DEPARTMENT OF EDUCATION
learners first

Personal futures

Technologies

Digital Projects 1

Course document

independent schools tasmania

Catholic Education Tasmania

Years 9-12 Learning

Tasmanian Government

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Digital Projects, 150 Hours – Level 1

Focus area – Personal futures

Courses aligned to the Years 9 to 12 Curriculum Framework belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

Digital Projects Level 1 is a Personal futures course.

Personal futures courses prepare learners to be independent young adults, able to lead healthy, fulfilled and balanced lives. Learning is highly personalised. Learners develop strategies to optimise learning, make decisions, solve problems, set career and life goals and pursue areas of strong personal interest. Personal futures supports learners to develop the required knowledge, skills and understandings to make informed choices that enhance their own and others' health and wellbeing. The inclusion of Personal futures as a focus area responds to a range of contemporary research findings highlighting the importance of learners having broad educational goals that include individual and collective wellbeing and opportunities for student agency as they navigate a complex and uncertain world.

Personal futures courses have three key features that guide teaching and learning:

- theory and dialogue
- informed action
- reflection and dialogue.

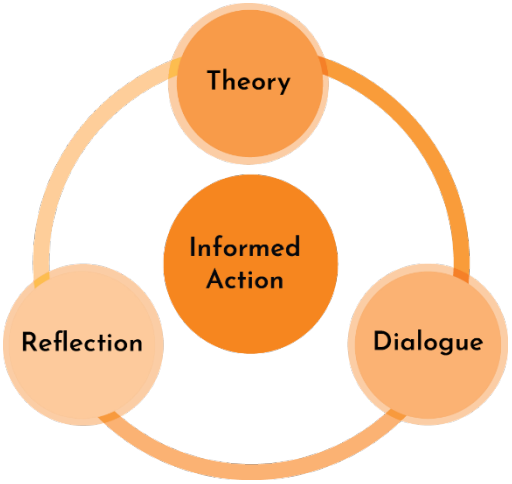


Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

In this course, learners will do this by identifying their strengths and areas for improvement relating to their personal capabilities with digital literacy. They will undertake supported digital projects using a range of digital technologies, independently and collaboratively, relating to their personal interests and needs. Learners will continuously reflect on their personal goals and learning within their projects and take informed action to review and refine their next steps. This course will enable learners to become confident digital users, creators and communicators.

Rationale

Digital transformation has changed the ways in which we live, learn and work. To take advantage of the opportunities and overcome the challenges of a digital society, learners in this course will develop the ability to identify and use digital technologies confidently, creatively and critically.

Digital Projects Level 1 is a foundational course designed to build personal confidence with the use of digital technologies and enable the development of digital literacy, skills and knowledge to enable learners to have fulfilling and productive lives, careers and relationships.

Digital Projects Level 1 will meet learner needs and interests through a customisable, engaging program of learning, utilising problem-based and project-based inquiries. It will enable learners to engage practically and collaboratively with common and emerging technologies and provide opportunities to develop projects to meet personal needs and interests.

Digital Projects Level 1 facilitates successful transition from *Preliminary Technologies* to Level 2 courses including *Essential Skills - Using Computers and the Internet* and *Computer Applications* as well as supporting the development of digital skills to aid learning in all senior secondary courses.

The purpose of Years 9 to 12 Education is to enable all learners to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables learners to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Learning outcomes

On successful completion of this course, learners will be able to:

1. set and review personal goals in relation to developing digital literacy skills
2. apply communication and collaborative skills
3. use knowledge, concepts and skills for undertaking a digital project
4. operate effectively in an online environment
5. use a design process to develop solutions for a variety of digital challenges
6. demonstrate an understanding of personal safety and security issues related to the use of digital technology
7. investigate past, current and emerging information and software technologies
8. utilise a growth mindset to overcome project challenges and build skills for lifelong learning.

Integration of general capabilities and cross-curriculum priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Ethical understanding
- Information and Communication Technology (ICT) Capability
- Personal and social capability

Course description

Digital Projects Level 1 is a foundational course designed for learners wanting to build personal confidence with the use of digital technologies.

Digital literacy skills are essential for individuals to participate effectively in today's society and this course will support learners to develop these skills through engaging, problem-based and project-based inquiries.

Digital Projects Level 1 will enable learners to engage practically and collaboratively with common and emerging technologies and have opportunities to develop projects to meet personal needs and interests.

Pathways

Digital Projects Level 1 facilitates successful transition from *Preliminary Technologies* to Level 2 courses including *Essential Skills - Using Computers and the Internet* and *Computer Applications*, as well as supporting the development of digital skills to aid learning in all senior secondary courses.

Digital Projects Level 1 may provide a pathway to entry level Vocational Education and Training (VET) Units or Certificate I qualifications with a computing focus.

Course requirements

Access

There are no access requirements for this course.

