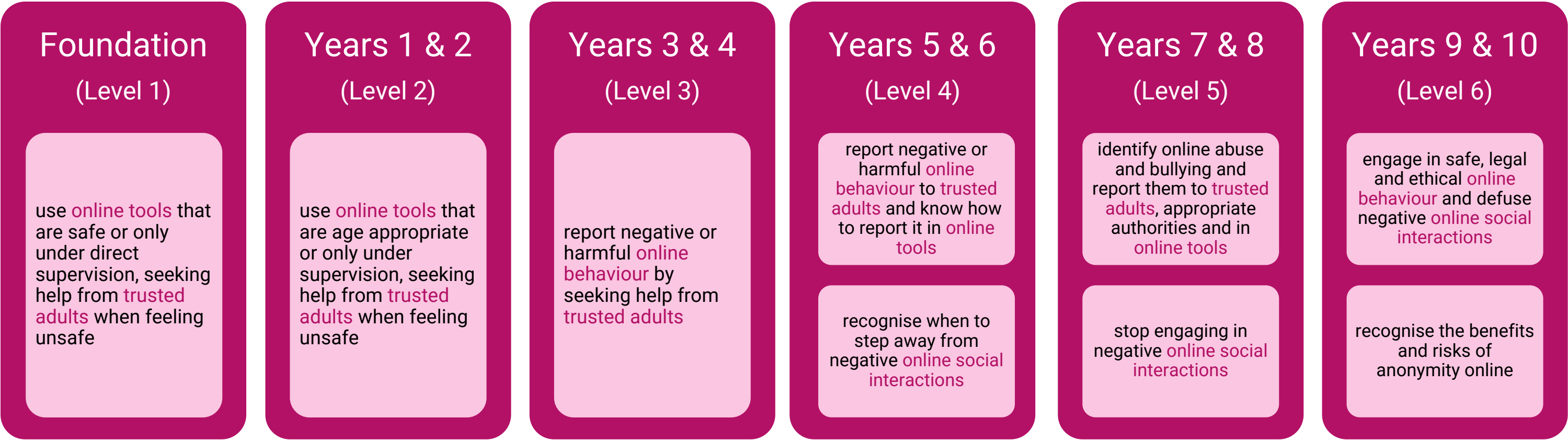


# Digital Literacy: Practicing Digital Safety and Wellbeing

## Manage online safety

This sub-element supports students to 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.



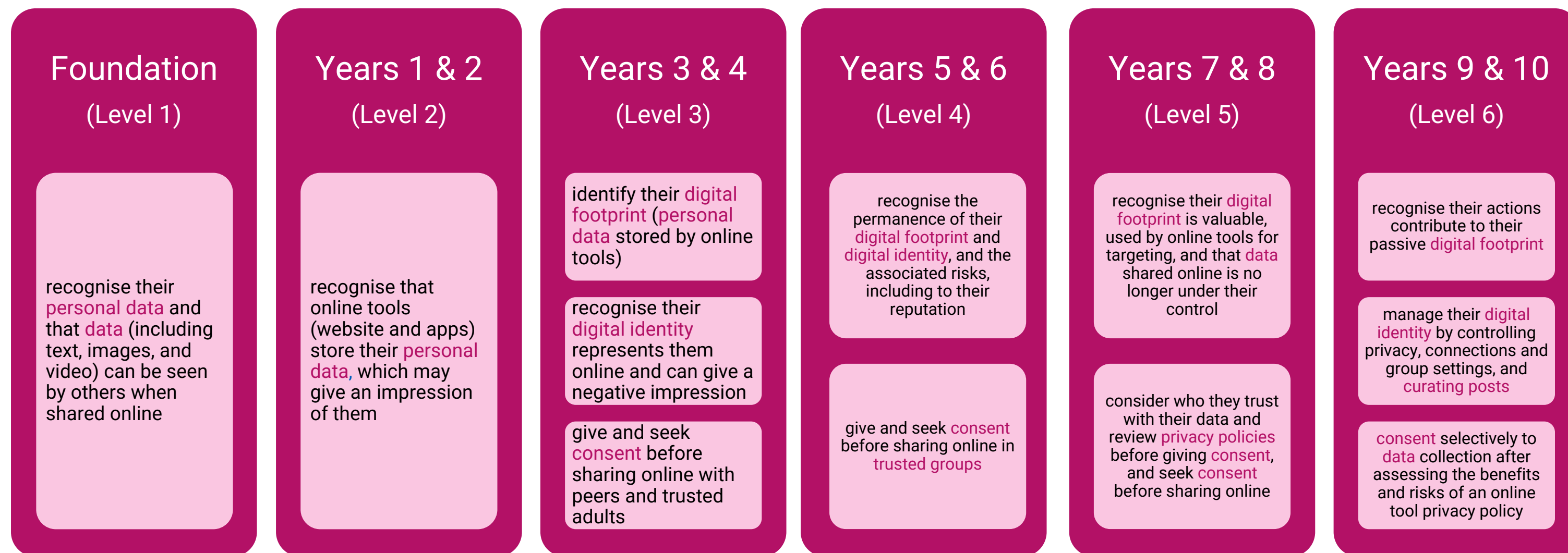
## Definitions

Online tools	Digital hardware, software, platforms and resources that are connected and support communications between users. Examples of online tools include websites for online shopping and fitness apps.
Trusted adults	Reliable people who children feel comfortable talking to if they are upset or need help when engaged in online activities. They might include family members, carers, teachers.
Online behaviour	Actions taken when interacting with others in an online environment. For example, behaviour should be respectful, inclusive, positive and proactive to minimise risks and harmful treatments.
Online social interactions	Exchanges between individuals when using online tools that are typically informal. For example, the interactions could relate to playing games or sharing experiences within a sporting group.

