DEPARTMENT OF EDUCATION
learners first

Personal Futures

Technologies

Digital Projects 1

COURSE DOCUMENT

PHASE 4

DRAFT FOR CONSULTATION

Catholic Education Tasmania

INDEPENDENT SCHOOLS TASMANIA

Years 9 to 12 Learning

Tasmanian Government

Table of Contents

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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 students to be independent young adults, able to lead healthy, fulfilled and balanced lives. Learning is highly personalised. Students develop strategies to optimise learning, make decisions, solve problems, set career and life goals, and pursue areas of strong personal interest. Personal Futures supports students 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 students 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.

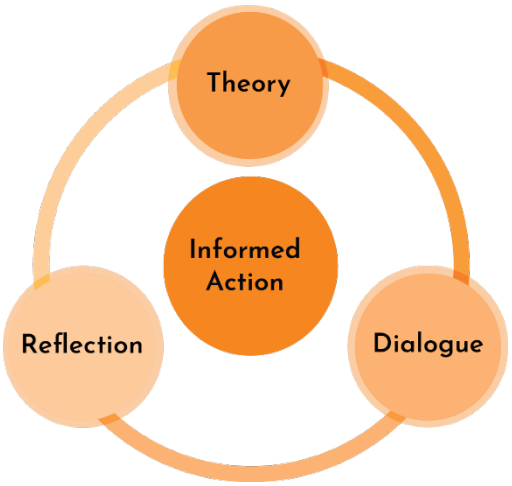


Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

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/or 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. *Digital Projects* Level 1 will enable students to engage practically and collaboratively with common and emerging technologies and have 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 students 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 students 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.

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 (desktop and/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 Structure and Delivery

Structure

This course consists of three 50-hour modules.

Core Module 1: Digital Identity

Core Module 2: Creating with Digital Technologies

Core 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.

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 are encouraged to explore their personal digital capabilities and are supported to set personal goals in relation to developing digital skills. Learners engage in 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.

Learners will have opportunities to develop strategies to achieve personal goals and to review and refine goals throughout the module.

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)

Managing and operating

- common digital systems (e.g., computer, laptop, tablet device, smartphone)

- common hardware (e.g., monitor, keyboard, mouse)
- common software (e.g., word processing and presentation software, photo/video editing, spreadsheets, survey software)
- save, store and retrieve information and data
- 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 e.g., 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 (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 Summary

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.

This module includes one (1) short response – Goal setting and Guided Reflection and one (1) product – Digital Citizenship Infographic as work requirements.

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. Learners will be supported to design digital solutions in response to a problem or project brief 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, control systems
- emerging technologies
    - for example, artificial intelligence (AI), virtual reality (VR), augmented reality (AR), smart tech
- 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, client problems (help desk), networks and security, 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/problem and user(s)
    - defining the requirements
    - exploring ideas
    - choosing a preferred idea (making decisions)
    - developing a project plan for producing the 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, seeking permission prior to publication
- build and manage a healthy identity as a digital citizen

Communicating and collaborating

- participate in online learning community (e.g., learning management system discussion/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 (investigate, design, plan, manage, create, evaluate 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 Summary

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.

This module includes one (1) product – multimodal presentation, one (1) extended response – made up of a learning journal/blog/vlog including goal setting and one (1) reflection as work requirements.

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
- 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/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 (peers, teacher)
- use applications/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/or 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 experimenting with new technologies
- troubleshoot basic problems

Module 3 Work Requirements Summary

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.

This module includes one (1) digital folio as a work requirement.

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 end-point 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

	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

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 internet-based 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

Standards

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

Standard Element	Rating C	Rating B	Rating A
E1 - Awareness of personal digital capability	demonstrates some awareness of self as a digital user in familiar contexts	demonstrates an understanding of self as a digital user in familiar contexts	demonstrates an understanding of self as a digital user in familiar and some unfamiliar contexts
E2 - Goal Setting	sets S.M.A.R.T goals using a template†	sets a range of S.M.A.R.T goals†	sets a broad range of S.M.A.R.T goals†

E3 - Reflective practice	identifies main enablers and barriers to achieving goals and with support suggests solutions.	identifies main enablers and barriers to achieving goals and suggests solutions.	identifies main enablers and barriers to achieving goals and suggests solutions with ways forward.

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

Criterion 2: apply communication and collaborative skills

Standard Element	Rating C	Rating B	Rating A
E1 – Communicating and collaborating	connects, communicates and collaborates with others using appropriate conventions for online etiquette	connects, communicates and collaborates appropriately with others using digital technologies	connects, communicates and collaborates purposefully with others using a range of digital technologies
E2 – Document ideas and solutions	uses exemplars to document ideas and solutions	uses templates to clearly document ideas and solutions	clearly documents ideas and solutions with minimal pre-scaffolding
E3 – Organise and display information	uses a limited range of software applications to organise and display information.	uses a range of software applications to organise and display information.	uses a wide range of software applications to organise and display information.

