Short Course

Digital Media
Literacy

School Developed – Level 2
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Short courses and Level 2 Learning Programmes

In the new junior cycle, students taking this short course should be following a personalised Level 2 Learning Programme (L2LP) alongside other curriculum components (from Level 2 and possibly one or two from Level 3). The L2LPs are planned around a number of Priority Learning Units which focus on developing the personal, social and practical skills of students. In addition to the Priority Learning Units, students can study short courses with learning outcomes aligned with the level indicators for Level 2 of the National Framework of Qualifications (Appendix 1).

The target group of students for whom L2LPs and Level 2 Short Courses have been developed are typically students presenting with significant learning needs. Some of them will have had a formal assessment by an educational psychologist which will have placed these students in the low mild to high moderate categories of learning disability and they will have had a personalised learning plan while in primary school. In this context, the L2LPs and short courses are designed for students who would benefit from opportunities to improve learning and skills in areas such as basic literacy and numeracy, language and communication, mobility and leisure skills, motor co-ordination and social and personal development. The L2LPs also offer the chance for students to improve the length of time they can concentrate on activities, along with their capacity to generalise and transfer knowledge and skills across situations and to process information from more than one sensory channel.
Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students make a strong connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The student’s junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that can assist them in meeting the challenges of life beyond school.
Rationale

Digital Media Literacy is a subject that is highly motivating for a lot of students undertaking L2LPs. This short course builds on and promotes the development of a range of skills which will offer them opportunities to explore and discover the information and knowledge accessible online in safety, enabling them to pursue their interests, to express themselves online and solve problems relevant to their lives.

Young people are actively manipulating digital media to participate in social and cultural life. Making and sharing media has become an increasingly important feature of how young people communicate and engage with each other and with the wider world. For them, posting, linking, sharing and searching are among the ways they participate in their communities and socialise.

This short course offers students opportunities to create, collaborate and communicate effectively and to understand how and when digital technologies can best be used to support these processes. This course develops a range of personal and practical skills for everyday life: including safety on the social media, self expression and communicating which are invaluable towards independent living in a community alongside skills learned in the areas of Personal Care, Art and IT.
Aim

This short course aims to develop and build on the student’s knowledge about digital technology, extend their use of digital technology as communication tools and learn how to use the internet creatively, critically and safely. Cognitive, social and practical skills are developed in the context of learning about digital technology as communication tools to be used in a safe, creative yet critical environment.
Overview: Links

The following pages show how Digital Media Literacy may be linked to the central features of Learning and Teaching in the Junior Cycle, the Statements of Learning, Key Skills and the Level 2 Priority Learning Units.

SPHE and statements of learning

Table 1: Links between junior cycle SPHE and the statements of learning

<table>
<thead>
<tr>
<th>Statement</th>
<th>Examples of relevant learning in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOL 1: The student communicates effectively using a variety of means in a range of contexts in L1.</td>
<td>The student shares, presents and publishes their stories, ideas and opinions in a personal and creative way using digital technology.</td>
</tr>
</tbody>
</table>
| SOL 20: Uses appropriate technologies in meeting a design challenge | The student uses:  
• technology to record various steps during all strands and to communicate in activities with others;  
• frequently used keys appropriately;  
• a software package proficiently i.e. opening a package, entering and manipulating text/image/data, save to file, print and exit safely;  
• accesses a range of websites on the internet during strands 1 and 3 to gain information and inform decision making. |
| SOL 24: The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. | Students work in teams to produce digital content on topics that are relevant to their lives. |
Key skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The junior cycle curriculum focuses on eight key skills.

There is an overlap between the learning in the PLUs with the key skills of Junior Cycle developed for all students.
## Table 2: Links between the priority learning units (PLUs), elements of the PLUs and student learning activity

<table>
<thead>
<tr>
<th>Priority Learning Unit</th>
<th>PLU element</th>
<th>Student learning activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating and Literacy</td>
<td>Using suitable technologies for a range of purposes</td>
<td>The student: uses an e-book production software to produce their own digital book; uses calendars and graph apps on their iPads and computers; creates an e-portfolio.</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Using data for a range of different purposes</td>
<td>The student will create tables to present data e.g. Calendar.</td>
</tr>
<tr>
<td>Personal Care</td>
<td>Knowing how to stay safe</td>
<td>The student will create a procedure for preventing and dealing with online privacy or bullying issues.</td>
</tr>
<tr>
<td>Living in a Community</td>
<td>Seeking help and advice</td>
<td>The student will compile a list of supports when working with IT.</td>
</tr>
<tr>
<td>Preparing for Work</td>
<td>Being able to set goals for learning</td>
<td>The student sets out long-term aims and creates a scheme of work to achieve these aims.</td>
</tr>
</tbody>
</table>
The specification for this junior cycle short course in Digital Media Literacy focuses on developing cognitive, social and practical skills through four inter-connected strands. The four strands presented here are: Basic Computing, My Online Life, Presenting my Ideas and My Book.

