema 2**

DLTV VCE Kit: Resource Unpacked - Adam Clissold, Angeline Yannopoulos, and Sally Gridley

10:50am– 12:20pm MASTERCLASS SESSION

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**Swinburne Studio** Brett Leavy

### **Visualising the Everywhen through Virtual Heritage**

My presentation explores the intersection of virtual heritage (VH) technologies and the "Everywhen"—a First Nations concept of time and place in which past, present, and future coexist. Our approach utilises dynamic, multi-layered 3D environments to move away from linear, Western chronologies and embody the cyclical, relational, and perpetually active nature of First Nations time. The presentation will cover practical and ethical methodologies for co-designing virtual experiences, with a discussion of challenges in translating oral traditions and ensuring community sovereignty over cultural data. You will learn how AI empowered digital technologies, VR, and AR can offer students experiential learning in virtual heritage.

**GDFL 1** Adrian Janson with Toddle and Caulfield Grammar School

### **What Does the Future of Learning Look Like with AI in Schools?**

What does it really take for schools to bring AI into teaching and learning in a safe, student-first way? In this session, VIC specialists from Toddle will share honest lessons from working with schools across Australia - where AI is helping, where it falls short, and what teachers need to feel confident using it in their practice. Colleagues from Caulfield Grammar School will also share early reflections as they begin exploring how AI could support their large, multi-campus community.

**GDFL 2** Rachael Patrick and Gillian Light

### **Making the Invisible, Visible**

This hands-on workshop invites teachers behind the scenes of the digital systems that shape almost every part of our world. Through playful, low-tech provocations and creative digital design challenges, participants will explore how algorithms, data, and user interfaces shape human experience. Teachers will engage in adaptable F–10 activities that foster computational thinking, creativity, and ethical awareness across year levels. Participants will leave with classroom-ready ideas directly connected to the Digital Technologies strands of Digital Systems and Security, as well as Creating Digital Solutions.

**Cinema 2** Luke Robinson and Whitney Dudley

### **Applied in Action: Practical Activities for the New Study Design**

In this masterclass we will be dissecting the new Applied Computing U1-4 study design and reviewing the new content knowledge that has been added to Applied Computing, Data Analytics, and Software Development. We will be sharing practical activities to support student engagement and learning for these concepts. You will leave this session with ideas on how you can better teach the updated study design in 2026 and beyond.

1:30– 2:15pm SESSION 2

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**Swinburne Studio** Pablo Farias, Zenva Schools  
**Learn Godot Game Development for Years 7-10**

Learn the basics of game creation with Godot, a free, lightweight game engine with a Python-like syntax. Perfect for classrooms—no account creation needed. You'll cover getting started, building the core components of a simple game, and integrating Godot into educational contexts. Empower your students with creativity and technical skills using Godot.

**GDFL 1** VCE Study Design Retrospective - 1 year in!  
**Adrian Janson**

We are one year into the new Applied Computing Study Design! As someone who taught all six units (which wasn't a silly thing to do at all - no, not at all), I will discuss my perspective on what worked, what didn't, what could have been better, and how I will change things up next year. If you are teaching VCE in 2026 and want some insight into what to expect (and perhaps what NOT to do), come along and join in the discussion - hope to see you there!

**GDFL 2** Jack Allen  
**3D Printing as a Tool for Student Engagement Across the Curriculum**

This presentation shows how 3D printing can transform student engagement and support curriculum connections in diverse classrooms. I'll share my experiences working in remote communities and how technology like 3D printing can open new learning opportunities for all students. I'll also discuss ways to support differentiation, especially for gifted and high-ability learners, with hands-on projects that challenge and extend critical thinking. Teachers will leave with practical ideas, based on real-life examples, for bringing 3D printing into their lessons to spark creativity, problem-solving, and enthusiasm for learning across different subjects.

**Cinema 2** Leona Goodwin  
**Adapted Explicit Instruction for the Neurodivergent Learner**

This workshop will demonstrate how to use Google Slides and Google Forms to teach neurodiverse students. Learn to use teacher modelling as an adapted explicit instruction method that facilitates low demand, personalised learning experiences centered on student interests. I will provide examples of curriculum-based learning experiences that can be tailored to individual students while remaining similar to their peers' work. Participants will then create a quiz in Google Forms or a presentation in Google Slides focusing on a challenging student profile.

2:20– 3:05pm SESSION 3

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**Swinburne Studio** Pathik Shah, Pakronics

**Building AI Mood Lamp: Detect Happy or Sad Faces**

Discover how Artificial Intelligence comes alive in the classroom! In this hands-on session, we'll explore AI in Physical Computing — where small devices like the Seeed XIAO ESP32-S3 can see, hear, and respond to the world around them.

