

## Teacher's Guide

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## What is the course?

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This course for Certificate I in Information, Digital Media and Technology (National Code: ICA10111) is structured into a number of self-contained units that are directly related to the qualification's units of competency.

The course is designed to give the learner a basic foundation level in the use of digital media and information technology at a pre-vocational level. This qualification provides the skills and knowledge for an individual to function at a basic level of competency in the contemporary information society.

Its objective is to enable people to acquire basic ICT knowledge and skills at a fundamental or foundation level.

- An individual with this qualification would be expected to:
- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction;
- receive and pass on messages/information.
- perform a defined range of activities most of which may be routine and predictable.
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning.

This course has been designed to cover the following competencies of the Certificate II in Information, Digital Media and Technology (ICA10111):

**Core units**

ICAICT101A	Operate a personal computer
ICAICT102A	Operate word-processing applications
ICAICT103A	Use, communicate and search securely on the internet
ICAICT104A	Use digital devices

**Elective units**

BSBOHS201A	Participate in OHS processes
ICAICT108A	Use digital literacy skills to access the internet
BSBCMM101A	Apply basic communication skills

Note that the preferred elective units are BSBOHS201A and ICAICT108A. The elective unit BSBCMM101A is covered but is intended to be a safety net arrangement for those students who may need additional opportunities.

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## What is course's structure?

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The course has ten (10) modules of work, but only those units relating to the 4 core and 2 elective units must be completed to gain the qualification.

The modules relate to the units of competency in the following way:

<b><i>Unit of Competency</i></b>	<b><i>Modules of Course</i></b>
<b>ICAICT101A</b> <i>Operate a personal computer</i>	What is a computer? Operating System – Windows 7
<b>ICAICT102A</b> <i>Operate word-processing applications</i>	Word Processing
<b>ICAICT103A</b> <i>Use, communicate and search securely on the internet</i>	Browsers Gmail
<b>ICAICT104A</b> <i>Use digital devices</i>	Digital Devices
<b>BSBOHS201A</b> <i>Participate in OHS processes</i>	Workplace Health and Safety
<b>ICAICT108A</b> <i>Use digital literacy skills to access the internet</i>	Digital Literacy
<b>BSBCMM101A</b> <i>Apply basic communication skills</i>	Communications
<b>Underpinning Knowledge</b>	All Right To Copy?

The modules of work are developed in an e-learning framework that enables the learner to access the materials from any computer or mobile device. These modules are embedded within a learning management system (i.e. Blackboard or Moodle) for school use.

Further information on the composition and approach used in each module will follow, however it is important that teachers/trainers understand that these learning materials are

not stand alone. The learning materials have been developed with the understanding that teachers and trainer will be active in the planning and delivery of the course.

## **Learning Resources**

The learning resources are provided in a number of formats. These take the form of Learning Objects, Microsoft Word documents, PDF resources and HTML pages. The learner will need to work through these resources in the order indicated in the modules in order to successfully complete the assessable components of the course.

## **Discussion and research questions**

There are independent activities, discussion and research questions within each module. These form a critical part of the assessment activities for each unit of competency. You will need to direct the learner as to the preferred method of completion. This may be via a discussion board (either individually or as a group), individual email from the learner or, in written form.

## **Use of email**

There is an expectation that learners using this resource must develop a certain level of competence in the use of email. This forms an integral part of the assessment requirements and employability skills for this qualification. In most instances, completed work should be submitted to the teacher/trainer via email unless an activity requires other options.

## **On-line Quiz**

There are a range of online quizzes in the course. It is expected that learners will take a screenshot or print out of each Results page and pass these onto the teacher/trainer by email.



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## The teacher's role in the virtual environment

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The role of the teacher in a digital environment is not that different to a teacher in the traditional delivery model.

The teacher must focus on guiding the learner through the course and in verifying the practical aspects which are critical to the Information, Digital Media and Technology environment.

