



Document title: **Detailed content of the skills in the ICT Profile
for College Students**

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Updated on: 5 octobre 2009

How to cite this document:

The IT Reps "ICT Profile" team. Detailed content of skills found in the ICT Profile for College Students. Document produced as part of the work carried out by the IT Reps network. October 2009.

URL :

<http://www.reptic.qc.ca/dossiers/profil-tic-eleves/le-profil.html>

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Special conditions for this document:

In order to preserve the integrity of the original ICT Profile, any modification of this document must be clearly indicated by inserting the following notice in the WordArt header on this page: "PLEASE NOTE: this version of the ICT Profile is not the original version developed by the IT Reps team."

Special notations:

Items in clear blue are items mentioned in other sections.

Items marked with an asterisk (*) are elements found in the extended ICT Profile (skills considered advanced or optional, as opposed to basic skills).





Objective: To coordinate the ICT Profile for College Students and the InukTIC website

Context:

The ICT Profile describes the technological skills college students must acquire in the course of their studies; the InukTIC website provides online resources that help develop these skills.

URL :

ICT profile: <http://profilic.qc.ca/>

InukTIC : <http://inuktic.qc.ca/>

Coordinating ICT Profile skills and InukTIC skills:

Numbering system:

The skills in the InukTIC project are numbered so that they are easy to find and identify, making the tool fully functional. The skills in the original Profile have been numbered in the same way, allowing users to go from one tool to the other and refer to the same numbering system.

Phrasing of ICT skills:

The ICT Profile is primarily aimed at teachers and collaborators in the college network who wish to guide students in developing basic ICT skills. The skills in this profile are described generically in wording that resembles that of competencies in the various programs of study.

InukTIC is primarily aimed at students in the college network. The phrasing of the ICT skills is therefore adapted to this audience and this context, using the first-person "I" and some changes in vocabulary. The meaning of the descriptions has not changed in any way; the phrasing is equivalent and easily recognizable from one tool to the other.

Example:

"Use the educational institution's shared workspace through the network" vs

"I use my school's shared workspace through the network."

Or

"Master the basic elements of the interface..." vs

"I have mastered the basic elements of the interface..."

Differences between the original ICT Profile and InukTIC:

In some instances you will notice a different terminology. While the skills described lead to the same results, the difference in wording simply reflects differing approaches to the target audience.

Examples:

Skill 0

Skill 0

Original ICT Profile: "Master the work environment"

InukTIC: "I am able to use a computer and the Internet in my studies"

Skill 0.1

Original ICT Profile: "workstation"

InukTIC: "computer"

Skill 4

Original ICT Profile: "Communicate and collaborate on the Internet"

InukTIC: "I study, communicate and collaborate on the Internet"

Additional remarks:

-In both the ICT Profile and InukTIC, items marked with an asterisk (*) mean that these items are part of the extended profile.

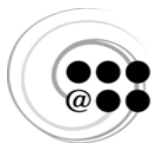
Harmonizing certain elements of these two complimentary tools has been helpful in linking and coordinating them:

-The colours used in the original Profile and all the documents associated with it (diagrams, grids and others) were based on the colours used in the InukTIC design. You can find the code at

<http://www.reptic.qc.ca/promouvoir-le-profil.html>

- Some graphics in the two tools are similar (e.g. the blue globe of InukTIC vs the orange globe of the Profile).

- Other promotional material has been or will be designed accordingly (brochures, website URLs, bookmarks, rollup, etc.).



Using ICT (Information and Communication Technology) for Learning Purposes	
Skills	Activity
0- Master the work environment	0.1 - Effectively operate a workstation
	0.2 - Use a computer in a responsible and autonomous manner
	0.3 - Use ICT in an ethical, socially responsible and secure manner
1- Search for information	1.1 - Perform a documentation search
	1.2 - Evaluate search results
	1.3 - Use and transmit information in a legal and ethical manner
2- Process information	2.1 - Organize information
	2.2 - Process qualitative data
	2.3 - Process quantitative data using a spreadsheet
3- Present information	3.1 - Create a document with a word processor
	3.2 - Present data using a spreadsheet
	3.3 - Make a computer-assisted presentation
	3.4 - Publish on the Web
	3.5 - Produce audio and visual material
4- Communicate and collaborate on the Internet	4.1 - Use the educational institution's portal
	4.2 - Use the educational institution's platform
	4.3 - Use basic communication and telecollaboration tools
	4.4 - Use advanced communication and telecollaboration tools
5- Project evaluation	5.1 - Build an electronic learning portfolio