Resource requirements

- computers such as desktop or laptop computers, digital tablets or other equivalent devices with connection to the internet and email
- hardware appropriate to simple tasks in everyday adult settings, including the workplace such as a printer and storage devices
- software appropriate to simple tasks in everyday adult settings, including the workplace such as a word processor, spreadsheets and simple graphics programs
- additional resources may be required depending on provider-selected learning tasks. See 'Course content' below.

Course size and complexity

This course has a complexity level of 1.

For a full description of courses at a complexity level of 1, please refer to the Levels of complexity – Tasmanian senior secondary education: https://www.tasc.tas.gov.au/wp-content/uploads/2021/07/Levels-of-Complexity-Tasmanian-Senior-Secondary-Education.pdf)

Level 1 courses enable contextual opportunities for learners to:

- apply required knowledge and skills to demonstrate personal responsibility and accountability for the quality of some outcomes, as individuals and team members
- demonstrate skills to access, develop and communicate knowledge and ideas; reflect and act to solve problems, think creatively and flexibly and work with others.

This course has a size value of 15. Upon successful completion, this course may contribute 15 points towards the achievement of the Tasmanian Certificate of Education (TCE).

Course structure and delivery

Structure

This course consists of three 50-hour modules.

Module 1: Digital identity

Module 2: Creating with digital technologies

Module 3: Digital projects

Delivery

Modules 1 and 2 should be delivered before module 3. There is no further prescribed order.

Course content

Module 1 – Digital identity

Module 1 focuses on developing personal computing capabilities including: investigating, creating and communicating using a range of technologies; safety and well-being in a digital environment and managing and operating a range of technologies (see Appendix 6). Learning is guided and scaffolded through self-questioning, learner-teacher communication, peer to peer collaboration and self-assessment.

Module 1 learning outcomes

The following learning outcomes are a focus of this module:

1. set and review personal goals in relation to developing digital literacy skills
2. apply communication and collaborative skills
3. use knowledge, concepts and skills for undertaking a digital project
4. operate effectively in an online environment
5. use a design process to develop solutions for a variety of digital challenges
6. demonstrate an understanding of personal safety and security issues related to the use of digital technology.

Module 1 content

Learners will explore their personal digital capabilities and will be supported to set personal goals in relation to developing digital skills. Learners will have opportunities to develop strategies to achieve personal goals and to review and refine goals throughout the module.

Learners engage in guided concept-based inquiries connected to the learner's own experiences and prior knowledge to enable them to develop the knowledge and skills needed to: create, manage, communicate and investigate data, information and ideas; solve problems; and protect the safety of themselves and others in digital environments.

Key knowledge:

Personal and social capability

- goal setting techniques such as SMART Goals.

Digital literacy

Practising digital safety and wellbeing

- personal security and wellbeing
- online privacy and safety

- digital identity
- digital citizenship
- the nature and impact of technology use on their health, work productivity, wellbeing and lifestyles.

Communicating and collaborating

- online communication tools
- online collaboration tools.

Investigating

- search engines, web queries and navigation
- evaluate information (CRAAP test)
- manage and operate common digital systems such as computer, laptop, tablet device and smartphone
- common hardware such as monitor, keyboard and mouse
- common software including word processing and presentation software, photo and video editing, spreadsheets and survey software
- purpose of storing and retrieving required information and data
- ways of storing and retrieving information and data such as file formats, conversion of formats and storage options
- protect content.

Key skills:

Personal and social capability

- apply personal goal setting strategies
- use digital technology to enhance own learning.

Digital literacy

Practising digital safety and wellbeing

- identify risk factors when using digital systems
- safely use the internet for activities
- apply a number of online etiquette conventions
- identify concepts of digital citizenship
- apply work safe practices, for example use equipment in accordance with design and instructions.

Communicating and collaborating

- communicate using online tools
- select an appropriate audience for digital communication
- collaborate with online learning community.

Investigating

- use search engines effectively
- select and evaluate data and information.

Managing and operating

- recognise the purpose of a range of digital systems
- use common digital systems such as hardware, software and networks to complete familiar tasks
- save, store and retrieve information and data in agreed locations
- identify a range of ways to secure and access information, data and devices
- recognise ergonomically unsound practices.

Module 1 work requirements

This module includes the following work requirements:

- one short response : goal setting and guided reflection
- one product: digital citizenship infographic.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 1 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

Module 2 – Creating with digital technologies

Module 2 focuses on learners continuing to develop their digital literacy by working as problem solvers, collaborators and creators. Learners will investigate past, current and emerging digital technologies.

Module 2 learning outcomes

The following learning outcomes are a focus of this module:

1. set and review personal goals in relation to developing digital literacy skills
2. apply communication and collaborative skills
3. use knowledge, concepts and skills for undertaking a digital project
4. operate effectively in an online environment
5. use a design process to develop solutions for a variety of digital challenges
7. investigate past, current and emerging information and software technologies.

Module 2 content

Learners will continue to develop their digital literacy alongside computational thinking, problem-solving and technical skill building by engaging in highly scaffolded projects, differentiated based on learner needs. Learners will be supported to design basic digital solutions in response to a problem or project brief requiring a limited number of steps and relating to a particular theme or themes as selected by the provider. This may be in negotiation with learners or in response to an identified need or interest.

