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How to use this guide

Designed for teachers, this guide aims to highlight opportunities where student ICT skills can be developed within current teaching and learning programs. Teachers who are planning, teaching and assessing using the Australian Curriculum are already embedding the ICT skills students will use in online assessment. The learning activities should be enacted through the delivery of the Australian Curriculum and documented within the three levels of the whole school curriculum, assessment and reporting plan.

ICT skills in the Australian Curriculum

‘ICT capability supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs.’

Australian Curriculum, Assessment and Reporting Authority

We have an obligation to prepare children for the world that is here and the world that is coming: a future with technology at its core and with more opportunities and information than we have ever thought possible. The move to online assessment is a natural outcome of the increasing use of ICT in classrooms to enhance student learning.

The general capability of ICT is embedded in all learning areas across the Australian Curriculum.

NAPLAN Online tests students’ abilities in the areas of literacy and numeracy. It is important that students are confident and skilled in using ICT so they can demonstrate their literacy and numeracy knowledge, skills and understandings.

Align how you teach with how you assess learning so that students are familiar with using ICT throughout the learning process. A whole-school approach to the effective use of ICT within the curriculum will help teachers align curriculum, pedagogy and assessment.

Suggestions for how these skills can be developed in learning areas of the Australian Curriculum have been illustrated as a guide. The ICT Skills: Quick reference guide provides links to the Australian Curriculum as a companion document.
English
ICT capability is an important component of the Australian Curriculum: English. Students use ICT when they interpret and create print, visual and multimodal texts. They use communication technologies when they conduct research online, and collaborate and communicate with others electronically.

The skills of reading and comprehending digital texts are essential for online assessments. Reading extended pieces of digital text, such as eBooks and online articles, provide worthwhile experiences. Reading digital text has unique challenges for students and they require multiple opportunities to read and comprehend in an online environment. Effective readers use a combination of strategies whether the text is in print format or online. Students should be exposed to a variety of digital text and online comprehension activities that support the acquisition of effective digital reading strategies. Provide opportunities for students to listen to audio recordings of digital texts, through headsets. Record the spelling list and ask students to spell words from the audio.

As students interpret and create digital texts, they develop their capability in ICT including word processing programs and other software, navigating and following research trails and selecting and evaluating information found online. Look for ways to provide students with such word processing skills as copy, cut-and-paste and select-and-move-text. Model the use of subheadings as placeholders for ideas or for composing and drafting initial paragraphs or story structures. Create multiple opportunities to write online, such as making diary entries and contributing to online discussions. Having students construct, share and publish information and imaginative texts online assists students’ ability to participate in online assessments.

Mathematics
In the Australian Curriculum: Mathematics, students develop ICT capability when they investigate, create and communicate mathematical ideas and concepts using fast, automated, interactive and multimodal technologies. ICT skills such as moving objects on a screen could be demonstrated when using applications and learning objects to investigate, problem solve and demonstrate understanding.

Students use their ICT capability to perform calculations; to construct, interpret and explore graphs; collect, manage, analyse and interpret data; share and exchange information and ideas; and investigate and model concepts and relationships. Digital technologies, such as spreadsheets, dynamic geometry software and computer algebra software, can engage students and promote understanding of key concepts. Teachers can incorporate opportunities to explicitly teach the of use digital tools, such as an online calculator and protractor.
Science
In the Australian Curriculum: Science, students use their ICT capability to access information; collect, analyse and represent data; model and interpret concepts and relationships; and communicate science ideas, processes and information. Through these activities, develop students’ word processing skills, including the skill of composing information texts such as reports, explanations and findings. Provide opportunities for students to represent scientific data in digital forms. Take advantage of the teachable moments and incidental learning that is created in science lessons to reinforce other ICT skills such as website navigation, interacting with digital learning objects, and reading and comprehending digital multimodal texts occur. Opportunities can be provided for students to use digital technologies to communicate ideas, findings and evidence based solutions to scientific problems.

Other Learning Areas
Through the implementation of the Australian Curriculum, students are provided with numerous opportunities to engage with digital and virtual technologies. Providing multiple opportunities allows students to develop the seven skills required for online assessments. Through these opportunities students use interactive multimedia platforms, communication and editing software, and virtual tools and environments, to research, design, create, analyse information, evaluate ideas, communicate, and collaborate online. They explore the nature of ICT and the implications for establishing and managing relationships in the twenty-first century. Teachers who are embedding ICT throughout all learning areas are providing opportunities for students to experience digital environments that support the acquisition of the seven skills for online assessments.