Criterion 3: apply technical skills, knowledge and understanding

Standard Element	Rating C	Rating B	Rating A
E1 - Select and operate software	identifies and uses appropriate computer software to achieve digital solutions	selects and uses appropriate computer software to achieve digital solutions	selects and effectively uses appropriate computer software to achieve digital solutions
E2 - Select and operate hardware	identifies and uses appropriate computer hardware to achieve digital solutions	selects and uses appropriate computer hardware to achieve digital solutions	selects and effectively uses appropriate computer hardware to achieve digital solutions
E3 - Troubleshooting	fixes routine malfunctions as directed	follows basic troubleshooting instructions to solve routine malfunctions	applies common troubleshooting procedures to solve routine malfunctions

Standard Element	Rating C	Rating B	Rating A
E4 - Responsible and ethical attitudes	identifies and applies responsible and ethical attitudes related to the use of digital technologies.	describes and applies responsible and ethical attitudes related to the use of digital technologies.	explains and applies responsible and ethical attitudes related to the use of digital technologies.

Criterion 4: use internet-based tools and services to carry out a range of activities

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

†internet based 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

Standard 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

Standard Element	Rating C	Rating B	Rating A
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

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

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

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

Criterion 8: apply strategies to demonstrate a growth mindset

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

Quality Assurance

- This will be determined by TASC at time of accreditation.

Qualifications and Award Requirements

Level 1

The minimum requirements for an award are as follows:

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

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

- This will be confirmed by time of accreditation.

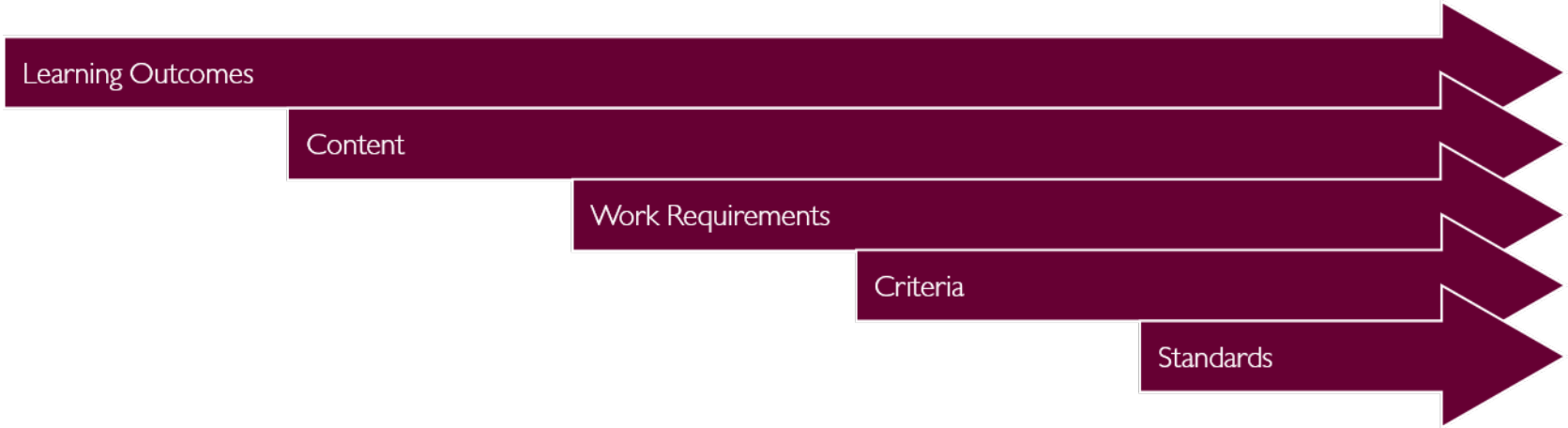
Course Developer

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

Accreditation and Version History

- Details to be determined by TASC at time of accreditation.

Appendix 1 - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. set and review personal goals in relation to developing digital literacy skills	Module 1, 2, 3	Module 1, 2, 3	C 1	All standard elements	GC:
2. apply communication and collaborative skills	Module 1, 2, 3	Module 1, 2, 3	C 2	All standard elements	GC:
3. use knowledge, concepts, and skills for undertaking a digital project	Module 1, 2, 3	Module 1, 2, 3	C 3	All standard elements	GC:

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
4. operate effectively in an online environment	Module 1, 2, 3	Module 1, 2, 3	C 4	All standard elements	GC: 
5. use a design process to develop solutions for a variety of digital challenges	Module 1, 2, 3	Module 1, 2, 3	C 5	All standard elements	GC: 
6. demonstrate an understanding of personal safety and security issues related to the use of digital technology	Module 1	Module 1	C 6	All standard elements	GC: 
7. investigate past, current and emerging information and software technologies	Module 2	Module 2	C 7	All standard elements	GC: 
8. utilise a growth mindset to overcome project challenges and build skills for lifelong learning	Module 3	Module 3	C 8	All standard elements	GC: 

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
- Australian Core Skills Framework (ACSF) Level 2