**GDFL 1** Paula Christophersen and Anna Kinnane

**Measure What Matters: Building a Digitally Capable School**

How do you know if your school is digitally capable? Beyond devices and infrastructure, capability is reflected in students' Digital Literacy skills, the alignment with the Digital Literacy Foundational Skills continuum, and the capacity of teachers to thrive in an AI-driven environment. It's also about having a clear digital vision, purposeful investment in resources, and a coordinated, whole-school approach. This session will explore the key elements schools should measure to understand their digital capabilities and will provide strategies and a tool for taking a more future-focused approach to transforming digital practices.

**GDFL 2** Celia Coffa

**Code, Chance, Create: Unlocking Maths & Digital Tech with micro:bit Games**

Explore a highly engaging activity designed for students in Years 3 to 6 (but adaptable for higher) that seamlessly integrates Digital Technologies and Mathematics. This workshop introduces a two-part activity where students first utilise a BBC micro:bit and a 5x5 game board to play a simple game involving a repeated chance experiment. Then, students design their own maths-focused board games. This involves adapting micro:bit code, developing scoring systems, and creating clear game instructions, all while collecting and analysing data to identify trends and assess fairness.

**Cinema 2** Adam Clissold, Angeline Yannopoulos, and Sally Gridley

**DLTV VCE Kit: Resource Unpacked**

The DLTV Committee answer your questions from DigiCon on VCE Applied Computing Units 1 – 4. Plus, see some sample projects and highlights from the DLTV VCE Resource Kit. Includes examples from Applied Computing, Data Analytics, and Software Development.

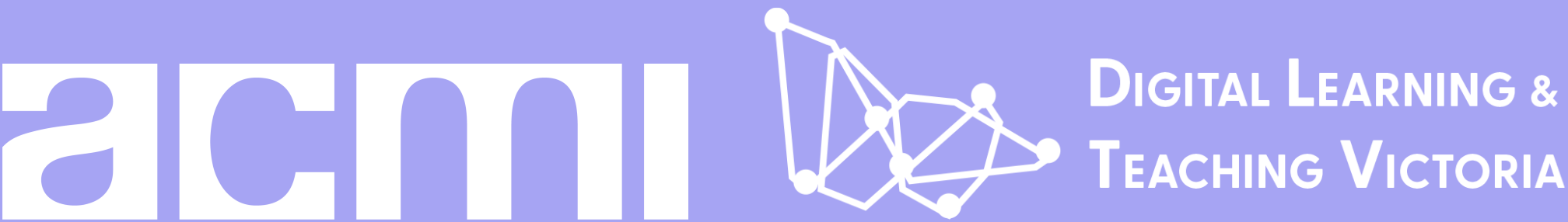
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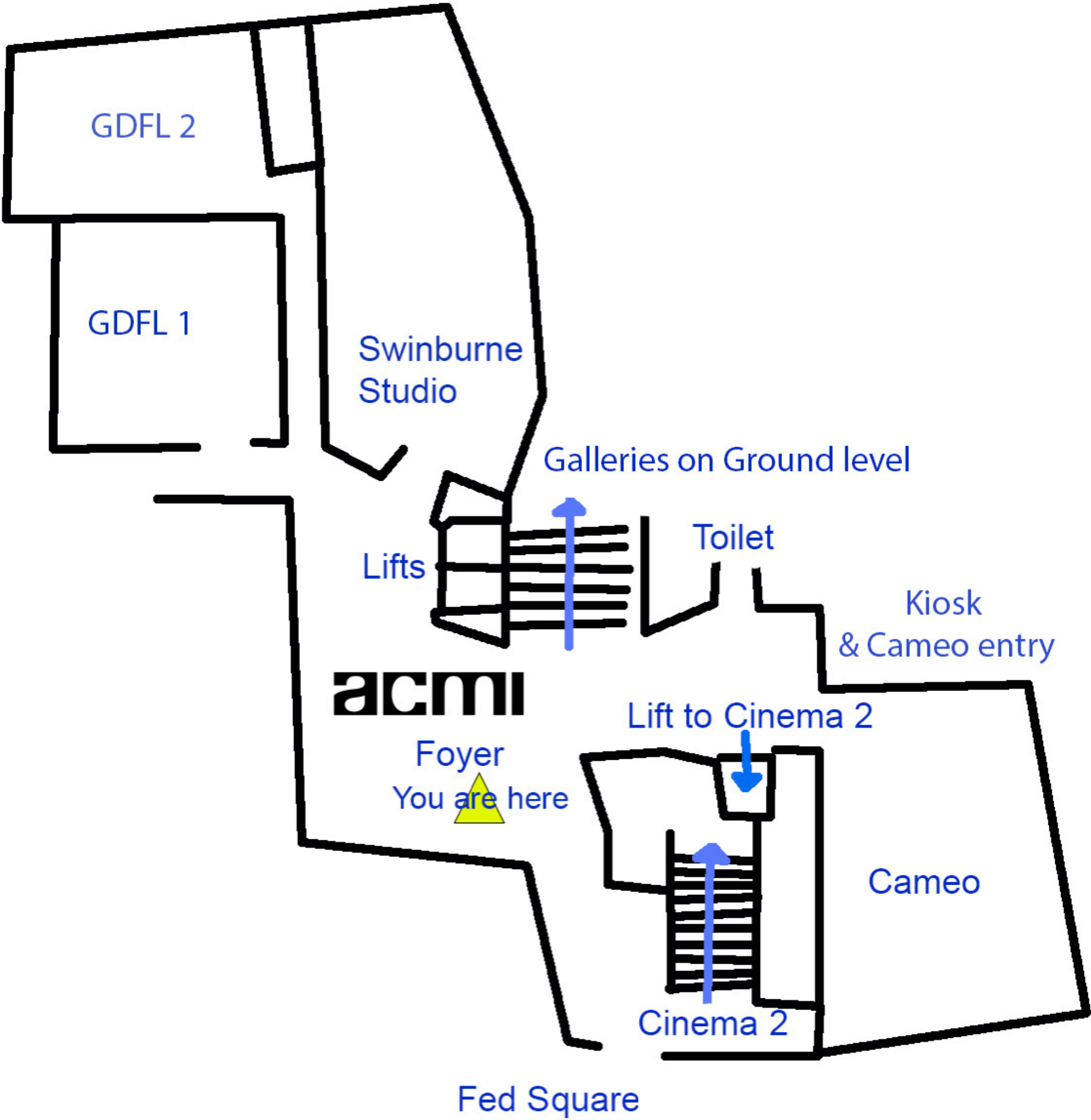
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DIGICON 25.0 PRESENTING PARTNERS



