

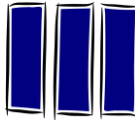
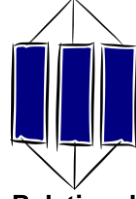
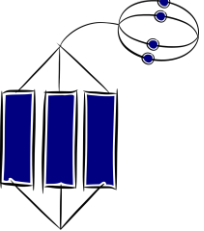


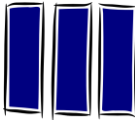
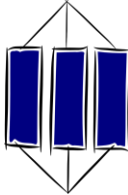
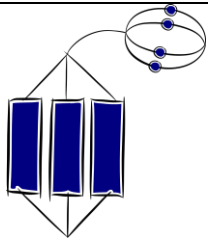




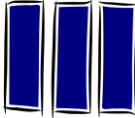
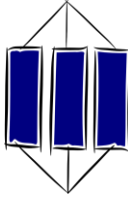
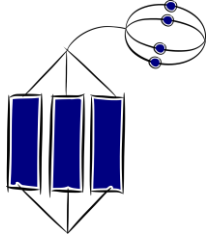
## e-competence rubrics – e-awareness (Cobo Romani 2009)

<b>e-awareness</b> <ul style="list-style-type: none"> <li>Understanding framework (knowledge based society).</li> <li>Lifelong learning.</li> <li>ICT as a medium.</li> <li>Digital citizenship (legal &amp; ethical)</li> </ul>	 <p><b>Prestructural</b></p>	 <p><b>Unistructural</b></p>	 <p><b>Multistructural</b></p>	 <p><b>Relational</b></p>	 <p><b>Extended Abstract</b></p>
Cobo Romani (2009)	Learning outcomes show unconnected information, no organisation. E.g. "I need help or direction"	Learning outcomes show simple connections but importance not noted. E.g. "I will have a tilt at it"	Learning outcomes show connections are made, but significance to overall meaning is missing. E.g. I will use trial and error to find a solution"	Learning outcomes show full connections made, and synthesis of parts to the overall meaning E.g. "I plan to do X because it will ... I know what to do and why..."	Learning outcomes go beyond subject and makes links to other concepts - generalises E.g. "I sense what to do to find the best solution ....I seek feedback and adjust my actions in response"
<b>Digital citizenship (legal &amp; ethical)</b> <ul style="list-style-type: none"> <li>Use technology in a way that doesn't hurt others</li> <li>Use technology in ways that respects the privacy of self and others.</li> <li>Use technology in a way that ensures data can only be accessed (and modified) by those authorised to do so.</li> <li>Use and share music, photos, and movies legally</li> <li>Create new works that are plagiarism free.</li> </ul>	I need help to use and share music, photos and movies legally.	I use and share music, photos and movies legally if directed.	I use and share music, photos and movies but I make mistakes because I am not sure how or why to do this legally.	I use and share music, photos and movies legally.  I know why and when I can share files and check copyright before sharing files online	I use and share music, photos and movies legally.  I seek feedback on how I use and share music, photos and movies legally so I can improve.  I help others use and share music, photos and video legally.
<b>Effective Strategies</b>					



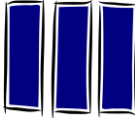
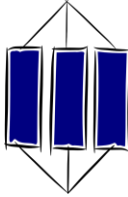
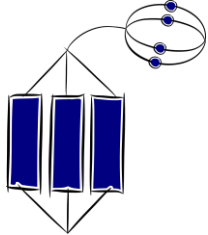
## e-competence rubrics – Technological literacy (Cobo Romani 2009)

<b>Technological literacy</b> <ul style="list-style-type: none"> <li>Confident and critical operation of ICT (information storage and management)</li> <li>Acquired in a formal environment (course or qualification) informal ways (self-learning or mates)</li> </ul> <p>Cobo Romani (2009)</p>	 <p><b>Prestructural</b></p>	 <p><b>Unistructural</b></p>	 <p><b>Multistructural</b></p>	 <p><b>Relational</b></p>	 <p><b>Extended Abstract</b></p>
	<p>Learning outcomes show unconnected information, no organisation. E.g. "I need help or direction"</p>	<p>Learning outcomes show simple connections but importance not noted. E.g. "I will have a tilt at it"</p>	<p>Learning outcomes show connections are made, but significance to overall meaning is missing. E.g. I will use trial and error to find a solution"</p>	<p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning E.g. "I plan to do X because it will ... I know what to do and why..."</p>	<p>Learning outcomes go beyond subject and makes links to other concepts - generalises E.g. "I sense what to do to find the best solution ....I seek feedback and adjust my actions in response "</p>
<p>Confident and critical operation of ICT (information storage and management)</p> <p>Login Mouse skills Right click Start and finish programmes Save and retrieve files Keyboard skills/shortcuts etc</p>	<p>I need help to save files I am working on.</p> <p>I need help to make a folder.</p>	<p>I can save the file I am working on if directed.</p> <p>I can make a folder if directed</p>	<p>I can name and save the files I am working on to folders but I make mistakes and sometimes find it hard to retrieve them.</p>	<p>I regularly back up and save the files I am working on to named folders and can retrieve them again.</p> <p>I know why and when to save files to a folder and how to retrieve them.</p>	<p>I seek feedback on the way I save files to a named folder to see if I can improve the efficiency and reliability of my file saving and retrieval.</p> <p>I help others make folders and save and retrieve files to and from a named folder</p>
<p><b>Effective Strategies</b></p>					