Suggested themes may include:

- programming
    - for example, game design, robotics, etc.
- digital fabrication
    - for example, computer aided design (CAD), 3D printing, laser or vinyl cutting
- multimedia
    - for example, web design, animation, videography
- business computing
    - for example, help desk and client problems, business software, data input
- information publishing and presenting

- for example, digital publishing and presentation, personal publishing, social media campaign.

Provocations for problems or projects may arise from learner interest, involvement in community projects, service learning, social enterprise, case studies or realistic hypothetical situations. The content for projects focuses on problem-solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions. The project should be relevant to learners' needs and interests.

Learners may work independently or collaboratively. They will document their learning and have opportunities to reflect upon strategies to achieve personal goals and to review and refine goals throughout the module.

Key knowledge

Personal and social capability

- goal setting and refinement
- intra- and interpersonal skills
    - listening
    - cooperation
    - shared responsibilities
    - task allocation
    - problem-solving
    - decision-making.

Creative and critical thinking

- metacognitive strategies.

Digital literacy

Practising digital safety and wellbeing

- personal security and wellbeing
- online privacy and safety
- the nature and impact of technology use on their health, work productivity, wellbeing and lifestyles.

Communicating and collaborating

- online communication tools
- online collaboration tools.

Investigating

- past, current and emerging digital technologies
- strategies to locate information.

Creating

- design processes
    - identifying a need or problem and user
    - defining the requirements
    - exploring ideas
    - choosing a preferred idea through decision-making
    - developing a plan for producing a design project

    - selecting tools and equipment
    - producing the design project
    - testing and evaluating the design project
    - compiling a design portfolio of the steps during a design process
- planning tools
- create content
- intellectual property.

Managing and operating

- common digital systems and theme-specific hardware, software and peripherals.

Key skills

Personal and social capability

- apply SMART goal strategies.

Creative and critical thinking

- reflect upon own learning
- describe own learning processes.

Digital literacy

Practising digital safety and wellbeing

- recognise security and privacy issues, such as keeping password private, accessing appropriate sites on internet and seeking permission prior to publication
- build and manage a healthy identity as a digital citizen.

Communicating and collaborating

- participate in an online learning community such as a learning management system discussion or chat
- use digital collaboration tools to safely collaborate with others to create and improve their work
- identify appropriate protocols for sending information.

Investigating

- use research strategies to locate information and other resources online
- identify a variety of past, current and emerging digital technologies.

Creating

- apply the process of design of investigating, designing, planning, managing, creating and evaluating solutions
- apply basic computational thinking skills to describe problems and possible solutions
- produce or create solutions or products to address a need, problem or challenge.

Managing and operating

- identify the appropriate digital system to use to seek timely information
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment
- use common symbols and terminology associated with the digital context

- troubleshoot familiar issues and know when to ask for assistance
- evaluate and use technologies in a range of contexts
- demonstrate safe procedures in caring for and operating equipment, such as recharging batteries for communication device, turning computer on and off correctly.

Module 2 work requirements

This module includes the following work requirement:

- one product: multimodal presentation
- one extended response made up of a learning journal, blog or vlog including goal setting
- one reflection.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 2 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.

Module 3 – Digital projects

The final module focuses on negotiated collaborative or independent projects. Learners will select projects of personal interest that will support the development of their identified digital literacy goals. Learners are encouraged to adopt and reflect on practices that encourage lifelong learning through the development of a growth mindset.

Module 3 learning outcomes

The following learning outcomes are a focus of this module:

1. set and review personal goals in relation to developing digital literacy skills
2. apply communication and collaborative skills
3. use knowledge, concepts and skills for undertaking a digital project
4. operate effectively in an online environment
5. use a design process to develop solutions for a variety of digital challenges
8. utilise a growth mindset to overcome project challenges and build skills for lifelong learning.

Module 3 content

Learners will have the opportunity to showcase their digital literacy and technical skills and to reflect upon and celebrate their personal achievements. Learners may choose to extend a project they have been working on or to transfer their skills to a new project. In negotiating their project, learners must clearly identify the strengths they will bring to the project and the knowledge and skills that they must challenge themselves to develop.

Key knowledge:

Personal and social capability

- goal setting and review
- resilience, adaptability and perseverance.

Creative and critical thinking

- metacognitive strategies
- growth mindset theory
- practical steps to develop a growth mindset.

Digital literacy

Practising digital safety and wellbeing

- cybersecurity concepts related to personal information security and data sharing

Communicating and collaborating

- online communication tools
- online collaboration tools.

Investigating

- technological changes that impact daily life
- the ethical impact of digital technology on society.

Creating

- planning and managing projects
- problem-solving, computational thinking and the design process.

Managing and operating

- common hardware and software
- project specific hardware and software
- troubleshooting strategies.

