

# Digital Projects

	<b>LEVEL 1</b>	<b>15 TCE CREDIT POINTS</b>
<b>COURSE CODE</b>		DGP115123
<b>COURSE SPAN</b>		2023 — 2027
<b>READING AND WRITING STANDARD</b>		NO
<b>MATHEMATICS STANDARD</b>		NO
<b>COMPUTERS AND INTERNET STANDARD</b>		NO

This course is current for 2024.

**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.

## 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.

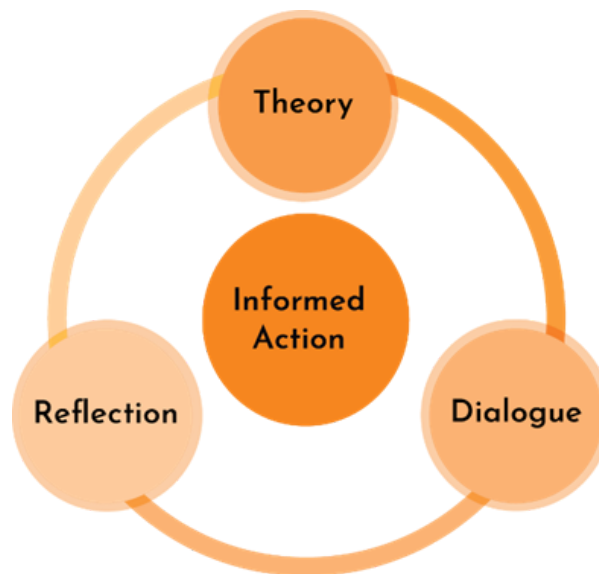


Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

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. manage their own learning
2. use communication skills
3. identify and use common hardware devices
4. identify and use common software systems
5. identify and use digital networks
6. use problem solving skills in digital contexts
7. use digital safety, security and well-being practices
8. identify how technological change can impact everyday life

## 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.

## 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 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](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 1 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

## Course Structure

This course consists of three 50-hour modules.

Module 1: Digital identity

Module 2: Creating with digital technologies

Module 3: Digital projects

## Course Delivery

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

## 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 Content: Module 1

### 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. manage their own learning
2. use communication skills
3. identify and use common hardware devices
4. identify and use common software systems
5. identify and use digital networks
6. use problem solving skills in digital contexts.

### Module 1 content

Learners will explore their personal digital capabilities.

They will 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 and skills:

Personal and social capabilities

- use personal goal setting strategies
- use digital technology to enhance own learning
- communicate using given online tools, digital communication and an online learning community.

Digital literacy

Understanding and practising digital safety and wellbeing around:

- personal security and wellbeing
- online privacy and safety
- digital identity and citizenship
- the nature and impact of technology use on health, work productivity, wellbeing and lifestyles
- identifying given risk factors when using digital systems
- safely use the internet for activities
- applying a number of given online etiquette conventions
- identifying concepts of digital citizenship
- applying work safe practices, for example use equipment as instructed
- use search engines effectively
- select appropriate data and information.

Developing understanding through guided investigation of:

- search engines, web queries and navigation
- 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
- storing and retrieving given information and data
- common ways of storing and retrieving given information and data
- protecting content.

Learning how to use or interact with common digital systems by:

- recognising the purpose of a range of common digital systems
- using common digital systems such as hardware, software and networks to complete familiar tasks
- saving, storing and retrieving information and data in agreed locations
- identifying a range of ways to secure and access information, data and devices
- recognising WorkSafe practices.

### Module 1 work requirements

This module includes the following work requirements:

- 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.

## Course Content: Module 2

### Module 2 – Creating with digital technologies

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

#### Module 2 learning outcomes

The following learning outcomes are a focus of this module:

1. manage their own learning
2. use communication skills
3. identify and use common hardware devices
4. identify and use common software systems
5. identify and use digital networks
6. use digital safety, security and well-being practices

#### Module 2 content

Learners will build on the skills and knowledge from Module 1 by engaging in highly scaffolded projects, differentiated based on learner needs. Learners will be supported to design basic digital solutions in response to a given problem or project brief. The problem will have a limited number of steps and be 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.