# Digital Literacy: Practicing Digital Safety and Wellbeing

## Manage digital privacy and identity

This sub-element supports students to recognise the importance of controlling and shaping their own digital identity. They create and curate their online identities to positively tell their stories, while recognising how personal use of digital media may have implications on their digital footprint.



## Definitions

<b>Personal data</b>	Data and information that can readily identify an individual.  For example, a person's name, signature, home address, email address, photographs, phone number and date of birth.
<b>Data</b>	A general term for a set of observations or measurements collected during an investigation.  Primary data is collected by the user; secondary data is collected by others.
<b>Digital footprint</b>	The total set of traceable data left behind by a person using digital tools.  A person's digital footprint includes active data (e.g. emails) and passive data (e.g. browser history).
<b>Digital identity</b>	How an individual is represented or perceived online, often via comments or social media posts.  For example, a person's digital identity can be based on their activities, connections or tags.

# Digital Literacy: Practicing Digital Safety and Wellbeing

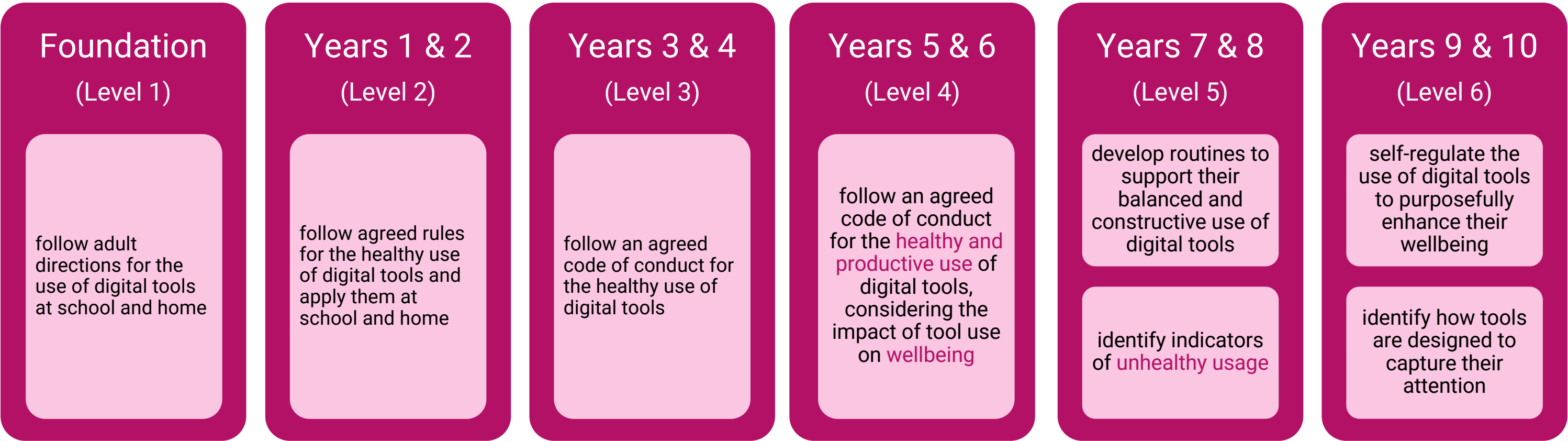
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<b>Consent</b>	Informed and freely given agreement to engage in an activity, or permission for a specific thing to happen. This could include agreement on what personal data can be shared online.
<b>Trusted groups</b>	Reliable friendship or formal groups.  For example, school groups in which children feel confident and safe in when communicating and collaborating online.
<b>Privacy policies</b>	Statements that explain how organisations or parties will use, disclose and manage an individual's information.  The policies should be designed to securely ensure an individual's or entity's privacy.
<b>Curating posts</b>	Act of selecting and organising posts created by others that are shared with your own audience.  These curated posts are often shared through social media, blogs and newsletters.

# Digital Literacy: Practicing Digital Safety and Wellbeing

## Manage digital wellbeing

This sub-element supports students to consider the nature and impact of digital tool use. They develop understanding that behaviours such as excessive screen time, digital workload, distraction and multitasking can have an impact on their health, work productivity, wellbeing and lifestyles. They understand the benefits and risks of digital participation in relation to health and wellbeing outcomes.