The key ideas for ICT Capability are organised into five interrelated elements in the learning continuum:

General Capabilities- Information and Communication (ICT) Capability- learning continuum
Supporting resources

These digital teaching resources are age-appropriate and can be differentiated to suit learning needs and contexts. High-quality interactive digital resources can be searched by Australian Curriculum codes, content descriptions, year levels or topics are available through the Learning Place.

The Queensland State School eBooks Digital Library is a collection of eBooks and audiobooks that can be downloaded to computers and compatible mobile devices or read online (state school staff and students).

Curriculum into the Classroom (C2C) digital resource libraries contain a wide range of interactive learning objects and materials.

- C2C science library
- C2C mathematics library
- C2C history library
- C2C spelling library
- C2C: students with disability (SWD) spelling

Literacy P-12

Information and resources, aligned to the Australian Curriculum to support moving literacy forward from Prep to Year 12. ICT is explicitly embedded in aspects of reading texts, writing and concepts about print. Curriculum.

Scootle

A national repository that provides schools with digital resources aligned to the Australian Curriculum.

The Contemporary Practice Resource offers a wealth of practical teaching ideas and whole-school approaches for using ICT. Resource banks provide high quality resources, strategies and tips to support contemporary teaching practices and ICT skills.

Online coaching modules provide knowledge and skills in targeted professional learning areas such as writing and reading.

Assessment platforms

Learning Place eLearn State school teachers, students and affiliate members use eLearn to support teaching, learning and assessment. eLearn features Respondus, assessment tools, a gradebook and performance dashboard.

IMPROVE

This assessment platform is available to all Australian schools. Use IMPROVE to assess and monitor student learning.

Useful links

- Assessment and Moderation Hub
- Autism Hub and Reading Centre
- NAPLAN Online Network: Student readiness
- Public Demonstration Site
- What will a student experience

Teachers are able to use a number of online resources to support the development of skills for online assessment. Websites and applications should be checked using the DoE Website Risk Reviews. Students should never enter personal details on cloud based applications.
My ICT goals

Student name:

How would you rate your ICT skills?
Copy the SAM stars that match your skill level. Type what you can do now and how you might improve.

- **Supported …** I need someone to help me do this. I’m learning.
- **Acquired …** I can do this by myself. I’ve got it!
- **Mastered …** I’m good at this and can do it quickly, easily and for different purposes. I could help others.

<table>
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<tr>
<th>ICT skill</th>
<th>What I can do</th>
<th>My next steps</th>
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<td>✔️</td>
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<td>2. Type an answer</td>
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<td>✔️</td>
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<td>3. Read the screen and navigate web pages</td>
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<td>✔️</td>
</tr>
<tr>
<td>4. Manipulate objects on screen</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>5. Read and comprehend digital texts</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>6. Plan and compose text using word processing</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>7. Listen using a headset</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>
1. **Locate and select an answer**

Can students:
- locate a question, supporting information and possible answers?
- tap or move the mouse so the cursor is over the correct answer(s) and select one or multiple answers from a radio button, checkbox or list?
- change their answer or a list order?
- recognise the answer button or checkbox will change when selected?

**ICT General Capability: Investigating with ICT—Select and evaluate data and information**

**Warm up with number fact applications**
Students develop mathematical fluency by interacting with mobile applications (apps), focusing on number facts.
[Read more](#)

**Sequence images in a timeline movie**
Year 3 History
Students sequence images of Queensland’s built environments to create a visual timeline. Then, they convert the timeline into a movie.
[Read more](#)

**Develop fluency in mathematics concepts**
Students develop mathematical fluency by interacting with mobile applications (apps), focusing on a specific concept (fractions) or process during rotational group activities.
[Read more](#)

**Use online tests to differentiate learning**
At the start of a unit, students complete pre-learning online tests to identify their current knowledge and understanding about a curriculum topic. Teachers use this diagnostic information to differentiate learning.
[Read more](#)

**Develop a Learning Pathway**
Develop a Learning Pathway for your students on a particular curriculum concept. Select and include digital resources that allow students to develop their ICT skills and digital literacy.
[About Learning Pathways](#)

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**Examples of how NAPLAN Online might require this ICT skill in three strands: reading, conventions of language and numeracy**

*Someone having trouble?*
These mouse games are free.

- [Crazy4Computers](#): tutorial
- [Bubble](#): easy
- [Bees and Honey](#): quite hard

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## ICT skill

### Type an answer

Can students:

- use a keyboard to enter and edit text?
- identify and read questions and support material?
- type or click to set the cursor and use the keypad or keyboard to type an answer?
- place items in the correct order and edit?

