

Identifying Digital Literacy Skills in the Australian Core Skills Framework (ACSF)

The ACSF considers five key core skill areas at five performance levels:

Learning	<ul style="list-style-type: none"> • Active awareness of self as a learner, planning and management of learning • Acquisition and application of practical strategies that facilitate learning
Reading	<ul style="list-style-type: none"> • Audience, purpose and meaning-making • Reading strategies
Writing	<ul style="list-style-type: none"> • Audience, purpose and meaning-making • The mechanics of writing
Oral Communication	<ul style="list-style-type: none"> • Speaking • Listening
Numeracy	<ul style="list-style-type: none"> • Identifying mathematical information and meaning in activities and texts • Using and applying mathematical knowledge and problem solving processes • Communicating and representing mathematics

Table 2: Summary of ACSF Core skill focus areas

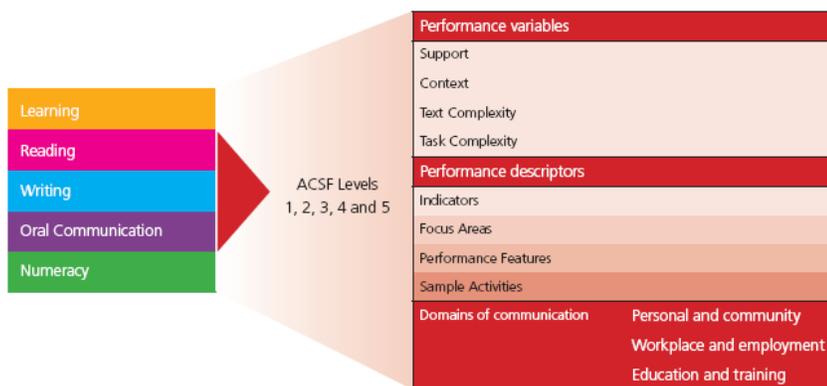


Image 1: Overview of the ACSF

A theoretical underpinning of the ACSF is recognising the key role of digital technology in the creation, navigation and access of texts. Digital literacy and technology is not a core skill independently and is instead embedded in the documentation across the levels and the three domains of communication (personal/community, workplace/employment and education/training) in the sample activities provided.

With an ever increasing use of technology in workplaces, educational settings and the general community, it is important that an individual's digital literacy is also considered. Having this content embedded within other skills in the ACSF makes it difficult and time consuming for an educator to explicitly consider and review an individual's digital literacy skill levels.



Digital Literacy Skills in Jisc's Six Elements of Digital Capabilities (UK)

Jisc has developed a profile of a digitally literate learner incorporating numerous frameworks and definitions of digital literacy. The concept of proficiency in information and communication technology is a core element of being digitally literate, whilst other skills overlap and build on this capability. It highlights that overarching everything is our digital identity and wellbeing.

Functional skills	<ul style="list-style-type: none"> Use of ICT-based devices, applications, software and services Use of ICT-based tools to carry out tasks effectively, productively and with attention to quality
Critical use	<ul style="list-style-type: none"> Find, evaluate, manage, curate, organise and share digital information Collate, manage, access and use digital data Critically receive and respond to messages in a range of digital media
Creative production	<ul style="list-style-type: none"> Design/create new digital artefacts and materials Use digital evidence to solve problems and answer questions Adopt and develop new practices with digital technology
Participation	<ul style="list-style-type: none"> Communicate effectively in digital media and spaces Participate in digital teams and working groups Participate in, facilitate and build digital networks
Development	<ul style="list-style-type: none"> Participate in and benefit from digital learning opportunities Support and develop others in digitally rich settings
Self-actualising	<ul style="list-style-type: none"> Develop and project a positive digital identity/identities and to manage digital reputation Look after personal health, safety, relationships and work-life balance in digital settings