**Strand 1: Basic Computing.**
In this strand students learn essential computing skills such as online searches, saving information and using software such as the Microsoft Office Suite.

**Strand 2: My Online Life.**
In this strand students design their own agreement for safe online activity and engage in safe and responsible communication via the class social site.

**Strand 3: Presenting my Ideas.**
In this strand students discover the different ways in which they can present their ideas. The students will build on their existing knowledge of the essentials in computing and develop their skills further using Microsoft Word, Powerpoint, Photostory and Comic Life.

**Strand 4: My Book.**
In this strand students will consolidate their learning to date by creating their own book for exhibition.

Teamwork is encouraged throughout all four strands. Practical, hands-on and problem-solving learning activities should be in evidence across all strands of the course. Opportunities for reflection on learning are embedded throughout the course.

The Classroom-Based Assessment outlined below reflects the learning students undertake in this school developed short course. The learning outcomes in this short course are broadly aligned with the level indicators for Level 2 of the National Framework of Qualifications (Appendix A). The course has been designed for approximately 100 hours of student engagement and should take place over two years.

**Getting started**
Before the student begins, some time is spent introducing and discussing the course to establish how it fits with and can enhance the student’s personalised learning programme. Prior knowledge and particular areas of interest can be established. Using the PLU elements as a reference point, the student’s strengths, and areas needing improvement, are discussed to establish personal development and learning goals.
Expectations for students

Expectations for students are an umbrella term that links learning outcomes with annotated examples of student work. For NCCA developed short courses, in some cases examples of work associated with a specific learning outcome or with a group of learning outcomes will be available. Schools who design their own short courses may wish to create a bank of examples of student work for discussion and for future reference.

Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed this junior cycle short course in Digital Media Literacy. The learning outcomes set out in the following tables apply to all students and represent outcomes for students at the end of their period of study (approximately 100 hours).

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.
## STRAND 1 – Basic Computing

### Learning outcomes

<table>
<thead>
<tr>
<th>Students learn about</th>
<th>Students should be able to</th>
</tr>
</thead>
</table>
| **Parts of Computer** | 1.1 name the essential parts of a computer: the keyboard, screen, mouse, desktop, and ports  
1.2 recognise the difference between hardware and software  
1.3 turn on computer  
1.4 login as pupil |
| **Microsoft Word** | 1.5 open a new document  
1.6 copy a piece of text or object  
1.7 create a heading and centre it using Word Art  
1.8 search for a desired image  
1.9 insert a saved picture, clip art, word art, simple table, photo.  
1.10 design a poster or leaflet |
| **Saving and Printing** | 1.11 create folder in personal file for topic  
1.12 use ‘save as’ for all items  
1.13 locate saved items  
1.14 print item  
1.15 gather files to be included in an e-portfolio |
| **Search** | 1.16 find item using Google search engine  
1.17 search using engine  
1.18 choose safe browsing settings  
1.19 follow copyright protocol for downloading images/text |
## STRAND 2 – My Online Life

### Learning outcomes

<table>
<thead>
<tr>
<th>Students learn about</th>
<th>Students should be able to</th>
</tr>
</thead>
</table>
| **Internet Safety**  | 2.1 identify everyday internet uses e.g. perform banking transactions, obtain up to date news, communicate with people around the world, access entertainment e.g. music  
2.2 explain the dangers of online activity  
2.3 list the important precautions when using the internet.  
2.4 discuss reasons for following online protocols  
2.5 discuss what to do/who to contact if uncomfortable activity occurs online |
| **Create guidelines for online life** | 2.6 agree on appropriate websites.  
2.7 agree on appropriate contacts.  
2.8 agree on appropriate behaviour e.g. sending photos.  
2.9 identify agreed steps on what to do/who to contact if uncomfortable activity occurs online |
| **e-Mail** | 2.10 create an e-mail address (maybe a class address)  
2.11 write and send message (from the class)  
2.12 set up a g-mail account (for class)  
2.13 send and open e-mails and attachments (already created by pupil). |
| **Social Media** | 2.14 discuss positives of social media  
2.15 investigate the dangers of social media  
2.16 agree rules and parameters for use of social media in school and at home.  
2.17 decide on how best to share personal information, express emotion or opinion in a respectful and responsible manner  
2.18 create class chat/blog/Vlog on restricted site e.g. Edmodo or Skype with other school  
2.19 respond via a digital diary throughout this short course reflecting on experiences encountered |
## STRAND 3 – Presenting My Ideas