### ICT General Capability: Investigating with ICT—Select and evaluate data and information

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<tr>
<th>Activity Examples</th>
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<th>Years 4 – 6 activity examples</th>
<th>Years 7 – 9 activity examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interactive sizzling sentences</strong></td>
<td>Students investigate and demonstrate the impact of language choices on sentences by experimenting with options in an interactive sentence-creation activity. This activity helps teachers monitor student learning about writing.</td>
<td>Students provide feedback to their peers on a written text, using the comments feature of Microsoft Word.</td>
<td>Students use a digital concept-mapping tool to create a marine food web and to depict trophic levels in an energy pyramid.</td>
</tr>
<tr>
<td><strong>Evaluative language word wall</strong></td>
<td>Students identify evaluative language and order words according to their level of forcefulness. Students justify their placement. This activity helps teachers monitor student learning about writing.</td>
<td>Students use online survey tools to collect data. Then, they collate their data in a table using Microsoft Word.</td>
<td>Students use Microsoft Word’s review and comment features to edit and review their peers’ written texts.</td>
</tr>
<tr>
<td><strong>Use word processing to provide peer feedback</strong></td>
<td>Students provide feedback to their peers on a written text.</td>
<td>Students use online survey tools to collect data. Then, they collate their data in a table using Microsoft Word.</td>
<td>Students use Microsoft Word’s review and comment features to edit and review their peers’ written texts.</td>
</tr>
<tr>
<td><strong>Use online survey tools to collect data</strong></td>
<td>Students use online survey tools to collect data. Then, they collate their data in a table using Microsoft Word.</td>
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<td>Students use Microsoft Word’s review and comment features to edit and review their peers’ written texts.</td>
</tr>
</tbody>
</table>

### Examples of how NAPLAN Online might use this ICT skill in four strands: reading, writing, conventions of language and numeracy

**Here’s a tip**

Select curriculum activities that require students to type in text fields. Activity examples include using tables in word, brainstorming tools or Curriculum into the Classroom (C2C) Independent Learning Materials (ILM).

Do you know students will need to accurately enter a NAPLAN session code and up to 10-digit student ID?

Students may need to type a word or number, phrase, sentence or paragraph. They need to click a mouse or tap a screen to set their cursor in the answer box before typing.

Make sure students know how to:

- type punctuation marks
- use the enter key and space bar
- move between support material, questions and answers
- edit text digitally.

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### ICT skill

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<tbody>
<tr>
<td><strong>3 Read the screen and navigate web pages</strong></td>
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<tr>
<td>Can students:</td>
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<tr>
<td>• use a mouse or their fingers (if on a device) to move around, zoom in and out to minimise and maximise screen content?</td>
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<tr>
<td>• use a scroll bar, and open and close objects?</td>
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<td></td>
<td></td>
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<tr>
<td>• use next and back arrows, buttons and icons?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• flag a question, read a progress summary and return to unanswered questions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• read the screen and know what different icons mean (e.g. the timer, back and next buttons, flag and sound)?</td>
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</tr>
</tbody>
</table>

**ICT General Capability: Managing and operating with ICT—Understand ICT systems**

**Engage in interactive learning objects**
Students access learning objects in the Learning Place or Scootle to develop and apply their knowledge and understandings of curriculum content. [Read more](https://example.com)

Use interactive learning objects to foster effective digital-literacy skills as students read screens for meaning, navigate through activities and respond interactively to questions. [Browse by Australian Curriculum](https://example.com) in the Learning Place or Scootle to find suitable learning objects and interactive digital resources.

**Lesson starter: number facts**
Students use a learning object that focuses on multiplication number facts to reinforce and establish a context for learning. [Read more](https://example.com)

The teaching resources and learning objects listed below are age appropriate. Each can be differentiated to suit learning needs and contexts.

- C2C science library
- C2C mathematics library
- C2C history library
- C2C spelling library
- C2C spelling library for students with disability (SWD)

**Targeted Learning Pathways**
Each student accesses a Learning Pathway created and customised by their teacher to suit their specific learning needs in measurement and geometry. [Read more](https://example.com)

**edStudio: Interactive resources**
Use and adapt this edStudio’s interactive resources, which help students develop knowledge and understandings across a range of learning areas. [Read more](https://example.com)

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**Examples of how NAPLAN Online might use this ICT skill in four strands: reading, writing, conventions of language and numeracy**

**Here’s a tip**
Use a projector or whiteboard and discuss a range of navigation items with students.

Ensure students can confidently navigate screens, and interpret progress messages and visual cues.