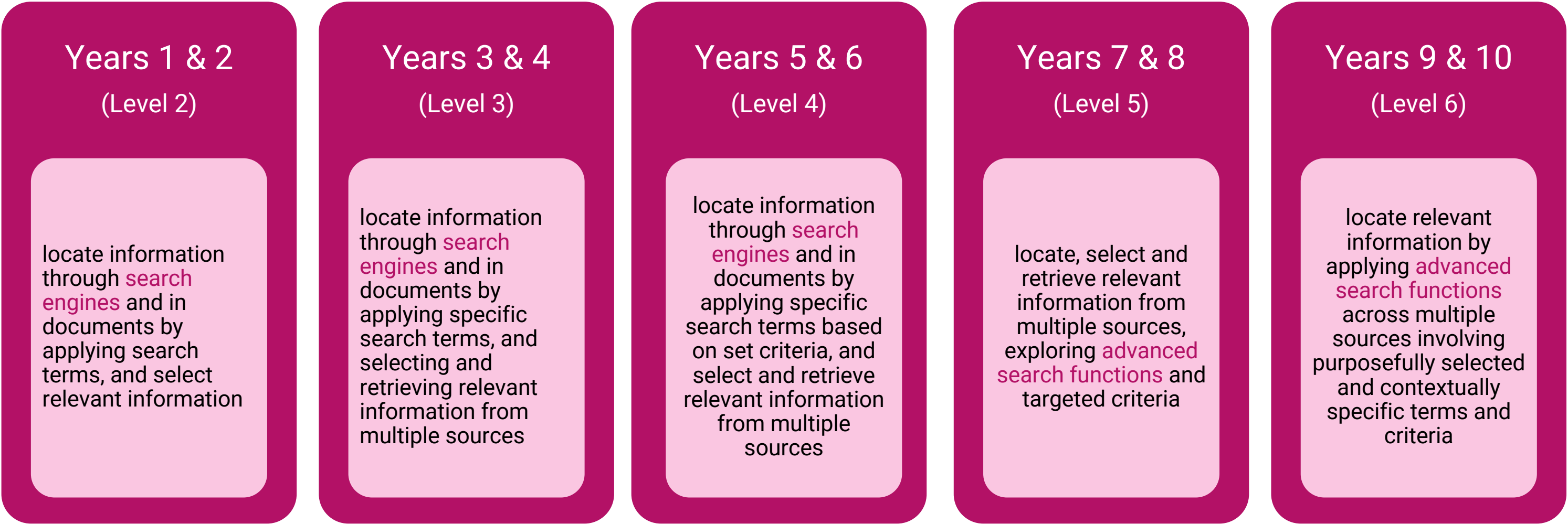
## Definitions

<b>Healthy and productive use</b>	Applying habits or rules when using digital tools that have a positive effect on a person's digital wellbeing as well as in other purposeful endeavours such as achieving positive results in learning.
<b>Wellbeing</b>	The capacity to look after a person's physical and mental health, safety and relationships when using digital tools. It involves developing and maintaining a healthy relationship with digital tools.
<b>Unhealthy usage</b>	Using digital tools in a way that is not balanced or conducive to a person's health. For example, responding to all notification sounds and spending excessive time on-screen.

# Digital Literacy: Investigating

## Locate Information

This sub-element supports students to 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.



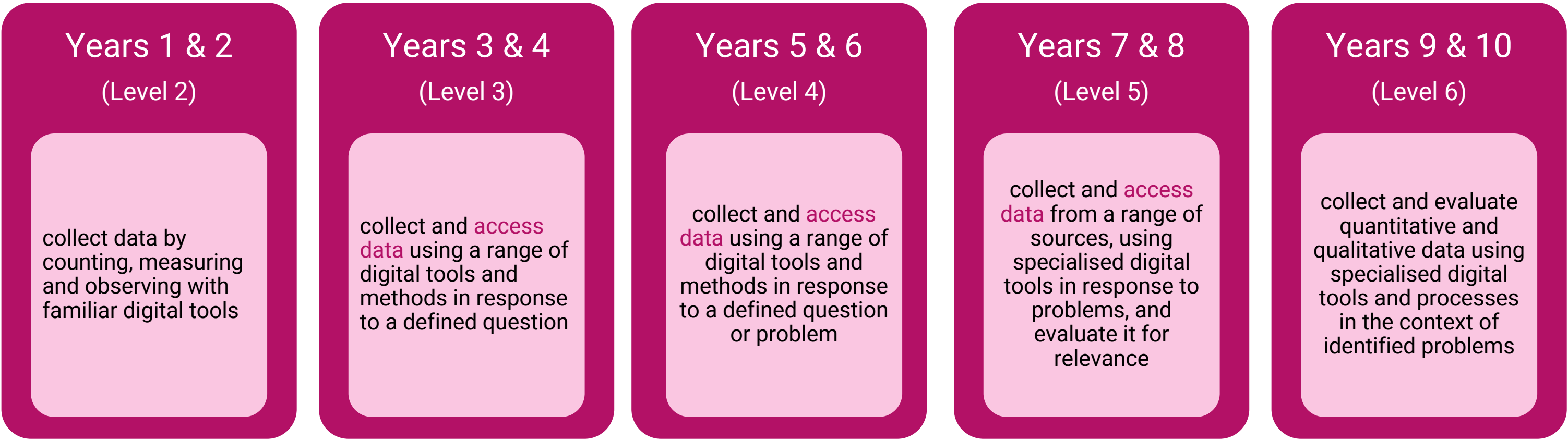
## Definitions

Content	Output created using digital tools. Often generally referred to as information.  For example, a greeting card, a timeline, an essay, digital art, a chart, an animation, a 3D model, a presentation, an interactive visualisation and a podcast.
Search engines	Software programs that help people find information they are looking for online.  A search engine searches for and identifies items in its database that correspond with specified keywords.
Advanced search functions	Words and prefixes used in a search engine that narrow the focus of a web search.  For example, using Boolean search operators or required terms will return targeted results. ( <a href="https://www.google.com.au/advanced_search">https://www.google.com.au/advanced_search</a> )
Information	Data that has been processed, organized, and interpreted to add meaning and value  For example, an infographic showing the effects of certain strategies on the migration of the cane toad population.

