Curriculum Framework: Competency D. Use Digital Technology

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EMPLOYMENT ONTARIO

Use Digital Technology

D

D. Use Digital Technology explores tasks that require meaningful interactions with the digital component of a device. Digital technology tasks require users to make one or more choices in the course of their completion. This includes tasks where users must make or change settings, and use digital interfaces to create and adapt products. Typical examples of using digital technology include using cell phones to send text messages, using personal computers to produce documents, and navigating the Internet to find information.

Some technology-related activities fall outside the scope of this competency, either because they rate below or above the levels described, or because they do not represent meaningful interactions with the digital interface. For example, activities limited to turning on or off a device, or to responding to a single visual or auditory cue, are not considered digital technology tasks. Tasks limited to interpreting a reading on a digital device are captured within *C3. Use measures.*

Many technology tasks also require reading, navigating visual displays, and producing text. Tasks that involve interpreting documents should also be examined for their document use requirements under task groups *A2. Interpret documents* and *B3. Complete and create documents*. Tasks that require writing sentences or paragraphs should also be examined for their writing requirements within task group *B2. Write continuous text*.

The competency *D. Use Digital Technology* is not organized by task groups. The factors that drive complexity are consistent across tasks; the full range and dimensions of tasks are captured by the competency as a whole.

Indicator Overview

Level 1	Perform simple digital tasks according to a set procedure
Level 2	Perform well-defined, multi-step digital tasks
Level 3	Experiment and problem-solve to perform multi-step digital tasks

D.1

Competency D:
Use Digital Technology

Level **1**

At this level, learners:

Perform simple digital tasks according to a set procedure

Performance Descriptors	Task Descriptors
The learner:	Scope of task is limited
Follows simple prompts	Contains common, familiar vocabulary
Follows apparent steps to complete tasks	Has a familiar context
Interprets brief text and icons	Requires up to a few steps to complete
Locates specific functions and information	Requires the use of a limited range of features and options
Requires support to identify sources and to evaluate and integrate information	Has a set procedure
Begins to perform simple searches (e.g. Internet, software help menu)	Has a highly explicit purpose
	Uses a very simple format
	Contains brief text, icons, or both
	Text and icons required to complete tasks are apparent
	Contains little or no distracting information
	Interface offers very few options

Examples of tasks learners can do at the end of Level 1: **Perform simple digital tasks according to a set procedure**					
Tasks	**E**	**A**	**SS**	**PS**	**I**
Use a debit or credit machine to make a purchase	●	●			●
Set or disarm an alarm system	●				●
Log in to a user account on a computer	●	●	●	●	●
Change the temperature setting on a digital thermostat					●
Delete photos from a digital camera	●	●	●	●	●
Use basic word processing software, such as Notepad, to write a note	●	●	●	●	●

D.2

Competency D:
Use Digital Technology

Level **2**

At this level, learners:
Perform well-defined, multi-step digital tasks

Performance Descriptors	Task Descriptors
The learner:	Scope of task is clearly defined
Selects and follows appropriate steps to complete tasks	May include unfamiliar elements (e.g. vocabulary, context, topic)
Locates and recognizes functions and commands	Requires multiple steps to complete
Makes low-level inferences to interpret icons and text	Requires the use of a limited range of features and options
Begins to identify sources and evaluate information	May be completed in more than one way; each way has a set procedure
Performs simple searches using keywords (e.g. Internet, software help menu)	Uses a simple format
	Contains text, icons, or both
	Text and icons required to complete tasks are easy to interpret
	May contain distracting information
	Interface offers a variety of options through menus

Examples of tasks learners can do at the end of Level 2:

Perform well-defined, multi-step digital tasks

Tasks	E	A	SS	PS	I
Send a text message	●	●	●	●	●
Create and save a simple Excel spreadsheet	●	●	●	●	●
Establish a wireless connection	●	●	●	●	●
Use online banking to check a bank balance or pay a bill	●				●
Program a street navigation GPS unit to find directions to a destination	●				●
Access a social networking website and post a message	●				●
Send and receive an email	●	●	●	●	●
Conduct a keyword search to find a website	●	●	●	●	●
Purchase a bus ticket online	●				●
Organize digital files into folders	●	●	●	●	●
Conduct a computer search to locate a recently used document	●	●	●	●	●
Create a new user account on a computer	●	●	●	●	●
Download and watch a podcast	●	●	●	●	●
Complete an online questionnaire	●	●	●	●	●

D.3

Competency D:
Use Digital Technology

Level **3**

At this level, learners:

Experiment and problem-solve to perform multi-step digital tasks

Performance Descriptors	Task Descriptors
The learner:	Scope of task may not be clearly defined
Experiments and problem- solves to achieve the desired results	May include unfamiliar elements (e.g. vocabulary, context, topic)
Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks	Requires multiple steps to complete
Makes inferences to interpret icons and text	Requires the use of a wide range of features and options
Selects appropriate software when required by the task	Has many options to complete; may not have a set procedure
Identifies sources, evaluates and integrates information	Uses a somewhat complex format
Customizes software interfaces (e.g. toolbar, homepage settings)	May contain extended text, icons, or both
Performs advanced searches (e.g. refines search terms, uses advanced search features, cross-refers between websites)	Text and icons required to complete tasks may require interpretation
	May contain distracting information
	May contain specialized vocabulary
	Interface offers a variety of options through menus

Examples of tasks learners can do at the end of Level 3: **Experiment and problem-solve to perform multi-step digital tasks**					
Tasks	**E**	**A**	**SS**	**PS**	**I**
Create a report using a variety of formatting options, such as inserting a table, graph, and contents list	●		●	●	●
Use a handheld GPS unit to record points along a route (e.g. use menus, etc.)	●				●
Find and install a freeware version of software	●	●	●	●	●
Upload a file and post it on a wiki page	●	●	●	●	●
Locate and browse several websites to explore career options	●	●	●	●	●
Program a universal remote to use with a television, DVD player, and digital tuner					●
Re-establish an inoperative Internet connection	●	●	●	●	●
Take an online course that requires participants to upload assignments and use collaborative tools, such as discussion boards	●	●	●	●	●