Often learners may meander through the scenario at their own pace. This is not intended to be a self-paced course nor should it be assumed that the learner is able to “be independent” in this environment. It is essential that the learners' progress be carefully tracked and that structure be provided by the teacher to guide the learner toward the successful completion of a task where necessary.

While the course may be suitable for self-paced learning by some learners this may be neither suitable nor desirable for the particular context in which the teacher/trainer wishes to work. It is highly recommended that teachers negotiate a work schedule which is suitable for the learner and clearly sets the learning and assessment tasks. This will also allow the teacher/trainer to clearly articulate how and when the practical aspects of the course will be addressed, e.g. Portfolio of emails sent by learner assembled by teacher for assessment purposes.

If this course is used in conjunction with a Learning Management System (e.g. Blackboard, Moodle), it may also be possible to increase the levels of learner interaction through the use of discussion boards/forums, blogs or wiki's to facilitate learner interaction and sharing. Teachers using the scenario in this environment can to some extent exercise greater control over the learning process and may often achieve significant gains over individual learning modes of delivery.

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# Managing the Online Learning Environment

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For teachers that are taking the first step in delivering learning online, you will find that you will be faced with many opportunities to challenge your teaching or facilitation practice and to develop new strategies for helping your students learn.

Online learning differs to traditional modes of delivering learning in many ways and has advantages and limitations for learners and facilitators alike. It is important to be familiar with these advantages and limitations, as it allows you to make the most of the opportunities that online delivery presents.

The following table highlights some of the new ground that online learning enters and some of the opportunities that it opens up for teachers and learners, as well as the limitations you may need to be aware of and address.

**Table 1: Comparison of online learning to traditional modes of delivering learning**

Aspect	Mode of Delivery		
	Classroom-Based	Self-paced	Online
Purpose	Impart knowledge	Generally to impart knowledge	Enable and facilitate learning
Approach	Teacher-led; Content-driven	Student-led; Content-driven	Student-led; Driven by need to know
Key driver for learning	Focus on teaching or instruction; Content-driven	Focus on knowledge acquisition; Content-driven	Discovery learning ('need to know' main criterion); Outcome centred
How curriculum is addressed	Curriculum directs training design	Curriculum directs training design	Problem-based learning addresses curriculum elements
Contextualized learning	Knowledge not fully related to workplace context	Knowledge not fully related to workplace context	Learners apply knowledge and skills gained anywhere to real workplace tasks

Aspect	Mode of Delivery		
	Classroom-Based	Self-paced	Online
Information source	Largely directed by teacher	Largely directed by teacher	Provided by everyone, sourced from anywhere
Learning activities	Determined by teacher	Generally limited to self-paced format	Unlimited
Learning activity sequence	Teacher/content led; Lock step progression	Teacher/content led; Lock step progression	Driven by the aspect of problem the learner is working on; Learning progresses as problem is addressed
Application of Social Learning Theory	Implicit in the context – group dynamics, group motivation, collaborative learning, synchronous learning, role modelling of teacher	Not built in to learning model	Built in to learning model but must be driven by teacher. Factors such as motivation, isolation, contact with teacher, must be proactively addressed
Role of teacher	Teacher-centred; constant presence	Teacher as facilitator; intermittent presence	Teacher as coordinator, intermittent presence, may extend content where required.
Role of learner	Mostly passive - content is provided	Mostly passive - content is provided	Learner is active and learns in a lateral manner - not linear

Aspect	Mode of Delivery		
	Classroom-Based	Self-paced	Online
Role of peers	Teacher can facilitate team activities effectively	Mostly individual	Communication technology can be used to facilitate group activities effectively
Flexibility	Inflexible in terms of time, place and pace	Flexible	Flexible
Assessment	Teacher assessment	Teacher and self-assessment	Teacher, self and peer assessment
Management of diversity	Some scope to cater for different learners	Limited scope to cater for different learners	Variety of learning resources cater for different learners
High order competencies	Not seen as part of content	Focus on self-direction in learning	Problem-solving, information literacy and self-directedness are specifically addressed
Control of content	Teacher knows exactly what they have 'given' learners	Teacher largely has control	Learners control knowledge acquisition; content is infinite; teacher adopts flexible agenda

The key differences of online learning delivery that need to be addressed, therefore, are that:

- the learning model encourages learning by discovery.
- worked problems or scenarios are the basis for guiding learners through the content.
- teams can be used effectively, but must be handled differently than in the classroom.