# Digital Literacy: Investigating

## Acquire and collate data

This sub-element supports students to understand how data can be generated and how to process data based on statistical understanding. They explore relevant data sets and read, manage and process data from a variety of sources.



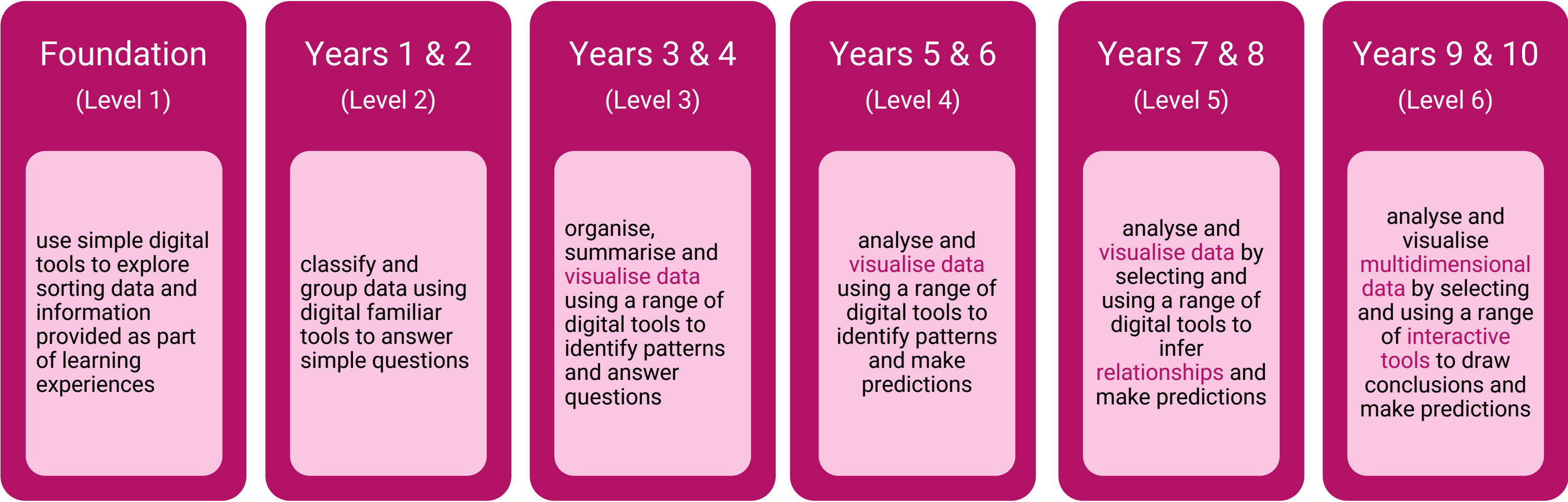
## Definitions

<b>Data</b>	<p>A general term for a set of observations or measurements collected during an investigation. Primary data is collected by the user; secondary data is collected by others.</p> <p>Raw, unprocessed facts that need context to become useful</p> <p>For example, a table of the showing the reported number of crocodiles over a period of time and their estimated size</p>
<b>Collect data</b>	<p>The process of obtaining data from a new source</p> <p>For example, a survey created for a specific purpose or data obtained through data logging sensors.</p>
<b>Access data</b>	<p>The process of obtaining data from an existing source</p> <p>For example, content in shared folders and public databases.</p>

# Digital Literacy: Investigating

## Interpret Data

This sub-element supports students to 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.



## Definitions

<b>Visualise data</b>	Process of presenting data in a summarised form to help with communication and analysis  For example, sorting and presenting data as a chart showing spending trends to help make financial decisions.
<b>Relationships</b>	The stimulus and effect that can be more easily inferred when data is visualised.  For example, inferences can be drawn from a chart showing ice cream sales and daily temperatures.
<b>Multidimensional data</b>	Data that has many dimensions and values.  The data is structured in many rows and columns and can be modelled and viewed in multiple dimensions, facilitating interpretation.
<b>Interactive tools</b>	Software that supports users being able to change the behaviour, view or results by providing some input.  Interactive tools (e.g. spreadsheets) help users draw conclusions and make predictions.



# Digital Literacy: Investigating

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## Data Sets

Typical formats of the data include Excel files and CSV files

### Secondary

- [Data.gov.au](https://data.gov.au)
- [Australian Bureau of Statistics](https://www.abs.gov.au)
- [Australian Bureau of Statistics Data Explorer](https://data.abs.gov.au)
- [CSIRO Educational Datasets](https://www.csiro.au/education/datasets)
- [Australian Data Science Education Institute \(adsei.org\)](https://adsei.org)
- [CORGIS: The Collection of Really Great, Interesting, Situated Datasets](https://corgis.org)
- [Digital Technologies Hub: Data Science STEM resources](https://digitaltechnologieshub.org)
- [Our world in data](https://ourworldindata.org)
- [Kaggle](https://www.kaggle.com)
- [Information is Beautiful](https://www.informationisbeautiful.net)
- [Gapminder](https://www.gapminder.org)

### Primary

- [Convict Database](https://www.convictdatabase.com.au)
- Collect via surveys using Google or Microsoft forms
- Collect using sensors: e.g. <https://makecode.microbit.org/courses/ucp-science>
- Collect using drones to collect data to analyse: e.g. SheMaps

## Pre-reading Article

<https://theconversation.com/learning-from-home-is-testing-students-online-search-skills-here-are-3-ways-to-improve-them-165752>

