

# Curriculum Framework: Competency D. Use Digital Technology

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# Use Digital Technology

*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

<b>Level 1</b>	Perform simple digital tasks according to a set procedure
<b>Level 2</b>	Perform well-defined, multi-step digital tasks
<b>Level 3</b>	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

**The learner:**

- Follows simple prompts
- Follows apparent steps to complete tasks
- Interprets brief text and icons
- Locates specific functions and information
- Requires support to identify sources and to evaluate and integrate information
- Begins to perform simple searches (e.g. Internet, software help menu)

Task Descriptors

- Scope of task is limited
- Contains common, familiar vocabulary
- Has a familiar context
- Requires up to a few steps to complete
- Requires the use of a limited range of features and options
- Has a set procedure
- 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

**The learner:**

Selects and follows appropriate steps to complete tasks

Locates and recognizes functions and commands

Makes low-level inferences to interpret icons and text

Begins to identify sources and evaluate information

Performs simple searches using keywords (e.g. Internet, software help menu)

Task Descriptors

Scope of task is clearly defined

May include unfamiliar elements (e.g. vocabulary, context, topic)

Requires multiple steps to complete

Requires the use of a limited range of features and options

May be completed in more than one way; each way has a set procedure

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

**The learner:**

- Experiments and problem- solves to achieve the desired results
- Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- Makes inferences to interpret icons and text
- Selects appropriate software when required by the task
- Identifies sources, evaluates and integrates information
- Customizes software interfaces (e.g. toolbar, homepage settings)
- Performs advanced searches (e.g. refines search terms, uses advanced search features, cross-refers between websites)

Task Descriptors

- Scope of task may not be clearly defined
- May include unfamiliar elements (e.g. vocabulary, context, topic)
- Requires multiple steps to complete
- Requires the use of a wide range of features and options
- Has many options to complete; may not have a set procedure
- Uses a somewhat complex format
- May contain extended text, icons, or both
- 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	•	•	•	•	•