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*	
0 Master the work environment	0.1 Effectively use a workstation.	0.1.1 Have a clear mental picture of how a workstation functions.	0.1.1.1 Explain how information is coded in a computer.	0.1.1.1.1 Use the values, names and symbols of information measurement units: bit, byte, KB, MB, GB, TB.	
			0.1.1.2 Explain how letters, numbers, colours and sounds are coded in a computer, in order to process and record them.	0.1.1.2.1 Explain the role of a computer's microprocessor.	
				0.1.1.2.2 Use the keyboard, mouse and various keystrokes.	
				0.1.1.2.3 Use and adjust the microphone.	
				0.1.1.2.4 Use and adjust the scanner.	
				0.1.1.2.5 Distinguish between the main or volatile memory and the permanent memory.	
				0.1.1.2.6 Distinguish between application software, operating system and data.	
				0.1.1.2.7 Use, connect and adjust the printer and speakers.	
				0.1.1.2.8 Use the disk drive, CD/DVD player/burner, hard-drive, external hard-drive, iPod, flash memory card and USB key.	
			0.1.1.2.9 Use a modem, an Internet connection, a network, and access a server.		
			0.1.1.3 Use an operating system.	0.1.1.3.1 Use the functions associated with "My Computer".	
				0.1.1.3.2 Use the functions associated with "My Documents".	
				0.1.1.3.3 Organize and customize the desktop.	
				0.1.1.3.4 Use the Control Panel (System Preferences in Macintosh) where many important system settings can be changed or adjusted.	
				0.1.1.3.5 Create and use shortcuts.	
	0.1.1.3.6 Install various software and effect their basic configuration.				
		0.1.1.3.7 Use accessories.			
		0.1.1.3.8 Launch an application using the Start menu or the Windows taskbar (LaunchPad for Macintosh).			
	0.1.2 Use the educational institution's shared workspace through the network.	0.1.2.1 Access the educational institution's shared workspace through the network.	0.1.2.1.1 Respect the regulations and limitations of a network account; protect the confidentiality of the account and respect that of others.		
0.1.2.1.2 Know how to configure a computer for wired or wireless Internet access, and for using a proxy server (IE or FF).					
		0.1.2.1.3 Access the available network applications and locate the desired printer.			
		0.1.2.1.4 In case of a device or software malfunction, mention it to those in charge of its maintenance.			
	0.1.2.2 Use basic functions of office automation software: word processing , spreadsheet and presentation.		To accomplish this activity, see skills 0.1.1.3.8 (launching applications), 2.1.2 (extensions and icons for files and applications), 3.1.1 (interface and word processing basics), 2.3.1 (spreadsheet interface basics) and 3.3.1 (presentation software basics).		
	0.1.2.3 Browse the Web.		0.1.2.3.1 Use the basic features of a Web browser.		
			0.1.2.3.2 Decode a URL.		
			0.1.2.3.3 Create and organize favorites (bookmarks) in a browser or online, to easily access the pages most often viewed.		
			0.1.2.3.4 Configure a browser's most common features: home page, file downloader, user interface, private information and security.		

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*
0 Master the work environment	0.1 Effectively use a workstation.	0.1.3 Process, save and classify information.	0.1.3.1 Identify the different ways of saving information on various storage devices and	
			0.1.3.2 Use, create, rename and manage an arborescent structure (hierarchy) of files and directories.	0.1.3.2.1 Name files and directories according to the allowable type and number of characters.
				0.1.3.2.2 Organize files into folders.
				0.1.3.2.3 Organize folders hierarchically.
				0.1.3.2.4 Delete unused files.
				0.1.3.2.5 Rename and move files and directories.
				0.1.3.3.1 Protect reading and writing access to information when necessary.
		0.1.3.3 Save and archive information so that nothing important is lost.	0.1.3.3.2 Refer to file properties (date documents were created or modified, size).	
			0.1.3.3.3 Identify documents by their file extensions and icons; relate them to the appropriate software.	
		0.1.3.4 Transfer information: data and documents.	0.1.3.4.1 Transfer information from one storage device to another: CD, DVD, USB key, hard-drive, or network storage space..	
			0.1.3.4.2 Transfer information from home to a school network, and vice-versa.	
			0.1.3.4.3 Transfer information from one software to another.	
			0.1.3.4.4 Transfer information from one operating system to another.	
			0.1.3.4.5 Transfer information from one data type to another.	
	0.1.3.4.6 In case of problems when transmitting digital information, inquire about correspondent's type of technology.			
0.2 Use a computer in a responsible and autonomous manner.	0.2.1 Independently learn to use new software or new online resources.	0.2.1.1 Use exploration techniques with unfamiliar software or resources.	0.2.1.1.1 Browse through menus to identify what is already known from other software or resources.	
			0.2.1.1.2 Experiment and test things out.	
			0.2.1.1.3 Identify the overall metaphor, or have it explained .	
	0.2.2 Independently accomplish online learning activities.	0.2.1.2 Look up information to help with unfamiliar Web software or resources.	0.2.1.2.1 Use interactive help tools, online help tools and "read me" files.	
			0.2.1.2.2 Look for resources and references on the Web.	
			0.2.1.2.3 Refer to templates and wizards when necessary.	
	0.2.2.1 Use non-interactive Web resources: tutorials, FAQ files, informative Web pages.			
	0.2.2.2 Use interactive Web resources: databases, educational software, exercises and simulators.			

