

Tranche 1 – Phase 4 – Digital Projects Level 1

Total Responses = 1

Organisations represented	Group	Individual
1	0	1

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
Content in relation to Level 1 learners (learning support/TCEA pathway) is too difficult especially in relation to capacity to create digital artifacts (or use digital tools to create physical artifacts).	<p>Standards have been aligned to the Australian Core Skills Framework (ACSF) - Level 2 and the TASC policy on Levels of Complexity. Learners at Level 1 “apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts within narrow parameters” (Levels of Complexity Tasmanian Senior Secondary Education).</p> <p>This course aligns with the Tasmanian Government <i>Our Digital Future</i> vision of “a prosperous and connected Tasmania, collaborating and thriving in a technology-enabled world” (https://digital.tas.gov.au/strategy-at-a-glance)</p> <p>This course acknowledges that learners have a K-8 Curriculum entitlement to the Australian Curriculum: Digital Technologies and the General Capability: ICT is embedded in all learning K-10.</p>

Key themes	Years 9 to 12 Learning Response
	<p>This course requires learners to build the skills to confidently engage with common digital tools that will support the learner to develop the required digital skills for further learning, community involvement and/or initial work.</p> <p>Tasks should be scaffolded, involving a limited number of steps.</p> <p>ACTION: review course content to ensure it is clear to the reader that this course requires teachers to provide support and scaffolding through self-questioning, learner-teacher communication, peer to peer collaboration and self-assessment. Ensure that there is a common understanding of the terms, digital tools and digital artifacts.</p>
<p>If the course does not assist students to attain their TCE (Everyday Adult Standard – ICT) the course is unlikely to attract student interest.</p>	<p>While there will be opportunity within this course to support students to develop their digital literacy, the Everyday Adult Standards Policy states the standards will not be embedded in Level I courses for the purpose of the TCE.</p>

Work Requirements

Summary of feedback regarding implementation of course in relation to Work Requirements

Key themes	Years 9 to 12 Learning Response
<p>TCE attainment and the reluctance of TASC to recognise the value of newly written/proposed courses in the level I space.</p>	<p>This is outside of the Years 9 to 12 Learning remit.</p>

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
Unsure at first glance.	Encourage the respondent to engage further with the document.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
No feedback provided.	No response required.