Key skills:

Personal and social capability

- set personal goals for future development
- apply digital literacy skills to further learning
- use a growth mindset to support lifelong learning.

Creative and critical thinking

- review, reflect upon and evaluate learning and actions
- reflect on the benefits and advantages of collaboration during group work.

Digital literacy

Practising digital safety and wellbeing

- use digital technology and media in safe, responsible and ethical ways.

Communicating and collaborating

- use strategies for effective collaboration
- communicate within an online learning community with peers or teacher
- use applications and multimedia software to create products with thought given to both the audience and the purpose through the use of digital design
- communicate ideas, processes and solutions to a targeted audience.

Investigating

- identify and explore relevant information from a range of sources
- identify ethical considerations in digital solutions and data use
- identify the changes that technology has made to daily life.

Creating

- apply computational thinking skills to describe problems and possible solutions
- design a digital solution for a problem using an appropriate method
- create a solution based on a design using appropriate tools and techniques
- review or test a solution against the original plan
- evaluate digital solutions or prototypes
- document decision-making and problem solving in the development of solutions
- use time management skills.

Managing and operating

- select and operate a range of appropriate hardware and software
- apply prior learning when experiment with new technologies
- troubleshoot basic problems.

Module 3 work requirements

This module includes the following work requirement:

- one digital folio.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 3 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate endpoint of study. Although assessment as part of the learning program is continuous, much of it is formative and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Criteria

The assessment for *Digital Projects* Level 1 will be based on the degree to which the learner can:

1. apply a process for setting and reviewing personal digital literacy goals
2. apply communication and collaborative skills
3. apply technical skills, knowledge and understanding
4. use online tools and services to carry out a range of activities

5. use problem solving and thinking skills when following a design process
6. apply digital safety, security and well-being practices
7. describe a range of past, current and emerging information and software technologies
8. apply strategies to demonstrate a growth mindset.

	Module 1	Module 2	Module 3
Criteria focus	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

Standards

Criterion 1: apply a process for setting and reviewing personal digital literacy goals

Criterion element	Rating A	Rating B	Rating C
E1 - Awareness of personal digital capability	demonstrates an understanding of self as a digital user in familiar and some unfamiliar contexts by identifying strengths and areas of need	demonstrates an understanding of self as a digital user in familiar contexts by identifying some strengths and areas of need	demonstrates some awareness of self as a digital user in familiar contexts by identifying strengths from a given range of performance features
E2 - Goal setting	identifies a broad range of S.M.A.R.T goals†	identifies a range of S.M.A.R.T goals†	identifies S.M.A.R.T goals† using a template
E3 - Reflective practice	identifies main enablers and barriers to achieving goals and suggests plausible improvements.	identifies main enablers and barriers to achieving goals and suggests possible improvements.	identifies main enablers and barriers to achieving goals and with support suggests possible improvements.

† S.M.A.R.T goals – Specific, Measurable, Attainable, Realistic, Timebound

Criterion 2: apply communication and collaborative skills

Criterion element	Rating A	Rating B	Rating C
E1 - Communicating and collaborating	connects, communicates and collaborates purposefully with others using a range of digital technologies	connects, communicates and collaborates with others using agreed netiquette conventions and using digital technologies	connects, communicates and collaborates with others using a limited number of netiquette conventions
E2 - Document ideas and solutions	clearly documents ideas and solutions with minimal pre-scaffolding	uses templates to clearly document ideas and solutions	uses exemplars to document ideas and solutions
E3 - Organise and display information	uses a wide range of software applications to organise and display information.	uses a range of software applications to organise and display information.	uses a limited range of software applications to organise and display information.

Criterion 3: apply technical skills, knowledge and understanding

Criterion element	Rating A	Rating B	Rating C
E1 - Select and operate software	selects and effectively uses appropriate computer software to achieve digital solutions	selects and uses appropriate computer software to achieve digital solutions	identifies and uses appropriate computer software to achieve digital solutions
E2 - Select and operate hardware	selects and effectively uses appropriate computer hardware to achieve digital solutions	selects and uses appropriate computer hardware to achieve digital solutions	identifies and uses appropriate computer hardware to achieve digital solutions
E3 - Troubleshooting	applies common troubleshooting procedures to solve routine malfunctions	follows basic troubleshooting instructions to solve routine malfunctions	fixes routine malfunctions as directed
E4 - Responsible and ethical attitudes	explains and applies safe, responsible and ethical use of digital technologies.	describes and applies safe, responsible and ethical use of digital technologies.	identifies and applies safe, responsible and ethical use of digital technologies.

Criterion 4: use online tools and services to carry out a range of activities

Criterion element	Rating A	Rating B	Rating C
E1 - Online participation	uses a wide range of online software† to participate in online learning	uses a range of online software† to participate in online learning	follows instructions to use online software† to participate in online learning
E2 - Locate and process information	uses a limited range of advanced web search and navigation tools to research ideas and locate information on the internet	uses web search queries and basic webpage navigation to research ideas and locate information on the internet	uses simple web search queries and basic webpage navigation to locate information on the internet
E3 - Evaluate Information	evaluates the credibility, reliability and relevance of information accessed online.	evaluates the credibility and reliability of information accessed online.	evaluates the credibility of information accessed online.