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*
0 Master the work environment	0.3 Use ICT in an ethical, socially responsible and secure manner.	0.3.1 Organize the working environment so that it is comfortable.	0.3.1.1 Adjust the position of the keyboard, mouse, screen and chair to avoid unnecessary strain.	
			0.3.1.2 Position the screen in relation to the window in the room and use proper lighting..	
			0.3.1.3 Make time for breaks and relaxation exercises when working long hours at a computer.	
		0.3.2 Personal computer maintenance.	0.3.2.1 Correctly plug in the computer, peripheral devices and accessories.	
			0.3.2.2 In case of a crash, identify the different possible sources of the problem.	
			0.3.2.3 In case of a software crash, use the simplest and most common solutions.	
			0.3.2.4 Assume the care and maintenance of a computer [basic skill for laptop projects].	0.3.2.4.1 Update a computer's software and operating system. 0.3.2.4.2 Control the settings of a computer's applications, operating system, and use of network resources.
		0.3.3 Make sure electronic information, resources and transactions are secure and confidential.	0.3.3.1 Be aware of the consequences of confidentiality breaches or security-related risks.	
			0.3.3.2 Be aware of situations and behaviours that may provoke confidentiality breaches or increase security risks.	
			0.3.3.3 Know how to protect a computer, the information it contains, and personal identity.	
			0.3.3.4 Create an account on a Web site with a password that is secure and easy to remember; save this information to retrieve when needed.	

Note: Skill 0 is considered prerequisite to the other skills in the profile and is left to the discretion of the colleges. Colleges must make sure students master the tasks described. This process may be used to evaluate skill levels and implement measures that will allow students to acquire the same overall level, in the manner best suited to the college.

Note: In several areas of the profile, it is useful to employ the terminology associated with each particular skill. Although the notion of terminology is not explicitly mentioned here, it should be considered throughout the profile, based on either the InukTIC glossary or other technological dictionaries.

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*	
1 Search for information	1.1 Perform a documentation search.	1.1.1 Analyze the subject before launching a query on a computer.	1.1.1.1 Clearly define what information is needed.	1.1.1.1.1 Distinguish between: answering a question, drafting written work, solving a problem and making a decision.	
				1.1.1.1.2 Consider the particular nature of the work in order to clearly define the kind of information needed.	
				1.1.1.1.3 When choosing a topic, consider the time allotted, the topic's relevance, and the availability of documentation.	
			1.1.2 Identify the resources and tools needed to find what is required.	1.1.1.2.1 Explore general information resources to get an overview of the topic and define it more clearly.	
				1.1.1.2.2 Find synonyms or related words for each of the topic's concepts or keywords.	
				1.1.1.2.3 Distinguish between a keyword and a descriptor when developing a search strategy.	*
		1.1.1.2.4 When using a word in a search, be aware of other meanings this word might have in other contexts.	*		
		1.1.1.3 Narrow the search by date or geographical area when necessary.			
		1.1.2 Identify the resources and tools needed to find what is required.	1.1.2.1 Choose sources most appropriate to the needs, considering the advantages and disadvantages of various sources and formats.		
			1.1.3 Develop and carry out effective search strategies.	1.1.2.2.1 Use a library catalogue to search for resource material.	
				1.1.2.2.2 Use newspaper and periodical databases.	
				1.1.2.2.3 Use at least two online encyclopedias.	
				1.1.2.2.4 Use at least one specialized data bank.	
				1.1.2.2.5 Make an informed choice between using a search engine, a directory, or a metasearch engine.	
		1.1.2.2.6 Use a general as well as a specialized directory on the Web.			
1.1.3.01 Use the basic search option in a search tool.					
1.1.3.02 Use the options available on the search tool's interface.					
1.1.3.03 When developing a query, distinguish between a keyword and a descriptor. Use a thesaurus when necessary to find the most relevant words.	*				
1.1.3.04 When querying a search engine, use truncation if necessary.					
1.1.3.05 Use logical operators to broaden or narrow a search.					
1.1.3.06 Use proximity operators to narrow a search.					
1.1.3.07 Use adjacency operators to narrow a search.	*				
1.1.3.08 Use the Advanced Search option for more precise results.					
1.1.3.09 Refer to online help or resource persons to get the most out of each search tool.					
1.1.3.10 Use Internet information monitoring with e-mail alerts or RSS feeds to keep updated on an area of interest.					

