

They use ICTs:

Could be demonstrated by / examples:

Inquiring with ICTs Students explore, select and use ICTs in the processes of inquiry and research across KLAS	<i>To process information & data</i>	<ul style="list-style-type: none"> Using a word processor Using Excel to log data and produce charts Use Access (databases) to store and retrieve information
	<i>To identify information & data needs – and plans to locate, access and retrieve this information</i>	<ul style="list-style-type: none"> Explore Digital Literacy and conduct refined searches for content matter (ie, Google Search Advanced, Wolfram Alpha) Identify and access <i>diverse</i> knowledge repositories (Council eLibCat, University portals to material, academic partnerships etc) Reflection on the suitability and use of ICTs in the subject
Creating with ICTs Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across KLAS	<i>To create innovative solutions using a variety of software packages and online environments</i>	<ul style="list-style-type: none"> Present findings in alternate methods (i.e simple website, hyperlinked non-linear PowerPoint presentation) Consider a service such as votapedia.com to allow free mobile-phone Interactive Audience Response Use alternate forms of media to response to assessment (audio [Podcast], video [Vodcast], photo [PhotoStory], Multi-modal [Prezi]) Could a simple database – even using the database wizard address any requirements you have for data logging/storage? Use Twitter to distribute course material Have students explore the use of Diigo or Del.icio.us for social bookmarking and sharing with the class to create bodies of knowledge
	<i>To make thinking processes visible</i>	<ul style="list-style-type: none"> Use mind mapping software such as Bubble.us or FreeMind. Use Flowcharts to outline decision-making processes Using an Interactive Audience Response system, collate opinion, understandings and present them in graphical formats for the class. Consider the use of a blog or wiki in lieu of a standard planning diary/log. Much easier for you to mark also!
Communicating with ICTs Students experiment with, select and use ICTs across KLAS to collaborate and enhance communication in local and global contexts for an identified purpose and/or audience.	<i>To develop or enhance communications with ICTs</i>	<ul style="list-style-type: none"> Provide electronic copies of material during class. (We have access to top-quality network scanners, use them!) Class discussion surrounding what technology may be appropriate to address assessment requirements
	<i>As a medium to transmit information</i>	<ul style="list-style-type: none"> Use email to communicate with the class Use BlackBoard/Learning Place to communicate with the class. Consider the use of a Blog or using Twitter to post thoughts of the progress, content and direction of class.
	<i>For face-to-face and remote communication</i>	<ul style="list-style-type: none"> Keep track of events held virtually in the Learning Place – these often have an expert sharing via a chat room. Use products such as Eluminate (new conferencing software which EQ is using) to deliver content across multiple locations simultaneously. Create a project room in the Learning Place and collaborate across schools, states and internationally.
Ethics, issues & ICTs Students understand the multiple roles and impacts of ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments.	<i>To understand the increasingly prominent role of ICTs in society and its impact on self, work and others</i>	<ul style="list-style-type: none"> Use the limitations of existing ICTs both as a technology progression and within the constraints of Education QLD's environment as a stimulus for class discussion Discuss how your specific subject has changed, or will evolve due to development in technology.
	<i>To appreciate the various roles in ICT and are ethical, legal, responsible & safe users of ICTs</i>	<ul style="list-style-type: none"> Discuss issues such as cyber-bulling, identity theft and predatory behaviour. Explore safe use of technology (WHS) Are there specific cultural considerations when using this technology in your subject area? (Freedom of speech, Political ideology, Censorship etc)
	<i>To acknowledge intellectual property and copyright associated with digital products</i>	<ul style="list-style-type: none"> Demonstrate the ethical use of copyrighted material that you use in your class How has the shift in copyright laws affected content in your subject area?
Operating ICTs Students use a range of advanced ICT functions and applications across KLAS to inquire, create, collaborate and efficiently manage information & data.	<i>To effectively operate a range of ICT functions, applications and systems for creating, communicating, inquiring & data management/retrieval</i>	<ul style="list-style-type: none"> Ensure that formatting conventions are adhered to specific to your subject area. Explore the use of eLearning portfolios for storage and presentation of student material.
	<i>To investigate portable productivity between home, work & school – Learning to work and learn anywhere at anytime</i>	<ul style="list-style-type: none"> Encourage the use of memory sticks or email to transport work between school and home. Use BlackBoard and the Learning Place whenever possible to encourage learning during times that suit the student.
	<i>To become competent in operating a range of ICTs and can choose the appropriate tool for the job</i>	<ul style="list-style-type: none"> Help students to develop an understanding of what technology is used in your subject area. Can they access these devices? Importance of personal ownership over their own data – backups, archiving, storage, effective use of folders etc.