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Students need to understand how to flag and return to unanswered questions and know what different prompts and icons mean.
### ICT skill: Manipulate objects on screen

<table>
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<tr>
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<th>Years 4 – 6 activity examples</th>
<th>Years 7 – 9 activity examples</th>
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</thead>
</table>
| Explore three-dimensional objects  
Students use SketchUp drawing software to create and view three-dimensional objects from different perspectives and build their own digital cities.  
Read more  
Engage in interactive learning through learning objects  
Select learning objects that require students to manipulate and interact with objects to, for example, match numbers and words.  
Read more | Explore digital maps and plans  
Students use Google Maps to explore maps of familiar areas.  
Read more  
My Mathematics Tool Kit  
Students identify and use online resources to learn mathematical concepts.  
Read more  
Warm up with number fact apps  
Students develop mathematical fluency by interacting with mobile applications (apps), focusing on number facts.  
Read more  
Construct and investigate models of prisms and pyramids  
Students use three-dimensional modelling software to create models of prisms and pyramids.  
Read more | Astronomer digital timeline  
Students research the contributions to science made by astronomers throughout history and communicate their findings in a voki, which they add to a digital timeline.  
Read more  
Draw and explain congruent triangles with a digital tool  
Students use a digital drawing tool to construct a congruent triangle. Then, they record an accurate congruence statement to accompany their diagram.  
Read more  
Create a digital timeline  
Students use an online timeline tool to create a timeline that represents and explains a sequence of important historical events.  
Read more |

Examples of how NAPLAN Online might use this ICT skill in four strands: reading, writing, conventions of language and numeracy

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**Looking for tools?**  
These tools are great for curriculum activities.  

- **360° Protractor**  
- **Hundred board and calculator**  
- **Estimating addition (1)**  
- **Function machine**  

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<th>Years 7 – 9 activity examples</th>
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</thead>
<tbody>
<tr>
<td>5 Read and comprehend digital texts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can students:
- read digital texts and track words without losing their place or becoming distracted by screen clutter?
- toggle between texts and questions, including minimising the screen?
- locate and copy information or detail?
- use visual cues to connect images with ideas?
- independently read digital texts to interpret ideas, including those in complex sentences?
- identify a sequence of events and the purpose of digital texts?
- read digital texts and being able to infer writers’ feelings?
- use reading strategies to comprehend digital texts?

ICT General Capability: Communicating with ICT—Collaborate, share and exchange

**Digital running records**
Students use an audio recorder to record and reflect on their reading of a digital or multimodal text. Read more

**Buddy class storytelling through web conferencing**
Students connect with a buddy class through web conferencing to collaboratively share stories and retells. Read more

**Analyse poetry through blog discussions**
Students use a blog to discuss a range of poems, focusing on elements such as language features, text structures, purpose and audience. Read more

**View and comprehend digital texts**
Students explore a digital text to analyse how setting, dialogue, words and images establish time and place. Read more

**Analyze a literary text through blog discussions**
Students use a blog to record their impressions, attitudes and opinions about events and characters in a text and reflect on how the author influences the reader. Read more

**Use comprehension strategies to annotate digital texts**
Students use the highlighting and comment tools in Microsoft Word to evidence literal, inferential and evaluative ideas about characters, settings and ethical issues represented in the text. Read more

Examples of how NAPLAN Online might use this ICT skill in three strands: conventions of language, numeracy and reading

Here’s a tip
NAPLAN Online requires students to independently read digital texts.
- How to teach reading
- NAPLAN minimum standards for reading