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*
1 Search for information	1.2 Evaluate search results.	1.2.1 Evaluate the search results as responses to the research question.	1.2.1.1 Evaluate the quantity of results obtained, then rephrase query to increase or decrease the number of results.	
			1.2.1.2 Evaluate the relevance of the results obtained and rephrase query if necessary.	
		1.2.2 Evaluate the quality of the information found.	1.2.2.1 Verify the credibility of the information's author or editor.	
			1.2.2.2 To evaluate the reliability of information, especially if it comes from the Web, compare information from different sources.	
	1.3 Use and transmit information in a legal and ethical manner.	1.3.1 Understand copyright law as it applies to users and the sources being used.	1.2.2.3 Pay attention to aspects that might compromise the objectivity of the information.	
			1.2.2.4 Make sure the information is current by noting its publication date or when it was last updated.	
		1.3.2 Cite sources correctly.	1.3.1.1 Obtain permission to use documents protected under copyright law.	
			1.3.1.2 Recognize the different types of licences.	
		1.3.3 Write a mediagraphy according to standard rules.	1.3.2.1 Clearly indicate which parts of the work are taken word-for-word from another document.	
			1.3.2.2 Mention all authors from whom ideas are taken, even if the wording is different.	
		1.3.3.1 Cite documents according to the college's standards and policies.		

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*		
2 Process information	2.1 Organize information.	2.1.1 Manage files (see also 0.1.3.3 Save and archive information so that nothing important is lost.)	2.1.1.1 Name files in order find them easily, and identify them by the date they were created.			
			2.1.1.2 Use antivirus software to avoid file contamination.			
			2.1.1.3 Use software that checks whether a computer contains spyware.			
			2.1.1.4 Retrieve files using the operating system's search tool.			
			2.1.1.5 Retrieve files with a local workstation search tool, which indexes files on the local hard-drive.		*	
		2.1.2 Decode the extensions and icons for files as well as applications.	2.1.2.1 Identify different applications by their extensions or icons.			
			2.1.2.2 Associate file types and their extensions with the appropriate software.			
		2.1.3 Use software to compress and decompress files.	2.1.3.1 Use compression-decompression software to reduce the size of a file.			
			2.1.3.2 Use compression-decompression software to decompress a file.			
		2.1.4 Organize sources of information so they are easily found.	2.1.4.1 Use the available features of a Web browser to organize bookmarks.			
	2.1.4.2 Use a Web tool to organize bookmarks or RSS feeds.					
	2.1.5 Use format converters to convert files.	2.1.5.1 Use software to convert a file so it can be used with a current application.				
		2.1.5.2 Use a format that makes documents accessible to most users.				
		2.1.5.3 When a message is confidential, use encryption or decryption software or protocol.			*	
	2.2 Process qualitative data.	2.2.1 Create concept maps or concept networks.	2.2.1.1 Create a visual representation of ideas.	2.2.1.1.1 Use procedures that help make diagrams of ideas.		
				2.2.1.1.2 Represent ideas using the most suitable type of diagram.		
			2.2.1.2 Know which software is most appropriate for producing a concept map.	2.2.1.2.1 Produce a concept map with the software best suited to the project and to the user's abilities.		
2.2.1.3.1 Input an idea, a title, into the text.						
2.2.1.3 Define ideas.			2.2.1.3.2 Apply shapes, symbols and colours according to the different concepts or concept categories.			
			2.2.1.3.3 Use captions as a guide to understanding a concept map.			
2.2.1.4 Use links and graphical elements to show the relationship between concepts.	2.2.1.4.1 Use links and graphical elements to show the relationship between concepts.					
	2.2.1.5 Complete a concept map by adding notes, images, navigation elements and hypertext links.					
2.2.1.6 Save diagrams in various widely-used formats: html, pdf, jpeg or gif.	2.2.1.6.1 Save diagrams in various widely-used formats: html, pdf, jpeg or gif.					
	2.2.1.6.2 Save diagrams in various widely-used formats: html, pdf, jpeg or gif.					