### Learning outcomes

<table>
<thead>
<tr>
<th>Students learn about</th>
<th>Students should be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introducing Software</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1 participate in a presentation using a digital platform e.g. Powerpoint, Prezi</td>
</tr>
<tr>
<td></td>
<td>3.2 create a digital story using Photostory, Comic Life or an equivalent</td>
</tr>
<tr>
<td></td>
<td>3.3 design a poster or leaflet using Microsoft Word / Publisher</td>
</tr>
<tr>
<td><strong>External Sources</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.4 demonstrate the safe use of an external USB drive</td>
</tr>
<tr>
<td></td>
<td>3.5 locate and load image or document from USB and phone</td>
</tr>
<tr>
<td></td>
<td>3.6 transfer data between internal and external drives and/or cloud</td>
</tr>
<tr>
<td><strong>Mobile Phones</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.7 recall your own phone number</td>
</tr>
<tr>
<td></td>
<td>3.8 diall your parents/carers number</td>
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<tr>
<td></td>
<td>3.9 discuss responsibility involved in having a phone</td>
</tr>
<tr>
<td></td>
<td>3.10 demonstrate how to use credit and identify the best value</td>
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<tr>
<td><strong>Formatting</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.11 edit text – delete, insert, highlight, move, copy</td>
</tr>
<tr>
<td></td>
<td>3.12 change fonts and size of text</td>
</tr>
<tr>
<td></td>
<td>3.13 format paragraphs</td>
</tr>
<tr>
<td></td>
<td>3.14 use software apps to add to photos.</td>
</tr>
<tr>
<td><strong>Microsoft Powerpoint</strong></td>
<td></td>
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<tr>
<td></td>
<td>3.11 create a slideshow.</td>
</tr>
<tr>
<td></td>
<td>3.12 choose slide layout.</td>
</tr>
<tr>
<td></td>
<td>3.13 insert and format title, text and image</td>
</tr>
<tr>
<td></td>
<td>3.13 demonstrate how to transition between slides.</td>
</tr>
<tr>
<td></td>
<td>3.14 format individual slides e.g. colour, sound clips, hyperlinks, images</td>
</tr>
<tr>
<td></td>
<td>3.14 format presentation e.g. timing, transitions, sound/music.</td>
</tr>
<tr>
<td></td>
<td>3.15 present and/or show slide show to class</td>
</tr>
</tbody>
</table>
STRAND 4 – My Book

Learning outcomes

<table>
<thead>
<tr>
<th>Students learn about</th>
<th>Students should be able to</th>
</tr>
</thead>
</table>
| Gathering Evidence   | 4.1 identify a subject of interest for a book  
|                      | 4.2 gather information on this subject  
|                      | 4.3 plan outline for book.  
|                      | 4.4 search images on computer  
|                      | 4.5 decide on appropriate software and explain why e.g. Powerpoint, PhotoStory, ComicLife |
| Complete First Draft | 4.4 format and style the text  
|                      | 4.6 choose software to insert images  
|                      | 4.7 insert text and images to desired layout.  
|                      | 4.8 save draft plan |
| Redraft              | 4.9 identify and agree on edits  
|                      | 4.10 design book cover  
|                      | 4.11 load book on school website for viewing  
|                      | 4.12 print hard copy for school library |
| Present book         | 4.13 plan and organise a book exhibition  
|                      | 4.14 design and send invites by post or e-mail  
|                      | 4.15 agree and make refreshments  
|                      | 4.16 prepare exhibition area for viewing  
|                      | 4.15 host visitors and provide refreshments  
|                      | 4.16 evaluate exhibition and complete on digital diary |
Assessment and reporting

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Some learning outcomes lend themselves to once-off assessment, others to assessment on an ongoing basis as students engage in different learning activities such as discussing, explaining, presenting, planning, finding out information and, at an appropriate level, taking action. In these contexts, students with their teachers and peers reflect upon and make judgements about their own and others’ learning by looking at the quality of particular pieces of work. They plan the next steps in their learning, based on feedback they give and receive. Ongoing assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment related to this short course.

It is envisaged that students will provide evidence of their learning in a variety of ways including projects, case studies, performances, spoken word/oral work, practical activities, written pieces and assessments. The type of evidence used is dependent on the strengths of the individual undertaking the short course.