Ideas for problems or projects may arise from learner interest, community projects, service learning, social enterprise, case studies or proposed situations. Learners will research and produce a product illustrating a past, current or emerging technology to inform a targeted audience. The content for projects focuses on problem-solving processes. The project should be relevant to learners' needs and interests.

Learners may work independently or collaboratively.

#### Key knowledge and skills

Personal and social capability

- use intra- and interpersonal skills such as listening, shared responsibility, problem solving and collaboration as appropriate
- communicating safely with given online tools.

Creative and critical thinking

- metacognitive strategies: identifying how the learner thinks and uses strategies to solve problems.

Digital literacy

Understanding and practising digital safety and wellbeing through:

- the nature and impact of technology use on their health, work productivity, wellbeing and lifestyles
- exploring the idea of intellectual property
- identify security and privacy issues from a given range, 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 using given tools and strategies.

Developing understanding through guided investigation of:

- past, current and emerging digital technologies
- strategies to locate information.
- given research strategies to locate information and other resources online
- past, current and emerging digital technologies.

Creating through using:

- a guided design process
  - 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
- given planning tools
- given processes of design
- basic computational thinking skills to identify problems and possible solutions
- given strategies to create solutions or products to address a need, problem or challenge.

Learning how to use or interact with common digital systems by:

- exploring given them-specific hardware and software
- identifying appropriate protocols for sending information
- engaging responsibly with given technologies such as: materials, data, systems, tools and equipment
- using common symbols and terminology associated with the digital context
- troubleshooting familiar issues and know when to ask for help
- using technologies in a range of given contexts
- demonstrating safe procedures in caring for and operating equipment, such as recharging batteries for communication devices, turning computer on and off correctly.

#### **Module 2 work requirements**

This module includes the following work requirement:

- one product: multimodal presentation

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.

## Course Content: Module 3

### Module 3 – Digital projects

The final module focuses on negotiated collaborative or independent projects. Learners are encouraged to adopt and reflect.

#### Module 3 learning outcomes

The following learning outcomes are a focus of this module:

1. manage their own learning
2. use communication skills
3. identify and use common hardware devices
4. identify and use common software systems
5. identify and use digital networks
6. identify how technological change can impact everyday life.

#### 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 and skills:

Personal and social capability

- demonstrate resilience, adaptability and perseverance
- use digital literacy skills to further learning
- using given time management skills.

Creative and critical thinking

- review and undertake guided reflection upon learning
- undertake guided reflection on the learning in the course.

Digital literacy

Practising digital safety and wellbeing around:

- given cybersecurity concepts related to personal information security and data sharing
- communicating and collaborating with given online tools
- guided use of digital technology and media in safe, responsible and ethical ways and use strategies for effective collaboration
- communicate with an online learning community with peers or teachers
- guided use of applications and multimedia software to create products.

Through guided investigation of:

- technological changes that impact daily life
- common ethical impacts of digital technology on society
- relevant information from a range of given sources
- common or given ethical considerations in digital solutions and data use
- changes that technology has made to daily life.

Creating through using:

- guided problem-solving, computational thinking and the design process
- using given computational thinking skills to describe problems and possible solutions
- a guided design and digital solution for a problem using an appropriate method
- a guided solution based on a given design using appropriate tools and techniques
  - undertaking guided testing of a solution against the original plan
  - documenting decision-making and problem solving in the development of solutions.

Learning how to use or interact with common digital systems by:

- using common hardware and software
- using project specific hardware and software
- using guided troubleshooting strategies
- selecting and operating a range of given hardware and software
- troubleshooting basic problems with guidance.

#### 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.

## Quality Assurance Process

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.

## Criteria

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

1. manage own learning
2. use communication skills
3. identify and use common hardware devices
4. identify and use common software systems
5. identify and use digital networks
6. use problem solving skills in digital contexts
7. use digital safety, security and well-being practice
8. identify how technological change can impact everyday life.