- individual learner needs must be identified and addressed to avoid isolating learners.
- teachers and facilitators need to manage their interactions with learners, ensuring that effective feedback and channels of communication are provided.
- communication between learners needs to be encouraged and tools to facilitate this employed.

## Comfort with the Online Environment

If you have novice online learners, extra support may be needed. Some suggestions could be to:

- make participants comfortable with the system and the software, so that they can concentrate on the task at hand.
- provide time and support for people to learn new software features and become comfortable with the technology, preferably before the module begins.
- develop a study guide or workbook, to address any common technical concerns and identify appropriate procedures.
- develop standards for online feedback to learners' work, such as how feedback can be delivered online.
- encourage novice online learners to work with more experienced peers.
- identify where learner skills are inadequate for independent work in an IT dependent environment and provide 'gap' training opportunities

## Teacher-learner interactions

Different approaches to learning, relationships with you as a teacher, levels of motivation and personality will manifest themselves differently in an online environment. You can ensure these differences are dealt with appropriately, by:

- encouraging an inclusive working and learning environment.
- dealing with teacher-learner interactions effectively.
- monitoring and providing meaningful feedback.
- applying conferencing technology to enhance collaborative learning.

### **Encouraging an inclusive working and learning environment**

You will need to ensure that the group process is optimal for every individual, and that individual needs are met as far as possible.

### **Dealing with teacher-learner interactions effectively**

The sorts of individual interactions you have with learners in a traditional learning environment, such as observing and monitoring contributions, providing feedback and guiding behaviour, will need to be adapted to an online context.

These interactions essentially have two purposes:

1. to provide support and encouragement
2. to confirm work or correct mistakes.

Online monitoring and feedback has particular characteristics. It is hard to infer intent and tone from text-based communication, particularly in a class that has diverse membership. Consequently the fear of public ridicule can stifle participation, as feedback is visible to all and relatively permanent. The task of observing and monitoring both individual and group behaviour is a challenge, as is tracking the number and quality of communications for each person. The existence of 'lurkers' – people who 'listen' but don't contribute - may need to be addressed.

In a flexible learning context, teachers may also have access to 'synchronous' communication with their students, e.g. audio-conferencing, data-conferencing, occasional

face to face meetings. This contact should be used to build supportive teacher-student relationships.

### **Monitoring and giving meaningful feedback**

In order to provide an encouraging environment for the learner, it is important to ensure that you give meaningful feedback to the learner. This may be in the form of guiding the learner through the environment or it may be responding to responses generated by email or Discussion Board.

Providing fast and effective feedback reduces the risk of isolating learners and encourages learners to become actively involved in forums, teams and discussions. To provide this level of feedback, you should consider the following guidelines:

- respond quickly to each contribution, either directly to the contributor or by referring to their comments in a conference. Don't overdo this, though – use your judgment and weave multiple contributions together by responding to several at once.
- accept all comments publicly and deal with exceptions off line.
- avoid humor and sarcasm, especially with a diverse student group.
- don't be too concerned about spelling, grammar and typing; the purpose of conferencing is to encourage lively and focused discussions.
- acknowledge lurkers, and assume that learning is taking place even if no overt contributions are being made.
- avoid an 'authority figure' stance, as this can diminish participation, especially amongst adults.
- be prepared to wait several days for responses to your messages, as delays of this length are typical. Don't rush in to fill every silence with contributions.
- don't expect too much – if two or three well-articulated ideas, issues or points are raised in a particular thread of discussion, this is a good result.
- aim to contribute no more than between one-quarter to one-half of the online material yourself, so that you don't dominate the conference.
- monitor each participant's amount of contribution. Suggest that an overactive participant waits a few responses before contributing. Ask less active participants to

become more actively involved, or prompt them specifically for responses.

