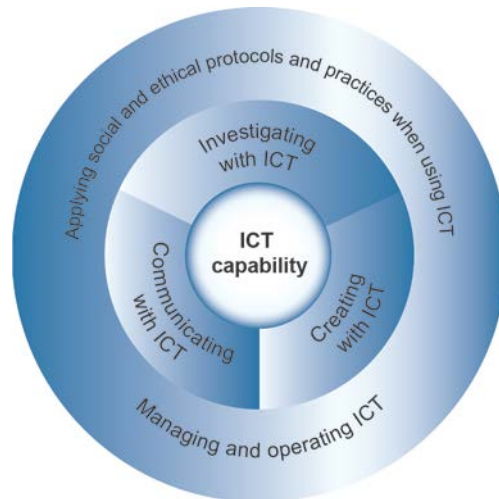# Organising elements

The ICT capability learning continuum is organised into five interrelated elements:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

The diagram below sets out these elements.

Organising elements for ICT capability

Applying social and ethical protocols and practices when using ICT

This element involves students in developing an understanding of intellectual property for digital information, and applying appropriate practices to recognise the intellectual property of themselves and others. Students use appropriate practices for the physical and logical storage and security of digital information, and apply appropriate protocols when using ICT to safely create, communicate or share information. They gain an understanding of the benefits and consequences of the use of ICT by individuals, groups and communities and the impact of the use of ICT on the fabric of society. In developing and acting with information and communication technology capability, students:

- recognise intellectual property

- apply digital information security practices

- apply personal security protocols

- identify the impacts of ICT in society.

Investigating with ICT

This element involves students in using ICT to define and plan information searches of a range of primary and secondary sources when investigating questions, topics or problems. Students use ICT to locate, access, generate, organise and/or analyse data and information

and apply criteria to verify the integrity and value of the digital data, information and sources. In developing and acting with information and communication technology capability, students:

- define and plan information searches
- locate, generate and access data and information
- select and evaluate data and information.

Creating with ICT

This element involves students in using ICT to generate ideas, plans and processes that clarify a task or steps in order to respond to questions, realise creative intentions and create solutions to challenges and tasks. Students use ICT to generate and manage digital solutions to challenges arising from learning activities or responding to a need or creative intention. In developing and acting with information and communication technology capability, students:

- generate ideas, plans and processes
- generate solutions to challenges and learning area tasks.

Communicating with ICT

This element involves students in using ICT to communicate and share ideas and information to collaboratively construct knowledge and digital solutions. Students develop an understanding of the context when communicating using ICT, including a sense of the audience, the form of communication, the techniques used and the characteristics of the users and the technologies. In developing and acting with information and communication technology capability, students:

- collaborate, share and exchange
- understand computer mediated communications.

Managing and operating ICT

This element involves students applying technical knowledge and skills to select, use and troubleshoot appropriate digital technologies when investigating, creating and communicating. Students develop an understanding of hardware and software components, and operations of appropriate ICT systems, including their functions, processes, procedures and devices. They apply technical knowledge and skills to efficiently and securely manage and maintain digital data. In developing and acting with information and communication technology capability, students:

- select and use hardware and software
- understand ICT systems
- manage digital data.