SPECIAL EDUCATION SUPPORT SERVICE
building on ability

A Digital Literacy Framework for General Learning Disability

A Framework of Competencies to Support the Achievement of Curriculum Targets through the use of Digital Literacy						***General Progression***
Framework Elements	**Definitions**	**Competencies Summary**	**EXAMPLES** (1) Curriculum Target: ……..… (2) Apps, Framework Elements and Curriculum Strand Unit(s):			From Operational /Functional Skills; From Making of Meaning to Communication of Meaning
			Profound Level	**Severe Level**	**Moderate Level**	
Access	Knowing about and knowing how to collect and/or retrieve information.	Search, find, and retrieve information in digital environments; have basic functional knowledge of digital artefacts – input and output.				
Manage	Applying an existing organizational or classification scheme.	Conduct a rudimentary and preliminary organization of accessed information for retrieval and future application.				
Integrate	Interpreting and representing information - summarizing, comparing, and contrasting.	Interpret and represent information by using digital tools to synthesize, summarize, compare, and contrast information.				
Collaborate	Using digital spaces for working together in learning, and learning about turn-taking and collaborating.	Collaborate, share, take turns when learning, accessing and using information in digital modes.				
Create	Generating information by adapting, applying, designing, inventing, or authoring information.	Adapt, apply, design, or invent information in digital environment(s) to describe, express an opinion, or support a basic viewpoint.				
Communicate	Communicating information persuasively to meet the needs of audience(s) using an appropriate medium.	Communicate, adapt, and present information properly in its context (audience, media) in digital environments and for an audience.				

Suppose *for* learning << <<<<< Tools *of* learning
Communication of meaning < <<<<< Making of meaning