† online software – including but not limited to learning management systems, video conferencing, email, cloud computing

Criterion 5: use problem solving and thinking skills when following a design process

Criterion element	Rating C	Rating B	Rating A
E1 - Design thinking: design	uses basic problem-solving strategies, as directed, when undertaking digital projects	uses a limited range of familiar problem-solving strategies when undertaking digital projects	identifies and uses a range of problem-solving strategies when undertaking digital projects
E2 - Create content: make	follows simple written and pictorial instructions to produce solutions to simple digital challenges	follows instructions and experiments with digital technologies to produce appropriate solutions to a range of digital challenges	experiments with familiar and some unfamiliar digital technologies to produce appropriate solutions to a range of challenging digital problems
E3 – Metacognition: appraise	recounts decisions made when creating digital solutions.	describes decisions made when creating digital solutions.	explains decisions made when creating digital solutions.

Criterion 6: apply digital safety, security and well-being practices

Criterion element	Rating A	Rating B	Rating C
E1 - Manage online privacy and safety	explains the importance of secure information and privacy and acts with appropriate awareness of the risks that digital environments pose	describes the importance of secure information and privacy and acts with appropriate awareness of the risks that digital environments pose	identifies the importance of secure information and privacy and acts with appropriate awareness of the risks that digital environments pose
E2 - Manage digital identity	describes ways in which digital identity can be managed to limit the impact of online actions on the reputation of themselves and others	identifies ways in which digital identity can be managed to limit the impact of online actions on the reputation of themselves and others	identifies that content posted online can be permanent and impact the reputation of themselves and others
E3 - Manage digital well-being	describes how digital environments can affect wellbeing and describes ways to support healthy and manageable practices.	identifies how digital environments can affect wellbeing and identifies ways to support healthy and manageable practices.	follows given occupational health and safety procedures and instructions when using computers and digital technology.

Criterion 7: describe a range of past, current and emerging information and software technologies

Criterion element	Rating A	Rating B	Rating C
E1 - Digital technologies for daily living and work	describes a range of digital technologies used to complete tasks in everyday adult settings, including the workplace	identifies a range of digital technologies used to complete tasks in everyday adult settings, including the workplace	identifies a limited range of digital technologies used to complete simple tasks in everyday adult settings, including the workplace
E2 - Technologies and society	compares existing digital systems and describes their advantages and disadvantages to satisfy known user needs	describes how existing digital systems satisfy known user needs	identifies how existing digital systems satisfy known user needs
E3 - Evolution of technology	describes a wide range of past, current and emerging information and software technologies.	describes a range of past, current and emerging information and software technologies.	describes a limited range of past, current and emerging information and software technologies.

Criterion 8: apply strategies to demonstrate a growth mindset

Criterion element	Rating A	Rating B	Rating C
E1 - Resilience, adaptability and perseverance	describes personal examples of flexibility and resilience when undertaking digital projects and identifies strategies for future use	describes personal examples of flexibility and resilience when undertaking digital projects	identifies personal examples of flexibility and resilience when undertaking digital projects
E2 - Transfer knowledge	applies knowledge gained from one context to another unrelated context when undertaking digital projects	applies knowledge gained from one familiar context to a similar context when undertaking digital projects	applies aspects of knowledge gained from one familiar context to a similar context when undertaking digital projects
E3 - Risk taking	experiments with digital tools and software in a range of familiar and some unfamiliar contexts to complete tasks and activities.	experiments with digital tools and software in a range of familiar contexts to complete tasks and activities.	experiments with digital tools and software in a limited range of familiar contexts to complete tasks and activities

Quality assurance

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- Provider standard 1: scope and sequence documentation:
  - course delivery plan
  - course assessment plan, assessment matrix
- Provider standard 2: student attendance records
- Provider standard 3: examples of assessments tools and instruments and associated rubrics and marking guides
- Provider standard 1 and 3: examples of student work including that related to any work requirements articulated in the course document
- Provider standard 4: class records of assessment

This process will be scheduled by TASC using a risk-based approach.

Qualifications and award requirements

The minimum requirements for an award are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course evaluation

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the Years 11 and 12 website.