Consider agreeing guidelines for minimum or maximum contributions if necessary.

### **Applying Internet based conferencing technology to enhance collaborative learning**

Conferencing technology is the primary means for communicating with learners in an online environment. It is therefore important that it is used effectively and that the advantages of using this technology are exploited. Conferencing technology allows:

- learner to learner and learner to teacher interactions that are independent of time and place.
- the teacher to act as an online learning facilitator, allowing for the modelling of effective teaching, the contribution of special knowledge and insights, the weaving of various discussion threads and course components and the maintenance of group harmony.
- access to a wider range of viewpoints for learners.
- greater opportunities for collaborative learning, with group discussions, reflective activities, mutual learning support activities and collective learning support mechanisms.
- You must also be aware of and deal with the following limitations of conferencing technology:
  - problems with computer hardware and reliability of access to the Internet can significantly affect the quality of discussion.
  - momentum can sometimes lag as responses go through several rounds.
  - quality of group collaboration can be variable, especially with larger groups.
  - variability of opinion and familiarity with content can create frustration.



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# Course Overview

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Module: Personal Computers

## Relationship to Units of Competency

The module is one of two making up the unit of competency, *ICAICT101A Operate a personal computer*. The 'partnering module' is *Operating Systems – Window 7*.

## Overview:

The module covers the physical elements of computers and the broad knowledge required for basic understanding of the use of information technology in today's work.

The module consists of the following topics:

- What is a computer?
- Operating Systems
- Desktop Computers
  - I/O Elements
  - What is inside?
- Laptop Computers
  - I/O Elements
  - What is inside?
- What is a Network?
- Keeping Computers Healthy
- Troubleshooting Tips

## **Structure**

The content is presented a menu arrangement and the learner may move freely through the learning content as they wish.

## **Assessment**

Assessment should occur when both partnering modules – *Personal Computers* and *Windows 7* - have been completed.

Assessment consists of all of the following:

1. A set of assessment tasks for ICAIT101A provided by the teacher
2. Observation of the learner effectively operating a personal computer *OR* a Third Party Report from an appropriate person indicating the learner's competency in this area
3. Ongoing evidence portfolio of learner use of computers to engage in the course, send in completed work, etc. maintained by the teacher/tutor.

## Module: Operating System

### Relationship to Units of Competency

The module is one of two making up the unit of competency, *ICAICT101A Operate a personal computer*. The 'partnering module' is *Personal Computers*.

### Overview:

The module covers the core skills required to use the Windows 7 Operating System (OS).

The module covers the following topics:

- Basic software operation and application packages
- Basic computer functions, including security functions
- Literacy skills to interpret user manuals and help functions
- Basic keyboarding skills
- Power-management settings
- Back up and save information
- Input user-access details for accessing a pc
- Install and remove software
- Manage mouse for different applications
- Save and retrieve files to and from various locations

### Structure

It can reasonably be expected that the vast majority of learners will have some experience in this operating system, so the structure of this module is based on teacher judgment as to content coverage.

The learner is presented with a bank of resources that they or their designated teacher may use. This approach allows for the learner to work independently or as part of a group

of learners following a structured learning program delivered by the teacher. A mixed, learner negotiated approach is also valid. The decision as to which pathway to follow resides with the teacher.

To support this approach, the module contains the following resources for use by the delivering teacher/trainer:

- Student Guide
- Quick Reference Guide
- Student Workbook
- A wide range of topic based videos

### **Assessment**

Assessment should occur when both partnering modules – *Personal Computers* and *Windows 7* - have been completed.