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*					
2 Process information	2.2 Process qualitative data.	2.2.2 Create tables for processing qualitative data.	2.2.2.1 Use tables to represent concepts.	2.2.2.1.1 Use tables to show representations of ideas and their significance.					
			2.2.2.2 Know which software is most appropriate for producing a table to process qualitative data.	2.2.2.1.2 Create tables to compare data or ideas.					
	2.3 Process quantitative data [using a spreadsheet].	2.3.1 Master the main elements of the spreadsheet interface: workspace, options and menus.	2.3.1 Master the main elements of the spreadsheet interface: workspace, options and menus.	2.3.1.1 Know where to find the workbook, worksheets, menus, toolbars, status bar, and help function in a spreadsheet program.					
				2.3.1.2 Move from one worksheet to another to consult data.					
				2.3.1.3 Create a new worksheet to add data.					
				2.3.1.4 Add and delete rows and columns to standardize the presentation.					
				2.3.1.5 Save worksheets.					
				2.3.1.6 Enter data into a worksheet.					
				2.3.1.7 Create multiple worksheets, rename or delete worksheets, and copy information from one worksheet to another in order to emphasize information.					
				2.3.2 Manipulate data in order to organize information.	2.3.2 Manipulate data in order to organize information.	2.3.2 Manipulate data in order to organize information.	2.3.2.1 Modify the data.		
							2.3.2.2 Search for and replace data.		
							2.3.2.3 Copy, move and delete data.		
				2.3.3 Develop formulas to process the data from a group of cells.	2.3.3 Develop formulas to process the data from a group of cells.	2.3.3 Develop formulas to process the data from a group of cells.	2.3.2.4 Use Paste Special to modify the spreadsheet.		
							2.3.3.1 Add, subtract, multiply and divide different data found in different cells.		
							2.3.3.2 Use the Average and Auto Sum functions to process several cells.		
							2.3.3.3 Designate one cell as an absolute reference, and add this reference to a formula for calculation.		
				2.3.4 Create a data list to standardize the presentation.	2.3.4 Create a data list to standardize the presentation.	2.3.4 Create a data list to standardize the presentation.	2.3.3.4 Process several cells by copying a formula onto the same or a different worksheet.		
							2.3.4.1 Create a data list and data entry fields to standardize and facilitate data entry.		*
							2.3.4.2 Search a database for specific information.		*
							2.3.4.3 Create a new list for faster data entry.		*
2.3.4.4 Sort data in order to classify it.		*							
2.3.4.5 Select data using automatic customized filters.		*							
2.3.4.6 Use a data-entry grid to enter data into a spreadsheet.		*							

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*
Note: Skill 2 will no doubt be improved as programs add specialized software that, rather than being cross-disciplinary, allow students to process information and solve problems particular to their discipline. Spreadsheet programs, however, are considered to be essential to all disciplines.				

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*
3 Present information.	3.1 Create a document with a word processor.	3.1.1 Master the basics of word-processing: workspace, options and menus.	3.1.1.1 Navigate through the menus, toolbars, guide, reference material, status bar, etc.	
			3.1.1.2 Create, name, save and classify a document in a directory.	
			3.1.1.3 Input text onto a page.	
			3.1.1.4 Input text by copying, pasting and moving information.	
			3.1.1.5 Input information using Paste Special.	
		3.1.2 Use a glossary, a guide, reference material and writing tools.	3.1.2.1 Correct text using the spell checker.	
			3.1.2.2 Replace a word using a synonym dictionary on the Web or in the word-processor.	
			3.1.2.3 Use an online dictionary to find the most precise and appropriate word.	
			3.1.2.4 Use a verb conjugator and tools that help with proper punctuation or typography rules.	
		3.1.3 Format a document.	3.1.3.1 Select text in order to delete, move or replace it.	
			3.1.3.2 Use different fonts, sizes, styles and colours to emphasize information.	
			3.1.3.3 Use different paragraph alignments and line spacing.	
			3.1.3.4 Create a bulleted list or numbered list to organize text.	

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*
3 Present information.	3.1 Create a document with a word processor.	3.1.4 Design the page layout of a document.	3.1.4.1 Use page orientation and margins to format a document as necessary.	
			3.1.4.2 Insert or delete page breaks to change the document's appearance as needed.	
			3.1.4.3 Use headers and footers to customize a document; also modify and/or delete them.	
		3.1.5 Incorporate objects into a document.	3.1.5.1 Convert and compress images in order to incorporate them into a document.	
			3.1.5.2 Insert images and graphics into a document.	
			3.1.5.3 Insert data, tables and graphics taken from other applications.	
		3.1.6 Print a document.	3.1.6.1 Use Print Preview before printing to make sure a document is properly formatted, and to avoid wasting paper.	
			3.1.6.2 Choose the printer most suitable for printing a particular document.	
			3.1.6.3 Set printing properties: orientation, paper format and number of copies.	
		3.1.7 Format a long report.	3.1.7.1 Use styles to automatically set the fonts and page layout of a document.	
			3.1.7.2 Insert and delete section breaks in a document to improve presentation.	*
			3.1.7.3 Automatically create a table of contents that lists titles, sub-titles and page numbers.	
3.1.7.4 Create footnotes that provide additional information to the text.				
3.1.7.5 Apply borders and shading to highlight certain parts of the text.				
3.1.7.6 Create, manipulate and format a data table.				