# MAP OF ACMI



A library of practical game-based learning ideas designed by teachers for teachers.

# Game Lessons

[acmi.net.au/game-lessons/](https://acmi.net.au/game-lessons/)

## 2025 - 2028 VCE APPLIED COMPUTING RESOURCE KIT

<designed by teachers>  
<for teachers>  
<released in 3 stages>

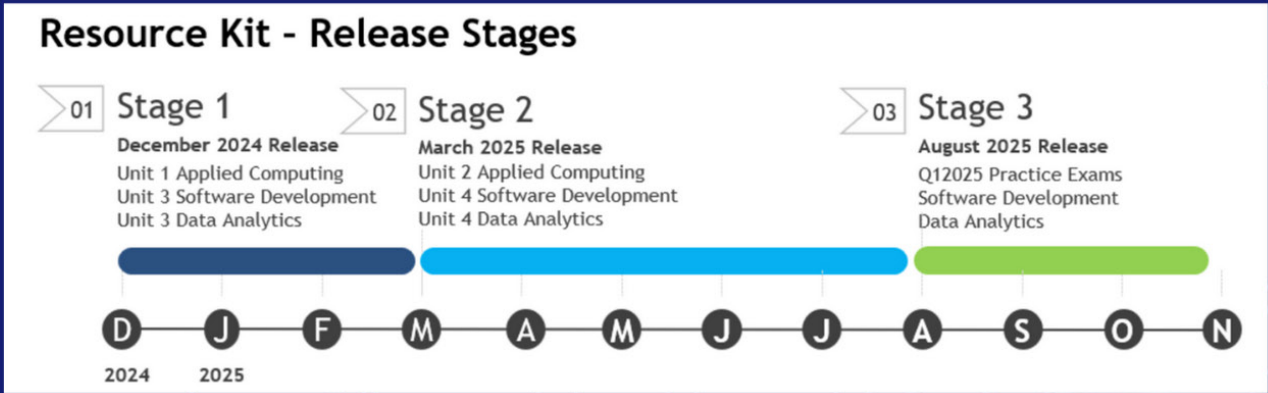


### Cost

\$355 for DLTV member schools  
or member individuals

\$455 for non-members

\*These costs are for the complete kit.  
The kit cannot be purchased in parts.



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