Table 3: Jisc's six elements of digital capabilities



Image 2: Jisc's visual representation of six elements of digital capabilities



Level	LEARNING
<p>Pre-1</p> <p><i>Significant support. Works alongside an expert/ mentor. Prompting, advice and modelling provided</i></p>	<ul style="list-style-type: none">  Operate basic IT resources with assistance and modelling, e.g. responds to prompts in a game, step by step directions
<p>1</p> <p><i>Works alongside an expert/mentor where prompting and advice can be provided</i></p>	<ul style="list-style-type: none">  Begin to use information seeking strategies with assistance, e.g. enters a key word in a search engine  Identify preferred approach to learning – which may involve computer/online  Log on and off a computer website  Identify technology as a form of learning support
<p>2</p> <p><i>May work with an expert/mentor where support is available if requested</i></p>	<ul style="list-style-type: none">  Use some ICT based tools with assistance, e.g. USB, online self-assessment  Use simple web queries to locate information on internet  Begin to evaluate the relevance of information from search results  Self corrects own text using spellchecker  Change fonts or bullets in word processor  Use small range of e-learning resources/programs  Create folder on computer to save work/information
<p>3</p> <p><i>Works independently and uses own familiar support resources</i></p>	<ul style="list-style-type: none">  Participate in online collaboration, e.g. discussion boards, chats  Use ICT based tools in familiar contexts, appreciating some strengths and limitations  Independently search the internet using key words, simple questions and ‘trial and error’ approach  Begin to consider the validity of information source online  Demonstrate navigational pathway used to access information online  Understand domains (.com .gov .net) are relevant to information sources  Make time for learning new technology/software
<p>4</p> <p><i>Works independently and initiates and uses support from a range of established resources</i></p>	<ul style="list-style-type: none">  Use a range of computer based information systems and collaboration tools to aid learning, e.g. email, wiki, blog, boards, online learning systems  Access and scan a number of internet sites to evaluate suitability for research purposes or to compare information  Use applications to collect, analyse, store, organise and facilitate ongoing access to information  Assess the appropriateness of ICT based tools, considering strengths and limitations in different contexts
<p>5</p> <p><i>Autonomous learner who accesses and evaluates support from a broad range of sources</i></p>	<ul style="list-style-type: none">  Select from a range of specialised technology based tools, e.g. project management software  Review technology based personal organisation systems and refine as technology changes/updates  Independently identify, access and evaluate specialised resources and services  Use online academic databases efficiently and effectively to evaluate relevant resources  Use sophisticated methods for storing and accessing information, e.g. customised databases, project documentation or administration systems  Use software options to organise and present complex information, e.g. index facility, tracking references



Level	WRITING
<p>Pre-1</p> <p><i>Significant support. Works alongside an expert/ mentor. Prompting, advice and modelling provided</i></p>	<ul style="list-style-type: none">  Uses keypad to type single letters or keystrokes  Uses keypad or phone to type extremely simple words
<p>1</p> <p><i>Works alongside an expert/mentor where prompting and advice can be provided</i></p>	<ul style="list-style-type: none">  Type own personal details into an online learning program
<p>2</p> <p><i>May work with an expert/mentor where support is available if requested</i></p>	<ul style="list-style-type: none">  Complete online forms related to participation in an event, e.g. competition, course registration  Enter routine data into a database using familiar software  Access and use a range of computer learning programs
<p>3</p> <p><i>Works independently and uses own familiar support resources</i></p>	<ul style="list-style-type: none">  Write clear sequenced instructions for using routine/ everyday technology  Enter routine data into a computer based management system  Use an online dictionary/thesaurus to extend word bank when writing  Select a computer font appropriate to the audience and purpose  Use a word processing program to produce own texts, e.g. brief report, newsletter article  Use a range of software packages to complete assignments, e.g. spreadsheet, email, internet
<p>4</p> <p><i>Works independently and initiates and uses support from a range of established resources</i></p>	<ul style="list-style-type: none">  Create a range of formal texts incorporating specific workplace proformas and language  Maintain records on a computer, e.g. memos, letters to clients, agendas, minutes, emails or reports  Use software features to clarify and extend understanding, e.g. use outline feature of application, create flow diagram or mind map
<p>5</p> <p><i>Autonomous learner who accesses and evaluates support from a broad range of sources</i></p>	<ul style="list-style-type: none">  Define the purposes and objectives for the use of a particular technology  Adapt task instructions to suit changes in technology, e.g. plain English instructions on how to operate new machine based on manufacturer guide  Use software to insert footnotes, references and automatic contents page



Level	READING
<p>Pre-1</p> <p><i>Significant support. Works alongside an expert/ mentor. Prompting, advice and modelling provided</i></p>	<p> Recognise keys on a keyboard</p>
<p>1</p> <p><i>Works alongside an expert/mentor where prompting and advice can be provided</i></p>	<p> Understand short, explicit SMS text</p>
<p>2</p> <p><i>May work with an expert/mentor where support is available if requested</i></p>	<p> Use hyperlinks in online texts</p> <p> Locate and select information from non-continuous and continuous texts online, e.g. timetable, weather forecast, short article</p> <p> Use an online dictionary</p> <p> Use an app in a mobile phone to record/ refer to information</p> <p> Read and respond to chat messages online</p>
<p>3</p> <p><i>Works independently and uses own familiar support resources</i></p>	<p> Select information from text online, e.g. finding a podcast, checking internet banking, looking up brochures, finding information on intranet site</p> <p> Interpret documents in familiar software, e.g. memo in word processing, results in spreadsheet</p> <p> Uses 'help' function in software</p> <p> Use key word, name, author and other search fields in an internet search engine</p>
<p>4</p> <p><i>Works independently and initiates and uses support from a range of established resources</i></p>	<p> Identify information from a range of online texts, and critically analyses the sources</p> <p> Read and respond to online posts, forums and chat messages</p>
<p>5</p> <p><i>Autonomous learner who accesses and evaluates support from a broad range of sources</i></p>	