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*
3 Present information	3.2 Present data using a spreadsheet.	3.2.1 Master the spreadsheet interface (see 2.3.1).	2.3.1.1 Know where to find the workbook, worksheets, menus, toolbars, status bar, and help function in a spreadsheet program.	
			2.3.1.2 Move from one worksheet to another to consult data.	
			2.3.1.3 Create a new worksheet to add data.	
			2.3.1.4 Add and delete rows and columns to standardize the presentation.	
			2.3.1.5 Save worksheets.	
			2.3.1.6 Enter data into a worksheet.	
			2.3.1.7 Create multiple worksheets, rename or delete worksheets, and copy information from one worksheet to another in order to emphasize information.	
		3.2.2 Manipulate the data to organize information (see 2.3.2).	2.3.2.1 Modify the data.	
			2.3.2.2 Search for and replace data.	
			2.3.2.3 Copy, move and delete data.	
			2.3.2.4 Use Paste Special to modify the spreadsheet.	
		3.2.3 Format cells in a way that highlights the information they contain.	3.2.3.1 Use data formats that respect the precision, layout and manner in which data is typically written.	
			3.2.3.2 Use cell alignment and orientation to standardize the presentation.	
			3.2.3.3 Use fonts, sizes, themes and colours to highlight information.	
			3.2.3.4 Use cell borders, colours and motifs to highlight information and enhance readability.	
			3.2.3.5 Adjust cell height and width to highlight information and enhance readability.	
			3.2.3.6 Use automatic formatting to standardize the presentation.	
		3.2.4 Create a chart to present data.	3.2.4.1 Choose the correct chart type for presenting the data.	
			3.2.4.2 Use the Chart Wizard to highlight information.	
			3.2.4.3 Modify the chart parameters to highlight information.	
3.2.4.4 Modify the chart's appearance to highlight information.				

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*
3 Present information	3.2 Present data using a spreadsheet.	3.2.5 Format a spreadsheet to prepare it for printing.	3.2.5.1 Define the print area and use Print Preview before printing the spreadsheet.	
			3.2.5.2 Adjust the document's margins and orientation before printing.	
			3.2.5.3 Copy rows and columns.	
			3.2.5.4 Add or delete page breaks before printing the document.	
			3.2.5.5 Create, modify and delete headers and footers before printing the document.	
			3.2.5.6 Modify print options: scale and gridlines.	