### Reflection question

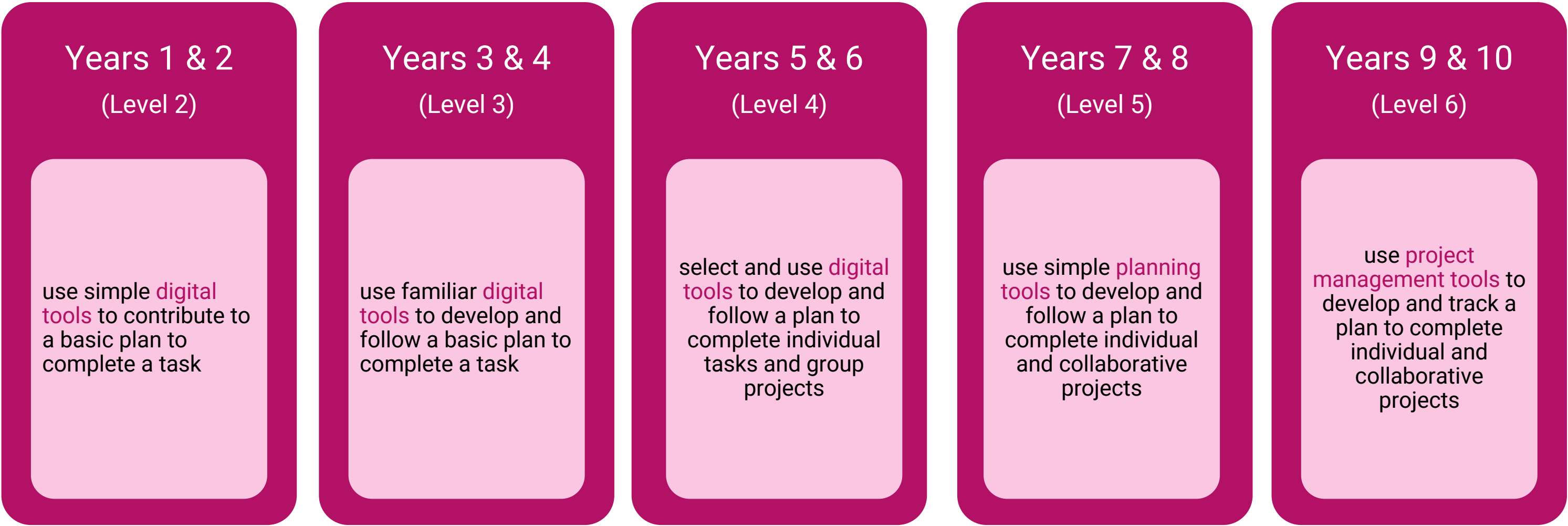
How can we guide students to effectively use digital tools and technologies to locate, access, and evaluate data, while ensuring their practices align with the ethical and safe use of information as outlined in the Digital Literacy General Capabilities?



# Digital Literacy: Creating and exchanging

## Plan

This sub-element supports students to use digital tools to plan and manage a process that considers design constraints and risks.



## Definitions

<b>Digital Tools</b>	Digital hardware, software, platforms and resources used to develop and communicate learning, ideas and information.  For example, software and hardware to compose and record music.
<b>Planning Tools</b>	Software that assists in setting out the tasks, their time allocations, resources and responsibilities in collaborative work.  For example, timeline tools and spreadsheets.
<b>Project Management Tools</b>	Software that supports the planning and tracking of projects. Project management tools provide visualisations of the workflow, timeframe and resources involved in completing a project.

# Digital Literacy: Creating and exchanging

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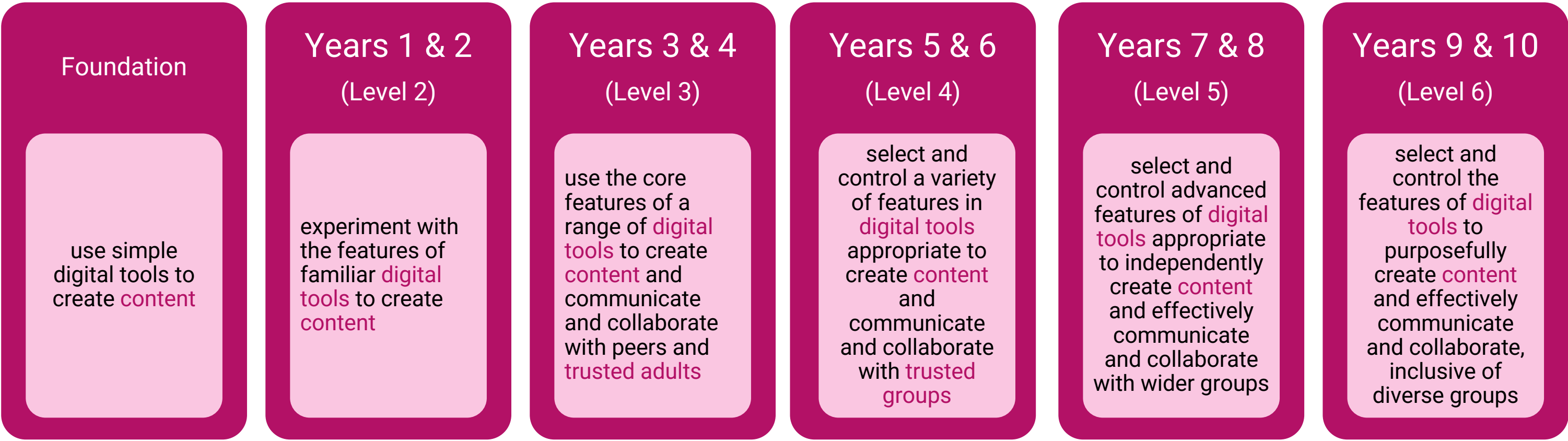
## Questions:

- Where in your learning sequences do students have opportunities to design/follow a plan to complete a teacher guided/independent task?
- What (if any) digital planning or collaboration tools are they encouraged to use as part of these activities?