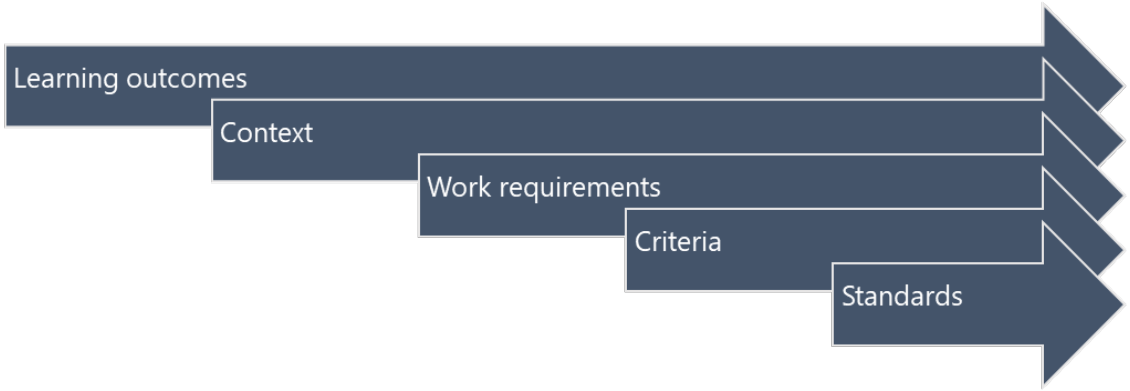
Course developer

This course has been developed by the Department of Education's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation and version history

Version 1. Accredited on 7 December 2021 for use from 1 January 2023 to 31 December 2027.

Appendix 1 - Line of sight



Learning outcomes	Course content: modules	Work requirements: modules	Criteria	Criterion elements	General capabilities
1. set and review personal goals in relation to developing digital literacy skills	1, 2, 3	1, 2, 3	1	All	
2. apply communication and collaborative skills	1, 2, 3	1, 2, 3	2	All	
3. use knowledge, concepts and skills for undertaking a digital project	1, 2, 3	1, 2, 3	3	All	
4. operate effectively in an online environment	1, 2, 3	1, 2, 3	4	All	
5. use a design process to develop solutions for a variety of digital challenges	1, 2, 3	1, 2, 3	5	All	
6. demonstrate an understanding of personal safety and security issues related to the use of digital technology	1	1	6	All	
7. investigate past, current and emerging information and software technologies	2	2	7	All	
8. utilise a growth mindset to overcome project challenges and build skills for lifelong learning	3	3	8	All	

Appendix 2 - Alignment to curriculum frameworks

Digital Projects Level 1 aligns with course content contained in:

- Australian curriculum general capability continuum
    - Information and communication technologies capability
    - Personal and social capability
    - Critical and creative thinking
    - Ethical understanding
- Australian Core Skills Framework (ACSF) Level 2
- Digital Literacy Skills Framework Level 2.

Appendix 3 - Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

Module 1 work requirements specifications

Work requirement 1 of 2

Title of work requirement: Digital citizenship infographic
Mode or format: product
Description: Learners will research an aspect of digital citizenship such as digital footprints, social media, cyberbullying, fake news or balance and well-being and produce an infographic to educate their identified intended audience.
Size: one A3 or double-sided A4 page including images and text
Relevant criteria:

- Criterion 2: E3
- Criterion 3: E1, 2, 3, 4
- Criterion 4: E2, 3
- Criterion 5: E2
- Criterion 6: E1, 2, 3.

Work requirement 2 of 2

Title of work requirement: Goal setting and guided reflection
Mode or format: short response
Description:

- Learners will identify their digital literacy goals for the Module, make an action plan, identify barriers and brainstorm possible solutions.
- Learners may be provided with a template to guide and capture this information; however, the presentation format is not specified; for example, the response may form part of an ongoing blog or vlog.
- Time should be provided throughout the term to enable learners to reflect on the outcomes of their goals and refine as required.
- It is expected that goal setting, review and refinement will continue across all three modules.

Size: recommended maximum 5 hours on task
Timing: learners should spend 10-15 minutes after each session reflecting on learning toward meeting their goals and suggesting next steps.

An extended review and summary must be completed at regular intervals, for example, 20 minutes every 4 weeks.

Relevant criteria:

- Criterion 1: 1, 2, 3
- Criterion 2: E2
- Criterion 5: E3

Module 2 work requirements specifications

Work requirement 1 of 2

Title of work requirement: Evolution of technology research task

Mode or format: presentation

Description: Learners will research and produce a product illustrating a past, current or emerging technology to inform a targeted audience. Learners should be encouraged to use multimodal texts such as slideware like PowerPoint, Prezi or Google Slides, blog, podcast, web page, mock-up of a social media post, animation, video, etc to create their presentation.

Size: multimodal presentation - recommended maximum of 5 minutes or equivalent words and images

Relevant criteria:

- Criterion 2: E3
- Criterion 4: E2, 3
- Criterion 7: E2, 3.

Work requirement 2 of 2

Title of work requirement: Reflective learning journal, blog or vlog

Mode or format: extended response

Description: The learning journal will enable learners to document their digital solutions and highlight the knowledge and skills they have developed through the problem-solving and design process. The journal will also capture the learner's reflections about their progress towards meeting their personal goals. Learners should be encouraged to present their journal using a multimedia format including words, images, audio, animations, video or another suitable medium. Providers may provide writing prompts and questions to guide the journaling process.