Assessment consists of all of the following:

1. A set of assessment tasks for ICAIT101A provided by the teacher
2. Observation of the learner effectively operating a personal computer *OR* a Third Party Report from an appropriate person indicating the learner's competency in this area
3. Ongoing evidence portfolio of learner use of computers to engage in the course, send in completed work, etc. maintained by the teacher/tutor.

## Module: Browsers

### Relationship to Units of Competency

The module is one of two making up the unit of competency, *ICAICT103A Use, communicate and search securely on the internet*. The 'partnering module' is *Gmail*.

### Overview:

The module covers the core skills required to use the Internet Explorer 8 web browser and the core understandings needed to work effectively on the web.

### Structure

It can reasonably be expected that the some learners will have some experience in the use of web browsers, so this module has two pathways. One working as a 'revisit and reminder' of internet related skills and knowledge with the other being based on a didactic role of the teacher/trainer.

The learner is presented with a bank of resources that they or their designated teacher may use. This approach allows for the learner to work independently or as part of a group of learners following a structured learning program delivered by the teacher. A mixed, learner negotiated approach is also valid. The decision as to which pathway to follow resides with the teacher.

To support this dual approach, the module contains the following resources for use by the delivering teacher/trainer:

- An independent set of digital work forming Path A
- The following learning resources forming Path B:
  - Student Guide with activities
  - Quick Reference Guide
  - A wide range of topic based videos

## **Assessment**

Assessment should occur when both partnering modules – *Browsers* and *Gmail* - have been completed.

Assessment consists of all of the following:

1. A set of assessment tasks for ICAIT103A provided by the teacher
2. Observation of the learner effectively operating a browser to access the web *OR* a Third Party Report from an appropriate person indicating the learner's competency in this area
3. Ongoing evidence portfolio of learner use of computers to engage in the course, send in completed work, etc. maintained by the teacher/tutor.

## Module: Gmail

### Relationship to Units of Competency

The module is one of two making up the unit of competency, *ICAICT103A Use, communicate and search securely on the internet*. The 'partnering module' is *Browsers*.

### Overview:

The module covers the core skills required to use the Gmail email application and the core understandings needed to communicate effectively on the web.

### Structure

This module provides a clear set of staged directions for establishing the email application and making use of its features. The digital course is supported by a print down manual and a series of video tutorials.

The learner progresses through the screens in a linear manner, i.e. moving from one screen to another in a numerical sequence.

### Assessment

Assessment should occur when both partnering modules – *Browsers* and *Gmail* - have been completed.

Assessment consists of all of the following:

1. A set of assessment tasks for ICAIT103A provided by the teacher
2. Observation of the learner effectively composing, sending, receiving and managing emails *OR* a Third Party Report from an appropriate person indicating the learner's competency in this area
3. Completion of the three self-correcting quizzes in the module. The learner should digitally print the results slips and send these to the teacher/tutor as an email attachment. The learner needs to achieve 80% in each of the quizzes.
4. Ongoing log of learner use of emails in a range of contexts (sending attachments, files, etc.) maintained by the teacher/tutor.

## Module: Digital Devices

### **Relationship to Units of Competency**

The module addresses the unit of competency, *ICAICT104A Use digital devices*.

### **Overview:**

The module covers presents a wide range of digital devices that are common in everyday life. It looks at how to use a digital camera and a range of other activities.

### **Structure**

This module requires teacher/trainer negotiation with each learner as each learner will have differing access to a range of different digital devices. The learning materials presents a broad overview of digital devices with the teacher then assisting each learner to use the Internet and device manuals to become competent in the use of at least two devices that they have access to. Example: A digital camera and a mobile telephone.

The learner progresses through the screens in a linear manner, i.e. moving from one screen to another in a numerical sequence.