Assessment is most effective when it moves beyond marks and grades and reporting focuses not just on how the student has done in the past but on the next steps for further learning. Student progress and achievement in short courses, both in ongoing assessments and in the specific Classroom-Based Assessment relating to this short course will be communicated to parents in interim reporting and in the Junior Cycle Profile of Achievement (JCPA).

Classroom-Based Assessment

Classroom-Based Assessments are the occasions when the teacher assesses the students in the specific assessment(s) that are set out in the subject or short course specification. Junior Cycle short courses have one Classroom-Based Assessment.

Classroom-Based Assessment: Presentation

Students studying this short course have many opportunities to communicate with others. The student can present to their peers or others at various times throughout the course, e.g. to present their digital book, to sending an email to the class, to displaying a poster they created in publisher, to presenting a project using Powerpoint, to creating and sharing an E-portfolio. The presentation is short and provides an opportunity for the student to 'show what they know'. It may require collaboration with others to research, find information, plan and organise what they say and how to say it. It builds confidence and encourages social integration and interaction. The teacher, in collaboration with the student, will chose which presentation best meets the features of quality described below.
Features of quality

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess students’ final Classroom-Based Assessment.

More detailed material on assessment and reporting in this SPHE short course, including features of quality and details of the practical arrangements related to assessment of this Classroom-Based Assessment, will be available in separate assessment guidelines for SPHE. The guidelines will include, for example, the suggested length and formats for student pieces of work, and support in using ‘on balance’ judgement in relation to the features of quality.

Inclusive assessment

Inclusive assessment practices, whether as part of ongoing assessment or the Classroom-Based Assessment, are a key feature of teaching and learning in schools. Accommodations, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student’s learning throughout the year.

Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student’s performance in the Classroom-Based Assessment.

Accommodations which enable all students to access learning and assessment are based on specific needs. For example, a student who cannot physically type may use free dictation software to complete ongoing assessments and the Classroom-Based Assessment. Equally, a student who cannot speak may draw/write/type/create visuals and subtitles to present and communicate ideas. A student with a specific learning difficulty may benefit from having learning tasks and activities presented in a different way.
<table>
<thead>
<tr>
<th>Strand 1</th>
<th>Strand 2</th>
<th>Strand 3</th>
<th>Strand 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10, 1.15</td>
<td>2.9, 2.10, 2.18</td>
<td>3.11, 3.12, 3.13, 3.14</td>
<td>4.11, 4.15, 4.16</td>
</tr>
</tbody>
</table>

Achieved

- There is evidence of planning and preparing the presentation
- There is evidence of learning in relation to knowledge, skills and attitudes developed through the course.
- Student can navigate the e-portfolio to find own work and present.
- The presentation communicates a small number of important messages (2-3)
- Key word/images/messages related to the topic are used and supported by reasoning/facts where appropriate
- An appropriate medium of communication with additional visual or electronic supports/ prompts (if appropriate) is used
- The presentation is delivered at a pace that allows the audience to hear/assimilate what is said/conveyed
- There is evidence of an attempt to connect with the audience (e.g. by making eye contact, using humour or resources)
- There is a definite introduction and conclusion to the presentation.
Appendix 1: Level indicators for Level 2 of the National Framework of Qualifications

This short course has been developed in alignment with the level indicators for Level 2 of the National Framework of Qualifications. Usually, for Level 2 certification and awards involve basic learning with well-supported direction. The range of knowledge is usually narrow. Learning is developmental but may include knowledge, skills and competence related to fields of learning, e.g. aspects of literacy and numeracy and learning within familiar contexts.

<table>
<thead>
<tr>
<th>NFQ Level</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Knowledge that is narrow in range</td>
</tr>
<tr>
<td>Breadth</td>
<td>Concrete in reference and basic in comprehension</td>
</tr>
<tr>
<td>Kind</td>
<td>Demonstrates limited range of basic, practical skills, including the use of relevant tools.</td>
</tr>
<tr>
<td>Know-how and skill Range</td>
<td>Perform a sequence of tasks given clear direction</td>
</tr>
<tr>
<td>Competence</td>
<td>Act in a limited range of predictable and structured contexts</td>
</tr>
<tr>
<td>Context</td>
<td>Act in a range of roles, under direction</td>
</tr>
<tr>
<td>Role</td>
<td>Learn to learn in a disciplined manner in a well-structured and supervised environment</td>
</tr>
<tr>
<td>Insight</td>
<td>Demonstrate awareness of independent role for self</td>
</tr>
</tbody>
</table>