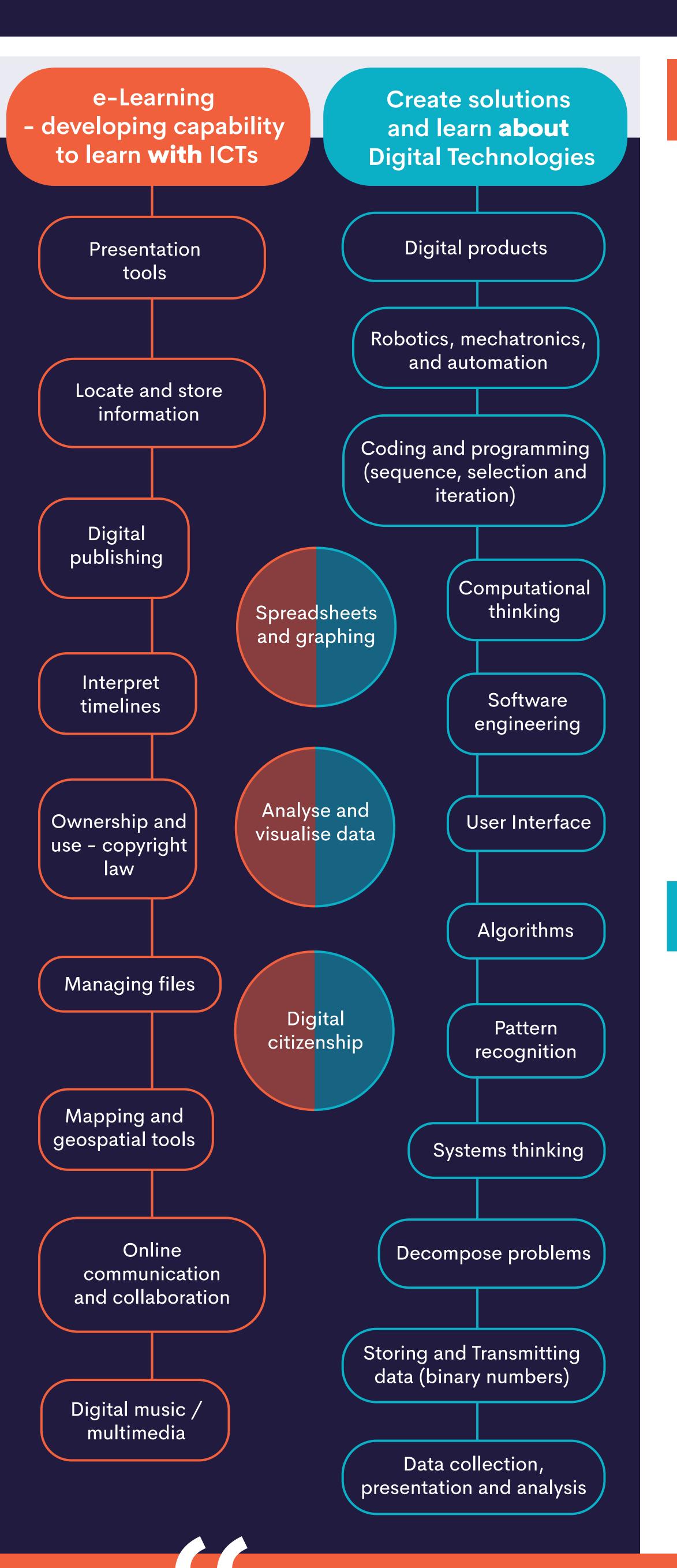


# e-Learning/ICT Capability versus Digital Technologies





#### e-Learning or Information Communication Technology (ICT) Capability in the New Zealand Curriculum

e-Learning capability supports students

e-Learning/

ICT Capability

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Community with e-lear

e-Learning is learning and teaching that is facilitated or supported through the appropriate use of ICTs

Assists the making of connections, enables students to enter and explore new learning environments, overcoming barriers of distance

Facilitates shared learning by enabling students to join or create communities of learners that extend well beyond the classroom;

Is explicitly planned, integrated into curriculum, and taught across all subject areas to be effective users of technology.

virtual experiences and tools that save them time, allowing them to take their learning further

Adapted from New Zealand by Learning Media Limited p.35-36

Incorporates digital citizenship, fluency and literacy, when considering the ethical and social impacts of using

### Assists in the creation of supportive learning environments by offering resources that take account of individual, cultural, or developmental differences; Enhances opportunities to learn by offering students

#### Use video to analyse a sports performance to provide coaching tips

Curriculum (2007) Ministry of Education X Use a computer simulation XOX or game to test predictions

#### Use a search engine effectively as a research technologies.

## mapping tools to plan and select research tasks.

Examples of e-Learning

in action

Use presentation software

to present findings of an

images and video.

and collect data.

Use spreadsheet functions

to create tables, record,

sort, calculate and present

data to identify trends

Use an online game that

has a grid map system to

learn about directions.

Share a book review or

information using a QR

code.

inquiry that includes text,

Use digital concept

#### **Examples of Digital** Technologies in action



Code a makey makey to play sounds from bottle



Create a QR code image using black and white squares. Invite a classmate to decode and access the information contained



Compare a transport network system and computer network system to explore ideas about pathways, reliability, protocols and security.



Create an interactive story from a favourite book with user-input using a familiar programming language.



Create your own simulation using a visual or text-based programming language.



Explore ways to generate and access secret code by securely transmitting data through techniques of encryption and decryption.



Create network diagrams to identify relationships between different sources of data and analyse this data.

Use tools such as Google docs to work collaboratively on a project and Skype to connect with outside experts.



Design your own maze and use an app to program



a robot to go through it.

## **Digital Technologies**

New curriculum content for year 1-10 students with a focus on learning in authentic contexts, using an iterative, design thinking process.

Develops knowledge, understandings and skills of the underlying concepts of computational thinking for digital technologies (CT) and designing and developing digital outcomes (DDDO).

Students learn that technology is the Innovative Creators

rich cultural environment, and contemporary examples of technology. Digital Technologies enables students to build

result of human activity from their

heritage, Aotearoa New Zealand's

This relies on and extends e-Learning/ICT capability, moving students beyond being solely users and consumers of digital

creators of digital solutions.

skills and capability so

they can be innovative

technologies.