### **Assessment**

Assessment consists of all of the following:

1. A set of assessment tasks for ICAIT104A provided by the teacher
2. Observation of the learner effectively composing, sending, receiving and managing emails *OR* a Third Party Report from an appropriate person indicating the learner's competency in this area. Note: The observation of the learner effectively operating a minimum of two accepted digital devices, i.e. a digital camera, a video camera, a data projector, etc. is required.
3. Completion of the two self-correcting quizzes in the module. The learner should digitally print the results slips and send these to the teacher/tutor as an email attachment. The learner needs to achieve 80% in each of the quizzes.
4. Ongoing log of learner use of emails in a range of contexts (sending attachments, files, etc.) maintained by the teacher/tutor. The collection/demonstration of skill in



this area could be an ongoing use of digital devices to support the learning of the student and as a means of collecting evidence within the course. It is the teacher's responsibility to identify when the use of digital devices to support the course is appropriate and embedded it as a part of the student's returned work. Examples include:

- a. Taking and manipulating digital photographs as a means of proving competency in some tasks
- b. Filming and manipulating some video as a means of proving they are able to connect a peripheral to their computer
- c. Recording audio as a means of responding to teacher activity

## Module: Workplace Health and Safety

### **Relationship to Units of Competency**

The module addresses the unit of competency, *BSBOHS201A Participate in OHS practices*.

### **Overview:**

The module covers the full unit of competency that is required for basic occupational health and safety in the workplace.

### **Structure**

This module provides a range of topics that may be covered in any order but must be covered to gain competency. While the module provides the content necessary for competency to be achieved, the teacher/trainer is required to facilitate and manage learner direction/achievements.

The content is presented a menu arrangement and the learner may move freely through the learning content as they wish.

### **Assessment**

Assessment should occur when the module – *Workplace Health and Safety* - is completed.

Assessment consists of all of the following:

1. A set of assessment tasks for BSBOHS201 provided by the teacher
2. Observation of the learner effectively demonstrating general workplace safety *OR* a Third Party Report from an appropriate person indicating the learner's competency in this area (this may come from a work placement or work experience activity).
3. Ongoing log of learner use of emails in a range of contexts (sending attachments, files, etc.) maintained by the teacher/tutor.

4. Where an assessor may have doubts about competency or competency has not been clearly demonstrated, a set of interview questions is supplied that may be used as confirming assessment. The questions may be applied in a range of contexts, i.e. face to face, by telephone, by web conferencing, etc.

## Module: Communications

### **Relationship to Units of Competency**

The module addresses the unit of competency, *BSBCMM101A Apply basic communication skills*.

### **Overview:**

The module covers the full unit of competency that is required for workplace communications. The module covers oral communication that is appropriate for the workplace as well as body/non-verbal communication. A range of written communication styles is also covered within a business context.

### **Structure**

The module provides a range of topics that may be covered in any order but must be covered to gain competency. While the module provides the content necessary for competency to be achieved, the teacher/trainer is required to facilitate and manage learner direction/achievements.

The content is presented a menu arrangement and the learner may move freely through the learning content as they wish.

### **Assessment**

Assessment should occur when the module – *Communications* - is completed.

Assessment consists of all of the following:

1. A set of assessment tasks for BSBCMM101 provided by the teacher
2. Observation of the learner effectively demonstrating appropriate oral and written communication *OR* a Third Party Report from an appropriate person indicating the learner's competency in this area (this may come from a work placement or work experience activity).

3. Ongoing log of learner communications with the teacher/tutor maintained by the teacher/tutor.
4. Where an assessor may have doubts about competency or competency has not been clearly demonstrated, a set of interview questions is supplied that may be used as confirming assessment. The questions may be applied in a range of contexts, i.e. face to face, by telephone, by web conferencing, etc.

## Module: Digital Literacy

### **Relationship to Units of Competency**

The module addresses the unit of competency, *ICAICT108A Use digital literacy skills to access the Internet*.

### **Overview:**

The module covers the full unit of competency that is required for digital literacy skills.

The learner progresses through the screens in a linear manner, i.e. moving from one screen to another in a numerical sequence.