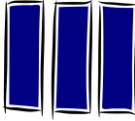
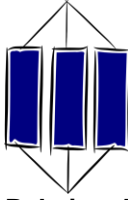
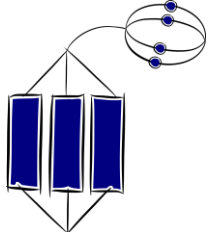
**e-competence rubrics – media literacy (Cobo Romani 2009)**

<p><b>Media literacy</b></p> <ul style="list-style-type: none"> <li>Understanding how traditional mass media and digital media are merging (new media landscape)</li> <li>How are they adopting new formats (implications)</li> </ul> <p>Cobo Romani (2009)</p>	 <p><b>Prestructural</b></p>	 <p><b>Unistructural</b></p>	 <p><b>Multistructural</b></p>	 <p><b>Relational</b></p>	 <p><b>Extended Abstract</b></p>
	<p>Learning outcomes show unconnected information, no organisation. E.g. "I need help or direction"</p>	<p>Learning outcomes show simple connections but importance not noted. E.g. "I will have a tilt at it"</p>	<p>Learning outcomes show connections are made, but significance to overall meaning is missing. E.g. I will use trial and error to find a solution"</p>	<p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning E.g. "I plan to do X because it will ... I know what to do and why..."</p>	<p>Learning outcomes go beyond subject and makes links to other concepts - generalises E.g. "I sense what to do to find the best solution ....I seek feedback and adjust my actions in response "</p>
<p><b>Effective Strategies</b></p>					

## e-competence rubrics – Digital literacy (Cobo Romani 2009)

<p><b>Digital literacy</b></p> <ul style="list-style-type: none"> <li>• Integration of instrumental skills (information management) and strategic skills (critical thinking).</li> <li>• Create, adapt and share (R,M &amp;B) information and knowledge in multiple formats.</li> </ul> <p>Cobo Romani (2009)</p>	 <p><b>Prestructural</b></p>	 <p><b>Unistructural</b></p>	 <p><b>Multistructural</b></p>	 <p><b>Relational</b></p>	 <p><b>Extended Abstract</b></p>
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<p><b>Effective Strategies</b></p>					

## e-competence rubrics – Information literacy (Cobo Romani 2009)

<p><b>Information literacy</b></p> <ul style="list-style-type: none"> <li>• Read with meaning</li> <li>• Assess (reliability &amp; quality)</li> <li>• Connect and critically use the information in different formats depending on the context.</li> </ul> <p>Cobo Romani (2009)</p>	 <p><b>Prestructural</b></p>	 <p><b>Unistructural</b></p>	 <p><b>Multistructural</b></p>	 <p><b>Relational</b></p>	 <p><b>Extended Abstract</b></p>
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<p><b>Effective Strategies</b></p>					

## Background Thinking

- Digital Communication
  - Exchanging information using:
    - email
    - cell phones
    - instant messaging
    - text messaging
    - web pages/blogs/wikis
- Digital Literacy
  - Learning about the basics of using a computer
  - Evaluating online resources to make sure they are truthful and accurate
  - Learning how to find information on a specific topic on the Internet
- Digital Rights and Responsibilities
  - Following Acceptable Use Policies
  - Using technology responsibly
  - Reporting inappropriate use of technology resources

- Digital Health and Wellness
  - Using proper hand placement and posture when keyboarding
  - Balancing time spent using digital tools with time spent offline
- Digital Security
  - Protecting hardware and network security by using secure and secret passwords
  - Protecting personal security by not posting personal information online

#### Technological Literacy

- Confident and critical operation of ICT (information storage and management)
- Acquired in a formal environment (ECDL) informal ways (self-learning or mates)