	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: manage own learning**

Standard Element	Rating A	Rating B	Rating C
E01 - Plans and organises	uses a range of given planning strategies to complete tasks	uses given planning strategies to complete tasks as directed	uses given planning strategies to complete aspects of tasks as directed
E02 -Works individually and/or collaboratively	describes tasks completed in individual or collaborative activities	identifies tasks completed in individual or collaborative activities	identifies tasks from a given set completed in individual or collaborative activities as directed

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

**Criterion 2: use communication skills**

Standard Element	Rating A	Rating B	Rating C
E01 - Document ideas and solutions	uses given templates to appropriately document ideas and solutions	uses given templates to clearly document ideas and solutions	uses given templates to document ideas and solutions as guided
E02 - Organise information	uses a range of given software applications to logically organise and display information.	uses a range of given software applications to organise and display information.	uses a limited range of given software applications to organise and display information.

**Criterion 3: identify and use common hardware devices**

Standard Element	Rating A	Rating B	Rating C
E01 - Identify hardware	correctly identify common input and output devices and their typical use	correctly identify common input and output devices	correctly identify common input and output devices from a given set
E02 - Use hardware	correctly use common input and output devices to undertake tasks	correctly follows given instructions to use common input and output devices to undertake tasks	follows given instructions to use common input and output devices to undertake tasks: there may be some errors

**Criterion 4: identify and use common software systems**

Standard Element	Rating A	Rating B	Rating C
E01 - Identify software	correctly identify common software systems and their typical use	correctly identify common software systems	correctly identify common software systems from a given set
E02 - Use software	correctly use common software systems to undertake tasks	correctly follows given instructions to use software systems to undertake tasks	follows given instructions to use common software systems to undertake tasks: there may be some errors

**Criterion 5: identify and use digital networks**

Standard Element	Rating A	Rating B	Rating C
E01 - Identify digital networks <sup>†</sup>	correctly identify digital networks and their typical use	correctly identify digital networks	correctly identify digital networks from a given set
E02 - Connect to a digital network <sup>†</sup>	correctly connects a device to a network system	correctly follows given instructions to connect a device to a network system	follows given instructions to connect a device to a network system

† digital networks such as a smart phone hot spot, home or public Wi-Fi

**Criterion 6: use problem solving skills in digital contexts**

Standard Element	Rating A	Rating B	Rating C
E01 - Identify digital problems	identify an issue or problem and suggest a range of plausible solutions	identify an issue or problem and suggest a plausible solution	identify an issue or problem and suggest a solution
E02 - Solving digital problems	uses a range of given ideas and approaches appropriately to solve a variety of digital problems	uses a range of given ideas and approaches to solve digital problems	uses limited approaches to solve given digital problems

**Criterion 7: use digital safety, security and well-being practices**

Standard Element	Rating A	Rating B	Rating C
E01 - Appropriateness of practice	correctly identifies which practices are appropriate and inappropriate in digital settings and suggests possible impacts of choices	correctly identifies which practices are appropriate and inappropriate in digital settings	correctly identifies which practices are appropriate and inappropriate in digital settings using given guidelines
E02 - Workstation safety	correctly identifies which physical features of a digital workstation are appropriate and inappropriate and suggests possible impacts of solutions	correctly identifies which physical features of a digital workstation are appropriate and inappropriate	correctly identifies which physical features of a digital workstation are appropriate and inappropriate using given guidelines

## Criterion 8: identify how technological change can impact everyday life

Standard Element	Rating A	Rating B	Rating C
E01 - Technological change	describe a range of examples of technological change	identify a range of examples of technological change	identify technological changes from a given range
E02 - Impact of technology	describe a range of impacts of technological change in a given situation	identify a range of impacts of technological change in a given situation	identify impact of technological change in a given situation