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<tbody>
<tr>
<td>Plan and compose text using word processing</td>
<td><strong>Develop a character study with a digital concept map</strong>  Students use an online concept-mapping tool to develop a character study, identifying how particular words and word groups portray characters.  Read more</td>
<td><strong>Multimodal soil erosion observations</strong>  Students conduct a mini field study observing and recording erosion in their local area.  Read more</td>
<td><strong>Formulate a school water management action plan</strong>  Students use digital tools to identify and promote options for reducing water use at school.  Read more</td>
</tr>
<tr>
<td></td>
<td><strong>Digital journal entries</strong>  Students develop these ICT skills: drafting, editing and writing.  Read more</td>
<td><strong>Game design and feedback Wiki in a Virtual Classroom</strong>  Students use a Wiki to share their game design and provide feedback to their peers.  Read more</td>
<td><strong>Analyse a literary text through blog discussions</strong>  Students use a blog to record their impressions, attitudes and opinions about events and characters in a text, and reflect on how the author influences the reader.  Read more</td>
</tr>
<tr>
<td></td>
<td><strong>Imaginative multimodal narrative</strong>  Students use images and language features to create an imaginative digital multimodal narrative. This activity supports the C2C English Year 3 Unit 6 (ver 5) assessment task of creating a multimodal text.  Read more</td>
<td><strong>Digital Word Wall</strong>  Students create a word wall in an edStudio to represent a bank of words.  Read more</td>
<td><strong>Online journal: Imaginative response to teen issues</strong>  Students use an online journal in a Virtual Classroom to write imaginative journal entries from a character's point of view, in response to a teen issue.  Read more</td>
</tr>
<tr>
<td></td>
<td><strong>Blog ideas for staying safe from heat</strong>  Students develop these ICT skills: drafting, editing and writing.  Read more</td>
<td><strong>Develop viewpoints about characters</strong>  Students use an online concept-mapping tool to develop a character study of a character represented in a fantasy novel.  Read more</td>
<td><strong>Digital notebook – Heat and Eat investigation</strong>  Students use Microsoft OneNote to organise and document their investigation for the Heat and Eat assessment task.  Read more</td>
</tr>
<tr>
<td></td>
<td><strong>Here’s a tip:</strong> Encourage students to write for authentic online audiences using, for example, online collaborative projects, blogging and eBooks.</td>
<td><strong>Explain the science of electrical hazards</strong>  Students collaborate in discussion forums to explain the science behind hazardous situations involving electricity and ideas for reducing the risk of harm in each.  Read more</td>
<td><strong>Collaborate in a discussion forum to interpret ideas about representations in novels</strong>  Students use a discussion forum to discuss representations from an extract of a novel. They analyse other viewpoints and make constructive comments.  Read more</td>
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<td></td>
<td><strong>Refer to:</strong>  - How to teach writing  - NAPLAN minimum standards for writing  - Getting kids writing: one sentence at a time</td>
<td><strong>Argue for and against federation in a discussion forum</strong>  Students use a discussion forum to role play a debate of the topic, ‘That the six colonies of Australia should unite as a federation’.  Read more</td>
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<td></td>
<td><strong>Concept map tool</strong>  <strong>Graphic organisers</strong>  <strong>Writing tools edStudio</strong></td>
<td><strong>QSA 2007. Water cycle</strong>  <a href="https://www.qcaa.qld.edu.au/downloads/p_10/3579_wt_a_stimulus_07.pdf">https://www.qcaa.qld.edu.au/downloads/p_10/3579_wt_a_stimulus_07.pdf</a></td>
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<td>Listen using a headset</td>
<td>Can students:</td>
<td>Create a voki to represent a historical perspective</td>
<td>Develop reading comprehension with audio books</td>
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<td></td>
<td>• listen to a word via a headset and:</td>
<td>Students create a voki character to represent a person</td>
<td>Students listen to and read a short story using an audio book and eBook.</td>
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<td></td>
<td>○ sound it out?</td>
<td>from goldfield times.</td>
<td>Read more</td>
</tr>
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<td></td>
<td>○ picture it in their mind?</td>
<td>Rehearse and record a speech with digital tools</td>
<td>Conduct a panel discussion using web conferencing</td>
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<td>○ type it correctly?</td>
<td>Students use audio recorders to rehearse presenting a speech and reflect on their spoken</td>
<td>Students use web conferencing to participate and interact in a panel discussion about</td>
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<td></td>
<td>○ check and edit if needed?</td>
<td>presentation skills.</td>
<td>language and visual features suitable for inclusion in a promotional brochure.</td>
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<tr>
<td></td>
<td>• open and close an audio item or stimulus from the toolbar?</td>
<td>Rehearse and deliver a presentation through podcasting</td>
<td></td>
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<tr>
<td></td>
<td>• listen to audio without being distracted?</td>
<td>Students plan, rehearse and deliver a podcast presentation. Then, they listen to their peers’</td>
<td></td>
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<td></td>
<td>• understand slightly different accents and intonations, and male and female voices?</td>
<td>podcasts and provide feedback.</td>
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<td></td>
<td>• adjust volume on device?</td>
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<td></td>
<td>Adapt these learning activities and resources to suit your curriculum purpose and students’</td>
<td></td>
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<td></td>
<td>needs.</td>
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<td>Use audio stories to support comprehension</td>
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<td>(spelling)</td>
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**Here’s a tip**
Use web conferencing as a regular teaching environment.

- iConnect: web conferencing teaching ideas
- State Schools eBooks Digital Library (search for audio books)
- C2C spelling library
- Mobile apps using sound

**Spelling machine**
(sound on)

Try opening audio files, listening and repeating or typing what is said.

Students can use a Voki to create audio files related to curriculum activities.

www.voki.com

Ensure every student has a working headset.