Size: recommended maximum 800 words or 5 minutes multimodal text or combination of both

Timing: ongoing throughout Module 2, scaffolded by the provider

Relevant criteria:

- Criterion 1: E1, 2, 3
- Criterion 2: E2, 3
- Criterion 3: 1, 2, 3, 4
- Criterion 5: E1, 2, 3
- Criterion 7: E1, 2

Module 3 work requirements specifications

Work requirement 1 of 1

Title of work requirement: Digital portfolio

Mode or format: electronic folio

Description: Learners develop a folio of work that showcases their project work, technical skills, digital literacy and personal development.

Folios could include but are not limited to annotated photos, video documenting progress on a project, a selection of work with a brief rationale explaining why the piece has been chosen and what learning and development it demonstrates, written text or voice-over, links to webpages or blogs.

Size: recommended maximum 20 hours on task
Timing: developed throughout Module 3, scaffolded by the provider
Relevant criteria:

- Criterion 1: E1, 2, 3
- Criterion 2: E2, 3
- Criterion 3: E1, 2, 3, 4
- Criterion 4: E2, 3
- Criterion 5: E1, 2, 3
- Criterion 8: E1, 2, 3

Appendix 4 - General capabilities and cross-curriculum priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration (December 2019).*

General capabilities

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Cross-curriculum priorities

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Appendix 5 - Glossary

Term	Definition
cloud computing	Distributing computing over a network where storage of files, processing of data and access to software occurs automatically on interconnected server computers to which the user's device is connected. Typically, people use the term to refer to accessing files and software over the internet. For example, photo files may be stored in the 'cloud' from a smartphone to be accessed later from a different location; where they are actually stored can be anywhere in the world on a server computer used by the cloud service.
CRAAP Test	The CRAAP test is a list of simple questions a person can ask to help them evaluate whether information is reliable and useful for a particular purpose. CRAAP is an acronym for: Currency, Relevance, Authority, Accuracy, Purpose.
computational thinking	A problem-solving method that involves various techniques and strategies that can be implemented by digital systems. Techniques and strategies may include organising data logically, breaking down problems into parts, defining abstract concepts and designing and using algorithms, patterns and models.
data	Discrete representation of information using number codes. Data may include characters such as alphabetic letters, numbers and symbols, images, sounds and instructions that, when represented by number codes, can be manipulated, stored and communicated by digital systems. For example, characters may be represented using ASCII code or images may be represented by a bitmap of numbers representing each 'dot' or pixel.
design process	A process that typically involves investigating and defining; generating and designing; producing and implementing; evaluating; and collaborating and managing to create a designed solution that considers social, cultural and environmental factors.
design thinking	Use of strategies for understanding design problems and opportunities, visualising and generating creative and innovative ideas and analysing and evaluating those ideas that best meet the criteria for success and planning.

Term	Definition
differentiating learning	Are the responses that teachers make to learners' needs. Effective differentiation functions on the premise that every student can do remarkable things with the appropriate guidance and support.
digital artefact	A digital artefact is any type of item produced and stored as a digital or electronic version. Examples of digital artefacts include digital documents, presentations, programmes and codes, video, audio files, images and photographs and the like.
digital citizenship	An acceptance and upholding of the norms of appropriate, responsible behaviour with regard to the use of digital technologies. This involves using digital technologies effectively and not misusing them to disadvantage others. Digital citizenship includes appropriate online etiquette, literacy in how digital technologies work and how to use them, an understanding of ethics and related law, knowing how to stay safe online and advice on related health and safety issues such as predators and the permanence of data.
digital environment	A situation, or sphere of activity, or simulated 'place' that is entirely presented or experienced with digital technologies. For example, a social network that provides a digital environment for communicating with friends, or software that provides a digital environment for editing photographs.
digital literacy	Digital literacy encompasses the knowledge and skills students need to: create, manage, communicate and investigate data, information and ideas; solve problems; and work collaboratively at school and in their lives beyond school. Digital literacy involves students: critically identifying and appropriately selecting and using digital devices or systems; learning to make the most of the technologies available to them; adapting to new ways of doing things as technologies evolve; and protecting the safety of themselves and others in digital environments.
digital solution	A result, or output, of transforming data into information or action using digital systems, skills, techniques and processes to meet a need or opportunity.

Term	Definition
digital system	Digital hardware and software components, internal and external, used to transform data into a digital solution. When digital systems are connected, they form a network. For example: • a smartphone is a digital system that has software such as apps, an operating system, etc, input components including touch screen, keyboard, camera and microphone, output components such as screen and speakers, memory components, for example, silicon chips, solid state drives, etc, communication components including SIM card, wi-fi, Bluetooth or mobile network antennas and a processor made up of one or more silicon chips. • a desktop computer with specific software and hardware components for dairy farming. The computer is connected via cables to milking equipment and via wi-fi to sensors that read tags on the cows. Through these hardware components the software records how much milk each cow provides. Such systems can also algorithmically control attaching milking equipment to each cow, providing feed and opening gates.
digital technologies	Any technology controlled using digital instructions, including computer hardware and software, digital media and media devices, digital toys and accessories and contemporary and emerging communication technologies. These technologies are based on instructions given, using binary code, that invariably mean one or more processors are present to respond to these instructions. Computers, smartphones, digital cameras, printers and robots are all examples of digital technologies.
digital tools	Digital tools are programs, websites or online resources that can make tasks easier to complete. Common digital tools include: • word processing documents • slide presentation software • mobile phone or tablet apps • collaboration apps • virtual learning and conferencing.
goal setting	The process of deciding what a person wants to achieve or what they want someone else to achieve over a particular period.