### Qualifications Available

*Digital Projects* Level 1 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

### 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

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

## Version History

### Version 1

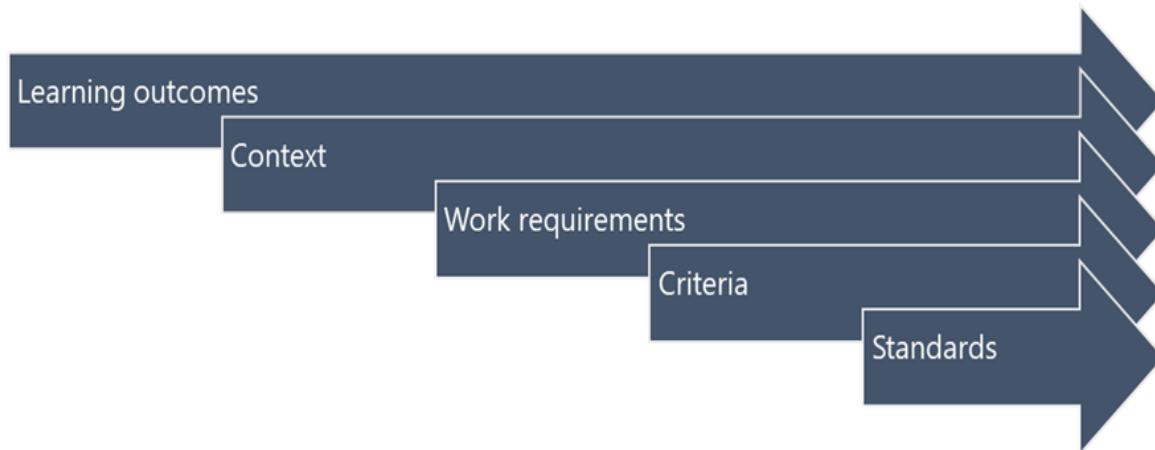
Accredited on 7 December 2021 for use from 1 January 2023 to 31 December 2027. This course replaced *Basic Computing Level 1 (ICT110114)* which expired on 31 December 2022.

### Version 2

Approved on 4 December 2023. Major refinements made to criteria headings and criteria standard elements. The nature and scope of Work Requirements has been adjusted and the Learning Outcomes aligned with the refined criteria.

## Appendix 1 – Line of sight

### Line of sight



Learning outcomes	Course content: modules	Work requirements: modules	Criteria	Criterion elements
1. manage their own learning	1, 2, 3	1, 2, 3	1	All
2. use communication skills	1, 2, 3	1, 2, 3	2	All
3. identify and use common hardware devices	1, 2, 3	2, 3	3	All
4. identify and use common software systems	1, 2, 3	2, 3	4	All
5. identify and use digital networks	1, 2, 3	3	5	All
6. use problem solving skills in digital contexts	1,2, 3	1, 2	6	All
7. use digital safety, security and well-being practices	1,2,3	1, 2	7	All
8. identify how technological change can impact everyday life	1, 2, 3	2	8	All

## Appendix 2 – Alignment to curriculum frameworks

### 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

### 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 1

**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:** may be **one** of the following including images and text:

- 10 cm x 21 cm
- A3
- double-side A4 page

**Focus criteria:** 1, 2, 6 and 7

#### Module 2 work requirements specifications

##### Work requirement 1 of 1

**Title of work requirement:** Impact of technology research task

**Mode or format:** product

**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

**Focus criteria:** 1, 2, 3, 4 and 8

#### Module 3 work requirements specifications

##### Work requirement 1 of 1

**Title of work requirement:** Digital portfolio

**Mode or format:** digital 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:** approximately 15 hours on task

**Timing:** developed throughout Module 3, scaffolded by the provider

**Focus criteria:** 1, 2, 3, 4 and 5 (6 and 7 may be able to be identified in the task design)

## Appendix 4 – General capabilities and cross-curriculum priorities

### 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

### Glossary

#### 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.

#### 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.

#### 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.

### **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 Specific, Measurable, Achievable, Realistic and Timely. 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.

### **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.



Consultation DRAFT Organising elements for Digital Literacy general capability

#### **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.



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