

Tranche 1 – Phase 3 – Initial Draft Course

Digital Projects Level 1

Total Responses = 3

Organisations represented	Group	Individual
3	1 (representing 5 individuals)	2

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement regarding detail in specific Focus Area section.	Continue with course development.
Key features are clear throughout document: <ul style="list-style-type: none"> • 2 respondents affirmed this position. • The group response expressed partial agreement. 	Continue with course development seeking to further clarify key features.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Course description - not accessible to all learners.	Review and edit for intended audience.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The General Capabilities 'critical and creative thinking' is not explicitly identified.	Critical and creative thinking underpins both concept-based inquiry and the design process across all three modules as learners explore, generate, develop and critically evaluate ideas. These concepts will be further unpacked within the implementation guide.
Opportunities exist in Work Requirement 1's description to be developing an infographic.	Review and include more explicit reference to critical and creative thinking in the work requirement.
Module 2 also provides opportunity if Criterion 4 is added.	Criteria to be reviewed for clarity.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Only mentions Preliminary Technologies rather than requirements from the F-10 Australian Curriculum studied by all students.	The course specifically targets the development of digital literacy. Include a statement referencing Australian Curriculum general capabilities – ICT Capability continuum.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Section not included. It may be more helpful to state that there are no access requirements.	This was an omission from the consultation document. There are no access requirements for this course. This statement will be included in the final consultation report.

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Duplication or error in last paragraph	Amend error for Phase 4 Consultation.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Appropriate scope and sequence examples and moderated examples of work standard would be expected later.	Development of support materials including those mentioned and an implementation guide will be developed.
Clarification required regarding modular use, that is, can they be carried over from one academic year to the next, even potentially over Years 9-12.	Policy decision required.
A query over the phrase: 'Use common digital systems to complete familiar tasks' – question: common to whom?	Alignment to Australian Core Skills Framework (ACSF) – clarification to be provided in the implementation guide.
A reference hierarchy of digital skills is needed.	This will be included in the implementation guide.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The term 'demonstrate' used at the beginning of several criteria (Criteria 2, 3, 5) – suggest that 'use' or 'apply' might be clearer.	Review and apply a more appropriate verb as suggested.

Key themes	Years 9 to 12 Learning Response
Context might be missing from Criteria 1 E2 B which means it isn't clear. Suggestion to streamline wording of 'identifies enablers and barriers to achieving goals as digital users'.	The word 'context' has been omitted. Review E2 regarding suggested streamlining.
Criteria 4 E2 C 'recognises' will be difficult to assess. Suggestion – 'identifies'.	Agreed. Replace recognise with identifies.
Criteria 6 'regularly' as a term is tricky to quantify. Suggestion – could a C perhaps be less resilient at Level 1 – learners need more support to come back and try again at something that has failed the first time.	Replace 'regularly', incorporating suggested way forward.
Definition required for design process.	Term to be defined in the glossary and supporting detail within the implementation guide.
Criteria 4 standards have a narrow view of digital literacy.	Criteria 4 is not intended to capture all aspects of digital literacy. The standards across all 6 criteria address the digital literacy elements of the Australian Core Skills Framework (ACSF) and incorporate aspects of the Australian Curriculum ICT Continuum.
Criteria 6 E3 relates to ethical attitudes rather than growth mindset.	A growth mindset supports the development of the skills needed to become effective, ethical decision makers and to continue to strive to improve ethical conduct.
Under the Standards it is not clear if the rating requires one, many, or all the 'elements' to be addressed. (That is, the lines in the table).	Noted and to be clarified in implementation guide.

Appendix I - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement.	Continue with course development.

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Progressions title refers to Science in both Appendix 2 and the contents page.	Agreed. Replace Science with Technologies.
Inclusion of reference to Australian Curriculum Technologies as a progression is incorrect.	This course is not intended to be a progression from the F-10 Australian Curriculum: Technologies and statement will be removed.

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
N/A.	N/A.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
N/A.	N/A.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Is changing the name of General Capabilities to Digital Literacy relevant in meeting access requirements? Appendix 4 could be updated with new excerpt to provide continuous alignment.	Australian Curriculum Digital Literacy continuum is draft and has not been approved by the Ministers. The intention is to include once the Australian Curriculum is updated.
Definition of digital literacy and teaching and learning supplement is needed.	Glossary and Implementation Guide to be developed.