# Digital Literacy: Creating and exchanging

## Create, communicate and collaborate

This sub-element supports students to execute plans for the design of digital content and to develop, test and refine models to create original products. 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.



### Definitions

<b>Content</b>	Output created using digital tools  For example, a greeting card, a timeline, an essay, digital art, a chart, an animation, a 3D model, a presentation, an interactive visualisation and a podcast.
<b>Trusted Adults</b>	Reliable people who children feel comfortable talking to if they are upset or need help when engaged in online activities. They might include family members, carers, teachers.
<b>Trusted Groups</b>	Reliable friendship or formal groups (e.g. school groups) in which children feel confident and safe in when communicating and collaborating online.

### Digital Tools

<a href="#">Typology of free web-based tools</a>	The Typology of Free Web-based Learning Technologies (2020) provides educators with a list of 226 technologies arranged into 40 types and 15 clusters that can be used via a browser to promote more productive and interactive learning.
<a href="#">Common-Sense Media Best Tech-Creation Tools</a>	A list of 53 apps, games and websites curated by Common Sense Media Education Editors
<a href="#">AI Assessment Scale</a> (AIAS)	A practical, simple, and sufficiently comprehensive tool to allow for the integration of GenAI tools into educational assessment. The AI Assessment Scale (AIAS) empowers educators to select the appropriate level of GenAI usage in assessments based on the learning outcomes they seek to address.

# Digital Literacy: Creating and exchanging

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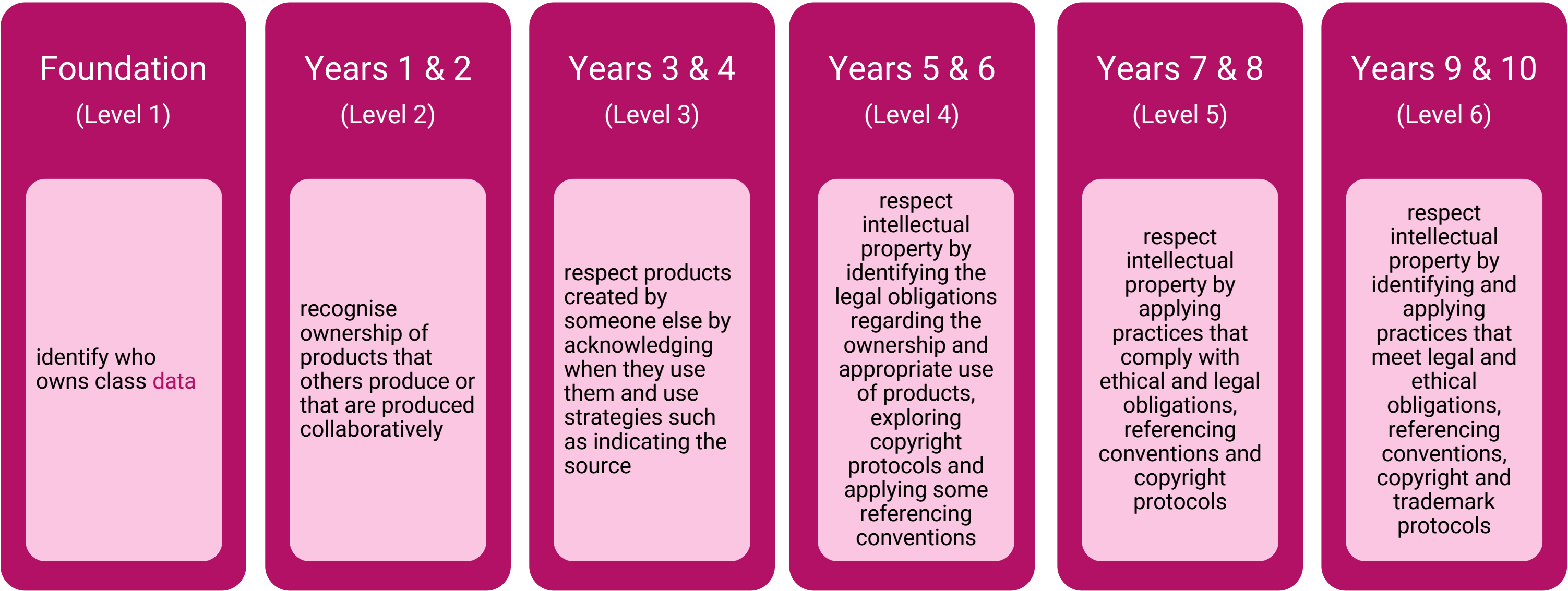
## Questions:

- What digital creation tools are specifically mentioned/outlined in your teaching and learning programs?
- To what extent are the skills required for these creation tools explicitly outlined in your teaching and learning programs?
- Does your school encourage you to share the tools you are explicitly teaching/using in your programs with your colleagues to build a shared skill base for your students?