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*			
3 Present information	3.3 Make a computer-assisted presentation.	3.3.1 Master the principal elements of presentation software: workspace, options and menus.	3.3.1.1.1 Locate the necessary tools and functions in the software's menus and panes.	3.3.1.1.1 Use the interface panes.			
			3.3.1.1.2 Adapt the interface as needed.	3.3.1.1.2 Use the appropriate display mode for the desired operation.			
			3.3.1.1.3 Name, classify and save document regularly (see 0.1.3).	3.3.1.1.3 Locate the necessary tools in the menus.			
				3.3.1.1.4 Use keyboard shortcuts to speed up the work process.			
				3.3.1.2.1 Display the menus and toolbars as needed.			
			3.3.1.2.2 Customize toolbars as needed.				
		3.3.2 Plan a presentation to make it relevant, structured and engaging.	3.3.2.1 Structure the presentation and foresee which materials will be required.	3.3.2.1.1 Search for information (see 1.0).	3.3.2.1.1 Search for information (see 1.0).		
				3.3.2.1.2 Determine the number of slides to make, depending on the time allotted for the presentation.	3.3.2.1.2 Determine the number of slides to make, depending on the time allotted for the presentation.		
				3.3.2.1.3 Choose information that is essential to understanding the subject.	3.3.2.1.3 Choose information that is essential to understanding the subject.		
				3.3.2.1.4 Draft a detailed presentation plan.	3.3.2.1.4 Draft a detailed presentation plan.		
				3.3.2.2 Determine the appearance of slides.	3.3.2.2.1 Choose the layout of the slides.	3.3.2.2.1 Choose the layout of the slides.	
					3.3.2.2.2 Modify the background colour and texture of slides.	3.3.2.2.2 Modify the background colour and texture of slides.	
				3.3.2.3 Use design templates to customize the presentation.	3.3.2.3.1 Apply a design template to the slides.	3.3.2.3.1 Apply a design template to the slides.	
					3.3.2.3.2 Use title masters and slide masters to create customized design templates.	3.3.2.3.2 Use title masters and slide masters to create customized design templates.	*
				3.3.2.4 Manipulate the slides.	3.3.2.4.1 Add new slides to a presentation.	3.3.2.4.1 Add new slides to a presentation.	
					3.3.2.4.2 Select, move, and delete slides.	3.3.2.4.2 Select, move, and delete slides.	
		3.3.2.5 Consider visual ergonomics so that the presentation is clear and readable.	3.3.2.5.1 Consider readability when choosing font type, size and colour.		3.3.2.5.1 Consider readability when choosing font type, size and colour.		
			3.3.2.5.2 Write and arrange information in a way that maximizes the audience's comprehension.	3.3.2.5.2 Write and arrange information in a way that maximizes the audience's comprehension.			
			3.3.2.5.3 Organize information hierarchically, considering how the viewer's gaze travels and the importance of the elements being presented.	3.3.2.5.3 Organize information hierarchically, considering how the viewer's gaze travels and the importance of the elements being presented.			
		3.3.3 Incorporate objects into a presentation.	3.3.3.1 Respect copyright law when using text, tables, illustrations, or sound (see 1.3).	3.3.3.1.1 Incorporate objects whose format is compatible with the software (see 3.4 and 3.5).			
				3.3.3.1.2 Incorporate objects whose format is compatible with the software (see 3.4 and 3.5).			
			3.3.3.3 Incorporate text into a presentation.	3.3.3.3.1 Insert and modify a text box.	3.3.3.3.1 Insert and modify a text box.		
				3.3.3.3.2 Modify text properties.	3.3.3.3.2 Modify text properties.		
				3.3.3.3.3 Insert text from word-processing software.	3.3.3.3.3 Insert text from word-processing software.		
			3.3.3.4 Incorporate images into a presentation.	3.3.3.4.1 Insert a Clipart image.	3.3.3.4.1 Insert a Clipart image.		
				3.3.3.4.2 Insert an image from a file.	3.3.3.4.2 Insert an image from a file.		
				3.3.3.4.3 Import images from a camera or a scanner.	3.3.3.4.3 Import images from a camera or a scanner.		
3.3.3.4.4 Insert images from the Web while respecting copyright law (see 1.3 and 3.3.3.4.1).	3.3.3.4.4 Insert images from the Web while respecting copyright law (see 1.3 and 3.3.3.4.1).						
3.3.3.4.5 Modify an image (see 3.5.2).	3.3.3.4.5 Modify an image (see 3.5.2).						
3.3.3.5 Incorporate tables and charts into the presentation.	3.3.3.5.1 Create a table in a presentation.		3.3.3.5.1 Create a table in a presentation.				
	3.3.3.5.2 Modify the rows, columns, cells and appearance of a table.		3.3.3.5.2 Modify the rows, columns, cells and appearance of a table.				
	3.3.3.5.3 Insert a table created in another software.		3.3.3.5.3 Insert a table created in another software.				
	3.3.3.5.4 Create a chart in a presentation.		3.3.3.5.4 Create a chart in a presentation.				
	3.3.3.5.5 Insert a chart created in another software.	3.3.3.5.5 Insert a chart created in another software.					
3.3.3.6 Use the Drawing toolbar to create and insert AutoShapes.	3.3.3.6.1 Insert AutoShapes in a slide.	3.3.3.6.1 Insert AutoShapes in a slide.					
	3.3.3.6.2 Add text to an AutoShape.	3.3.3.6.2 Add text to an AutoShape.					
	3.3.3.6.3 Modify the size and appearance of an AutoShape.	3.3.3.6.3 Modify the size and appearance of an AutoShape.					
3.3.3.7 Select, move and delete an object or a group of objects.							