### **Structure**

This module provides a range of topics that should be covered in sequential order. While the module provides the content necessary for competency to be achieved, the teacher/trainer is required to facilitate and manage learner direction/achievements.

### **Assessment**

Assessment should occur when the module – *Digital Literacy* - is completed.

Assessment consists of all of the following:

1. A project investigating a website contained within the module
2. Observation of the learner effectively demonstrating analysis and interpretation of websites *OR* a Third Party Report from an appropriate person indicating the learner's competency in this area (this may come from a work placement or work experience activity).
3. Ongoing log of learner use of the Internet maintained by the teacher/tutor.
4. Where an assessor may have doubts about competency or competency has not been clearly demonstrated, a set of interview questions is supplied that may be used as confirming assessment. The questions may be applied in a range of contexts, i.e. face to face, by telephone, by web conferencing, etc.

Module: All Right To Copy?

## **Relationship to Units of Competency**

The module does not directly address any units of competency but elements of it may be used to reinforce judgements associated with copyright and ethical behaviour while on-line or using digital resources.

## **Overview:**

This module looks at copyright in the digital context and looks at how young persons can access, use or create digital content.

## **Structure**

As an activity it follows the progress of two students as they create a website for a competition and deal with various copyright challenges along the way. This could be completed within 3-4 hours.

## **Assessment**

There is no direct assessment in this section.

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## Assessing in the digital environment

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The digital environment where learners cannot be directly observed during the learning process does pose a number of assessment challenges to teachers not familiar with a predominantly digital delivery and assessment model. Unlike traditional models of learning/training, the content, process, underpinning skills and knowledge and assessment cannot be readily observed in the day-to-day content.

In making assessment judgments, the teacher must not only assess the final “product” of student learning but also gather data from their ongoing interactions in the digital world. This not only acts a formative assessment of learner progress, but also acts as ‘validator’ of learner understanding and skill. While a summative assessment document may represent a skill, they do not adequately assess the underpinning skills that went into the task nor, do they reflect the task management and contingency skills.

To successfully assess in a distance digital model, the teacher/trainer must gather evidence along the way that can demonstrate the skills and knowledge that a student has and is demonstrating through the act of learning and returning work. The assessor must use these individual learner portfolios in conjunction with the learner’s assessment products when making assessment judgments.

It is recommended that, in order to verify the required skills that some observation or third party report occurs.

Verification of skills and abilities in an actual workplace environment may be best achieved through an Observation Checklist/Third Party Report which can be undertaken by the assessor at any stage of the course. This can be used as supplementary evidence to support assessor judgment.



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# Employability Skills Summary

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The table below contains a summary of the employability skills required by industry for this qualification.

<b>Employability skill</b>	<b>Industry/enterprise requirements for this qualification</b>
Communication	<ul style="list-style-type: none"><li>• communicating with peers and supervisors</li><li>• reading and interpreting basic workplace documents</li></ul>
Teamwork	<ul style="list-style-type: none"><li>• submitting draft work to appropriate people for approval or feedback</li><li>• following peer and supervisor advice and instructions</li></ul>
Problem-solving	<ul style="list-style-type: none"><li>• using user manuals and help functions to solve problems when using computer applications and digital devices</li></ul>
Initiative and enterprise	<ul style="list-style-type: none"><li>• customising basic computer settings and digital devices to meet special needs</li></ul>
Planning and organising	<ul style="list-style-type: none"><li>• organising digital files</li><li>• planning the format of documents and tables</li></ul>
Self-management	<ul style="list-style-type: none"><li>• adjusting the display of internet browsers to suit personal occupational health and safety requirements</li><li>• observing and applying internet protocols</li></ul>
Learning	<ul style="list-style-type: none"><li>• seeking assistance from people when using a personal computer and digital devices</li></ul>
Technology	<ul style="list-style-type: none"><li>• using digital devices, including personal computers and applications</li></ul>