# Digital Literacy: Creating and exchanging

## Respect Intellectual Property

This sub-element supports students to understand the ethical and legal responsibilities around ownership and remixing of digital 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.



### Definitions

Data	A general term for a set of observations or measurements collected during an investigation. Primary data is collected by the user; secondary data is collected by others.
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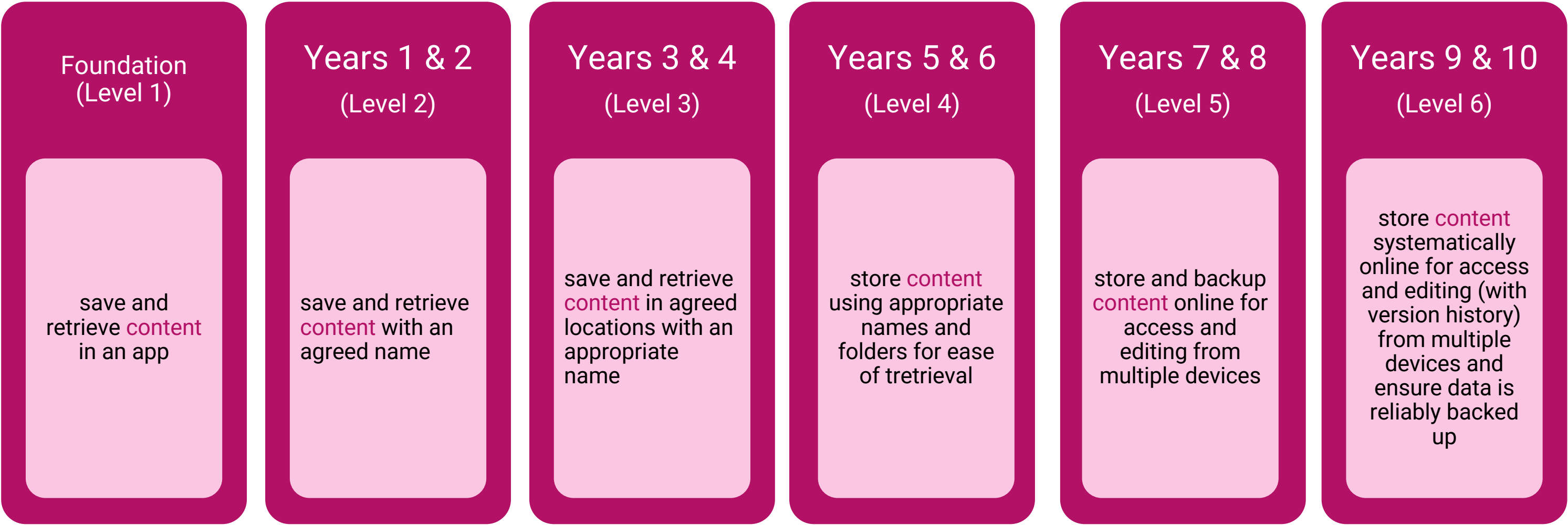
### Questions:

- How do you support students' development and understanding in respecting intellectual property?

# Digital Literacy: Managing and operating

## Manage Content

This sub-element supports students to interact with information and data, save content using appropriate and logical conventions, and retrieve content from personal, networked and cloud spaces.



### Definitions

Content	Output created using digital tools  e.g. a greeting card, a timeline, an essay, digital art, a chart, an animation, a 3D model, a presentation, an interactive visualisation and a podcast
Data	A general term for a set of observations or measurements collected during an investigation.  Primary data is collected by the user; secondary data is collected by others.
Save	Updates the current content of the last saved file. For example, you can use the Save command to save a file for the first time in a single format.
Store	May refer to saving a file in a different format or location. For example, you can use the Save As command to save a file in a different format and at a different location.

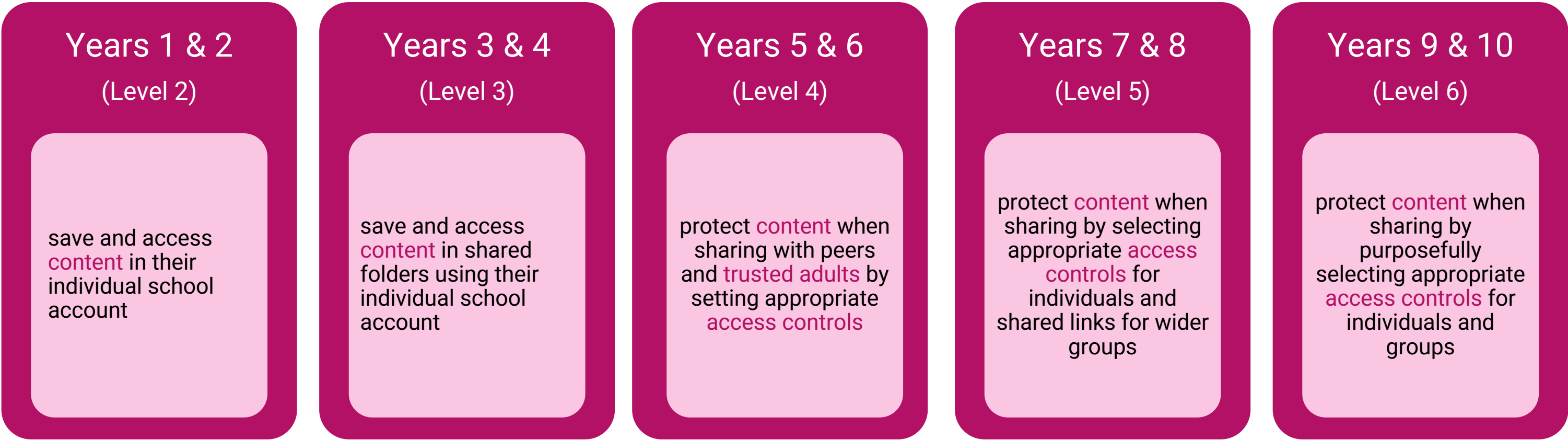
### Questions:

- Does this definition of data seem entirely appropriate for this context?