Term	Definition
growth mindset	Is a belief that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.
hardware	The physical parts of the computer that can be touched. A desktop computer includes the case, or tower, the monitor, keyboard and mouse.
infographic	An infographic is a visual representation of information or data. It combines the words information and graphic and includes a collection of imagery, charts and text that lends to understanding a particular topic quickly and clearly.
information system	A combination of digital hardware and software components, digital systems, data, processes and people that interact to create, control and communicate information.
metacognition	Metacognition is an important thinking skill which is defined as 'thinking about thinking.' This involves any behaviour directly linked with a person's control and monitoring of their own learning and thinking, including emotion.
peripheral device	A digital component that can be connected to a digital system but is not essential to the system, for example, a printer, scanner or digital camera.
scaffolding	Refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.
SMART goals	A SMART goal is used to help guide goal setting. SMART is an acronym that stands for **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imely. Therefore, a SMART goal incorporates all of these criteria to help focus a person's efforts and increase the chances of them achieving a goal.

Term	Definition
software	The applications that make the computer work and tell it what to do. These might include word processing and presentation software, a drawing program, photo editing software, video playing software and other applications.
user needs	'User needs' express people's goals, values and aspirations. They are the things people need from a product or service to do something.

Appendix 6 - Australian Curriculum – Digital literacy†

Consultation DRAFT Organising elements for Digital Literacy general capability
https://www.australiancurriculum.edu.au/media/7024/gc_digital_literacy_ict_capability_consultation_curriculum.pdf

Practising digital safety and wellbeing

This element is organised into three sub-elements:

- Manage digital wellbeing – students understand the nature and impact of technology use on their health, work productivity, wellbeing and lifestyles, such as excessive screen time and multi-tasking.
- Manage online privacy and safety – students develop the appropriate technical, social, cognitive, communicative and decision-making skills to address online risks. They recognise the content risks that they face online, such as hurtful user generated content and the strategies involved in dealing with them.
- Manage digital identity – students recognise the importance of controlling and shaping their own digital identity by creating and curating their online identities to positively tell their stories, while recognising how personal use of digital media may have implications.

Communicating and collaborating

This element is organised into two sub-elements:

- Communicate – students recognise different types of peer-to-peer communication and collaboration strategies, tools and formats and decide which methods are most effective for individual or collaborative goals.
- Collaborate and exchange – students develop the capacity to interact and collaborate with an online community of peers and experts for the construction and co-creation of knowledge. They are also able to leverage their technical skills to efficiently exchange ideas and work together, even when separated by distance.

Investigating

This element is organised into four sub-elements:

- Locate information – students curate information from digital resources. They effectively use research strategies to locate information and other resources. Students articulate their information and content needs and effectively navigate information and content they encounter.
- Collect and collate data – students understand how data can be generated, how to process data based on statistical understanding and how to create or use artificial intelligence (AI) algorithms to recognise significant patterns and improve decision making processes. They explore relevant data sets and read, manage and process data from a variety of sources.
- Interpret data – students create and build knowledge by analysing data and communicating its meaning to others using various data visualisation tools. They present patterns, trends and analytical insights from data to facilitate problem-solving and decision making.
- Evaluate information – students are careful and critical of the information that they encounter when online and exhibit discernment in their evaluation of the reliability and credibility of online information.

Creating

This element is organised into three sub-elements:

- Plan and design – students use digital tools to plan and manage a process that considers design constraints and risks.
- Create content – students execute plans for the design of digital content and products based on needs, practicality, efficiency and functionality. They develop, test and refine models to create original products or ethically repurpose or remix resources into new content.
- Respect intellectual property – students understand the ethical and legal responsibilities around ownership and remixing of online content, for example, plagiarism, copyright, fair use and licensing. They demonstrate responsibility and respect for others by protecting their own digital creations and crediting others' content when appropriate.

Managing and operating

This element is organised into three sub-elements:

- Manage content – students interact with information and data, save content using appropriate and logical conventions and retrieve content from personal, networked and cloud spaces.
- Protect content – students identify potential threats and implement relevant cyber security practices, such as using secure passwords and understand firewalls and anti-malware applications. They use technology without compromising their data and devices.
- Select and operate tools – students apply technical knowledge and skills to select, use and troubleshoot appropriate digital tools. They develop an understanding of hardware and software components and the operations of appropriate digital systems, including their functions, processes and procedures. Students are able to transfer their knowledge when they explore new technologies.

† to be updated once draft Australian Curriculum – Digital Literacy Continuum has been endorsed.