Level	ORAL COMMUNICATION
<p>Pre-1</p> <p><i>Significant support. Works alongside an expert/ mentor. Prompting, advice and modelling provided</i></p>	
<p>1</p> <p><i>Works alongside an expert/mentor where prompting and advice can be provided</i></p>	<ul style="list-style-type: none">  Describe a routine technology task, supported by body language, e.g. how to turn on a piece of technology  Follow instructions and ask questions about how to use a piece of technology
<p>2</p> <p><i>May work with an expert/mentor where support is available if requested</i></p>	<ul style="list-style-type: none">  Follow instructions to use online learning software and join in an activity, e.g. online discussion, webinar
<p>3</p> <p><i>Works independently and uses own familiar support resources</i></p>	<ul style="list-style-type: none">  Listen to sequenced instructions of several steps and perform tasks related to using technology, e.g. manage files and discs  Express an opinion regarding the use of technology, e.g. most appropriate use of email, mobile phone, fax or SMS for a particular task
<p>4</p> <p><i>Works independently and initiates and uses support from a range of established resources</i></p>	<ul style="list-style-type: none">  Follow a sustained sequence of instructions presented orally when using new technology, machinery, appliance or equipment  Negotiate a process to complete a group activity online  Participate in group discussion about an issue and implications, e.g. a new piece of technology that has been introduced
<p>5</p> <p><i>Autonomous learner who accesses and evaluates support from a broad range of sources</i></p>	<ul style="list-style-type: none">  Lead/facilitate discussions which explores solutions to specific problems with new technology, e.g. implementation issues arising from changing work practices



Level and Support	NUMERACY
<p>Pre-1</p> <p><i>Significant support. Works alongside an expert/ mentor. Prompting, advice and modelling provided</i></p>	<p> Reads digital time (not including concept of AM/PM)</p>
<p>1</p> <p><i>Works alongside an expert/mentor where prompting and advice can be provided</i></p>	<p> Read time from a digital clock</p> <p> Read digital weight scales</p> <p> Use a calculator to add whole numbers</p>
<p>2</p> <p><i>May work with an expert/mentor where support is available if requested</i></p>	<p> Record workplace data on a simple hand-held device</p> <p> Record number/quantities or data onto a spreadsheet on a familiar computer or device</p> <p> Use calculator and technological processes</p>
<p>3</p> <p><i>Works independently and uses own familiar support resources</i></p>	<p> Select and use appropriate tools, hand-held devices, computers and technological processes for a given task to measure, record and interpret results</p> <p> Use equipment, e to enter data and tally amounts</p> <p> Use calculator/ technological processes and tools to undertake a mathematical problem solving process, e.g. long division, multiplication, simple fractions and percentages</p> <p> Use a calculator to compare costs</p> <p> Collect and organise familiar data in a spreadsheet and use data to construct tables, graphs and charts, using simple and familiar or routine scales and axes</p>
<p>4</p> <p><i>Works independently and initiates and uses support from a range of established resources</i></p>	<p> Select and flexibly use a range of tools, hand-held devices, computers and technological processes to collect and accurately record data</p> <p> Interpret results and outcomes, identify anomalies or errors and act to correct</p> <p> Use a calculator or spreadsheet to analyse and compare complex data</p> <p> Use technological processes and tools, including a range functions, e.g. memory function on a calculator, formulae in a spreadsheet</p> <p> Collect, represent, summarise and interpret a range of statistical data appropriately, e.g. in tables, spreadsheets, graphs, plots, measures of central tendency (mean, median, mode) and simple measures of spread</p>
<p>5</p> <p><i>Autonomous learner who accesses and evaluates support from a broad range of sources</i></p>	<p> Select and flexibly use a range of specialised tools, hand-held devices, computers and technological processes</p> <p> Use a range of mathematical processes flexibly and interchangeably including technologically assisted processes and tools, such as scientific, graphics or CAS calculators, including using trigonometrical, statistical or algebraic functions</p> <p> Design products using mathematical based software such as Computer Assisted Drawing (CAD)</p>