# Digital Literacy: Managing and operating

## Protect Content

This sub-element supports students to identify potential threats and implement relevant cyber security practices, such as using secure passwords. They use technology without compromising their and devices.



## Definitions

Trusted Adults	Reliable people who children feel comfortable talking to if they are upset or need help when engaged in online activities. They might include family members, carers, teachers.
Access Controls	Security techniques that allow an owner of content to control or regulate who can view or use it. Access controls are a means of determining who is authorised to and able to access content.

## Questions:

- How are you modelling protected content in your class/resource set up?

## Further Interesting Reading

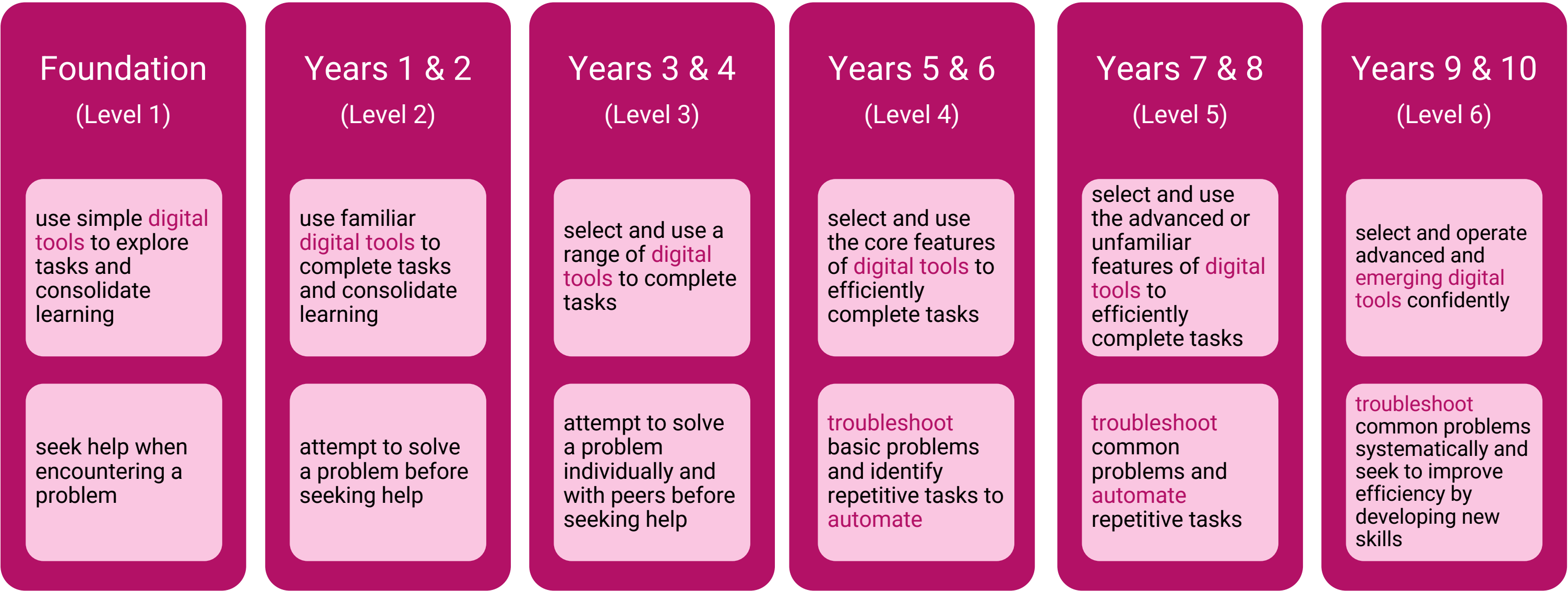
<a href="#">Department of Employment and Workplace Relations: Digital Literacy Skills Framework</a>	How does this compare with what we are asking of students in a school setting?
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# Digital Literacy: Managing and operating

## Select and operate tools

This sub-element supports students to apply technical knowledge and skills to select, use and appropriate . They develop an understanding of hardware and software components, and the operations of appropriate digital systems, including their functions, processes and procedures.



### Definitions

Digital Tools	Digital hardware, software, platforms and resources used to develop and communicate learning, ideas and information, e.g. software and hardware to compose and record music.
Troubleshoot	Ability to solve technical problems by tracing and correcting faults, e.g. restart a digital tool or ensure cables are correctly connected.
Automate	Process of using software features to achieve a result rather than repetitive manual instructions, e.g. using a formula in a spreadsheet to repeatedly calculate values.
Emerging Digital Tools	Hardware, software, platforms and digital resources whose development and applications are not yet realised or widespread, e.g. robotics, artificial intelligence, augmented reality.

### Questions:

- How do you model troubleshooting?
- What automation of tasks are you using for yourself or other teachers in your school?