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Personal Futures
Title of Work Requirement: Digital Citizenship Infographic
Mode /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 (images and text)
Timing: No specified timing
External agencies: None required
Relevant Criterion/criteria:
Criterion 2: element 3
Criterion 3: all standard elements
Criterion 4: elements 2 and 3
Criterion 5: element 2
Criterion 6: all standard elements

Focus Area: Personal Futures
Title of Work Requirement: Goal setting and Guided Reflection
Mode /Format: Short response
Description:

- Learners will identify their digital literacy goals for the Term, 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/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– 5 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, 20minute every 4 weeks.
External agencies: None required
Relevant Criterion/criteria:
Criterion 1: all standard elements
Criterion 2: element 2
Criterion 5: element 3

Module 2 Work Requirements Specifications

Focus Area: Personal Futures
Title of Work Requirement: Evolution of Technology Research Task
Mode /Format: Performance(presentation)
Description:
Learners will research and produce a product illustrating a past, current and/or emerging technology to inform a targeted audience.
Learners should be encouraged to use multimodal texts such as slideware (e.g. PowerPoint, Prezi, 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/images.
Timing: No specified timing
External agencies: None required
Relevant Criterion/criteria:
Criterion 2: element 3
Criterion 4: elements 2 and 3
Criterion 7: element 2 and 3

Focus Area: Personal Futures
Title of Work Requirement: Reflective learning journal/blog/vlog
Mode /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/or design process. The journal will also capture the learner's reflections about their progress towards meeting their personal goals. Students 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
External agencies: None required
Relevant Criterion/criteria:
Criterion 1: all elements
Criterion 2: element 2 and 3
Criterion 3: all standard elements
Criterion 5: all elements
Criterion 7: elements 1 and 2

Module 3 Work Requirements Specifications

Focus Area: Personal Futures
Title of Work Requirement: Digital portfolio
Mode /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/development it demonstrates (written text or voice-over), links to webpages or blogs.
Size: Recommended maximum 20 hours on task
Timing: Developed throughout term 3, scaffolded by the provider
External agencies: none required
Relevant Criterion/criteria:
Criterion 1: all standard elements
Criterion 2: elements 2 and 3
Criterion 3: all standard elements
Criterion 4: elements 2 and 3
Criterion 5: all standard elements
Criterion 8: all standard elements

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	Source Acknowledgement	Course Context
cloud computing	Distributing computing over a network where storage of files, processing of *data* and/or 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*.	ACARA	All modules
CRAAP Test	The CRAAP test is a list of simple questions you can ask to help you evaluate whether information is reliable and useful to your purpose. CRAAP is an acronym for: Currency, Relevance, Authority, Accuracy, Purpose.	https://guides.library.uwa.edu.au/c.php?g=715841&p=5100314 https://libguides.wintec.ac.nz/craap	All modules
data	Discrete representation of information using number codes. *Data* may include characters (for example, alphabetic letters, numbers and symbols), images, sounds and/or 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.	ACARA	All modules
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.	ACARA	All modules
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.	ACARA	All modules

Term	Definition	Source Acknowledgement	Course Context
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*.	ACARA	All modules
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.	ACARA	All modules
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.	ACARA	All modules
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.	ACARA	All modules

Term	Definition	Source Acknowledgement	Course Context
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 (apps, an operating system), input components (for example, touch screen, keyboard, camera and microphone), output components (for example, screen and speakers), memory components (for example, silicon chips, solid state drives), communication components (for example, 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.	ACARA	All modules
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 (0 or 1) 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.	ACARA	All modules
goal setting	the process of deciding what you want to achieve or what you want someone else to achieve over a particular period	https://dictionary.cambridge.org/dictionary/english/goal-setting	All modules

Term	Definition	Source Acknowledgement	Course Context
growth mindset	In a growth mindset, people believe 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	Carol Dweck (2016)	All modules
hardware	the physical parts of the computer that you can touch. A desktop computer includes the case (or tower), the monitor, keyboard and mouse.	Digital Technologies Hub	All modules
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.	https://www.webopedia.com/definitions/infographic/	Module 1
information system	A combination of digital hardware and software *components* (*digital systems*), *data*, processes and people that interact to create, control and communicate information.	ACARA	All modules
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.	https://education.nsw.gov.au/teaching-and-learning/education-for-a-changing-world/thinking-skills/metacognition	All modules
peripheral device	A digital component that can be connected to a digital system but is not essential to the system, for example, printer, scanner, digital camera.	ACAR	All modules
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 your efforts and increase the chances of achieving your goal.	https://corporatefinanceinstitute.com/resources/knowledge/other/smart-goal/	All modules

Term	Definition	Source Acknowledgement	Course Context
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.	Digital Technologies Hub	All modules
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.	https://resources.mygov.scot/content-standards/content-delivery/content-discovery/user-needs/	Predominately module 2

Appendix 6 Australian Curriculum – Digital Literacy†

Consultation DRAFT Organising elements for Digital Literacy general capability

Figure 2: 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