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*	
3 Present information	3.3 Make a computer-assisted presentation.	3.3.4 Make a presentation dynamic.	3.3.4.1 Incorporate navigation elements into a presentation.	3.3.4.1.1 Insert links to a Web site.	
			3.3.4.1.2 Insert links to other slides in the same presentation.		
			3.3.4.1.3 Insert navigation buttons in a presentation.		
			3.3.4.2 Use transitions between slides.	3.3.4.2.1 Apply and delete transitions between selected slides or all slides.	
				3.3.4.2.2 Adjust the speed and sound options of transitions.	
				3.3.4.3 Apply animation effects to objects and texts in slides.	3.3.4.3.1 Apply and delete animation effects in selected slides or all slides.
			3.3.4.3.2 Add, modify and delete a customized animation.		
			3.3.4.3.3 Adjust the speed, direction and start options of animations.		
			3.3.4.3.4 Animate text and bulleted lists.		
			3.3.4.3.5 Modify the starting order of animations.		
		3.3.4.4 Set the slide show's parameters.	3.3.4.4.1 Specify slide show options.	*	
			3.3.4.4.2 Set the timeline of a slide show.	*	
		3.3.5 View and show a presentation (see 3.3.1.1.2 and 3.3.1.2.1).	3.3.1.1.2 Use the appropriate display mode for the desired operation.		
			3.3.1.2.1 Display the menus and toolbars as needed.		
		3.3.6 Export a presentation to different storage devices.	3.3.6.1 Be familiar with different ways to print presentations.	3.3.6.1.1 Choose the number of slides per page and print colour.	
				3.3.6.1.2 Print the presentation so that viewers can take notes.	
				3.3.6.1.3 Print slides and presentation notes.	
			3.3.6.2 Transfer a presentation onto external media.	3.3.6.2.1 Transfer the information from one storage device to another (see 0.1.3.4.1).	
				3.3.6.2.2 Transfer a presentation onto a diskette, CD, DVD, memory card or USB key (see 0.1.1.3.8).	
			3.3.6.3 Adapt a presentation for the Web.	3.3.6.2.3 Export a presentation to an iPod.	
3.3.6.3.1 Transform a presentation into video.					
3.3.7 Use a multimedia projector to show a presentation.	3.3.7.1 Prepare the projector.	3.3.6.3.2 Add narration to a presentation			
		3.3.7.1.1 Make the necessary connections between the projector and the computer.	*		
	3.3.7.2 Use the projector menus.	3.3.7.1.2 Run the projector.	*		
		3.3.7.2.1 Adjust image quality.	*		
		3.3.7.2.2 Use the front and rear zoom functions.	*		
		3.3.7.2.3 Pause and resume the display.	*		
	3.3.7.3 Take the necessary precautions to avoid damaging the projector.	3.3.7.2.4 Correct keystone distortion.	*		
3.3.7.3.1 Make sure the lamp has had enough time to cool down.		*			
3.3.7.3.2 Carry, move and position the projector safely.		*			

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*
3 Present information	3.4 Publish on the Web.	3.4.1 Write for the Web.	3.4.1.1 Write text that will be easy and enjoyable to read on the Web.	*
			3.4.1.2 Use online writing help tools to produce correct and readable text.	*
		3.4.2 Distinguish the different characteristics of Web publication tools and make the appropriate choice.	3.4.2.1 Name the characteristics of a blog.	*
			3.4.2.2 Name the characteristics of an electronic portfolio.	*
		3.4.3 Master the principal elements of the chosen Web publication tool: workspace, options and menus.		*
		3.4.4 Publish online using a simplified Web 2.0 page editing tool.	3.4.4.1 Identify the target audience of a Web publication.	*
			3.4.4.2 Create an account with an application provider that allows the use of simplified Web 2.0-type page editing.	*
			3.4.4.3 Create a page to be published on the Web.	*
		3.4.5 Plan out a Web publication.	3.4.5.1 Identify the target audience (see 3.4.4.1).	*
			3.4.5.2 Configure a Web site: browsing, metaphor, screen resolution, compatible browsers.	*
			3.4.5.3 Determine the structure of a Web site by sketching its arborescent structure (hierarchy).	*
			3.4.5.4 Sketch a mockup of the pages to be developed.	*
			3.4.5.5 Assess the browsing and interface ergonomics of the projected Web site.	*
			3.4.5.6 Create a folder in the hard drive that contains the entire Web page before publication.	*
			3.4.5.7 Create the pages for the Web site.	*
		3.4.6 Incorporate elements into a Web publication.	3.4.6.1 Incorporate an image (see 3.5.2.4 for the Web).	*
			3.4.6.2 Incorporate audio (see 3.5.3.6 for the Web).	*
			3.4.6.3 Incorporate video (see 3.5.4.7 for the Web).	*
			3.4.6.4 Incorporate and combine tables, text, illustrations, and style sheets into the Web pages.	*
			3.4.6.5 Insert links to different types of targets into the Web page.	3.4.6.5.1 Distinguish between relative links and absolute links.
		3.4.6.5.2 Insert navigation controls and anchor tags on the page.		*
		3.4.6.5.3 Insert links to other pages on the site, to documents (text, spreadsheet, pdf), to an e-mail address and to external Web sites.		*
		3.4.7 Post a Web publication online.	3.4.7.1 Request an FTP space to host the Web site. Set FTP account parameters: server address, access code and password..	*
			3.4.7.2 Transfer files to the Web space.	*
3.4.7.3 Verify access to the site and check the validity of hypertext links.	*			

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*			
3 Present information	3.5 Produce audio and visual material.	3.5.1 Produce audio and video material of good technical quality.	3.5.1.1 Ensure the minimal quality of a sound recording.	3.5.1.1.1 Manually adjust the sound level of a recording by doing sound checks.	*		
				3.5.1.1.2 Place the microphone at a distance appropriate for what is being recorded, the type of microphone being used, and the ambient noise.	*		
				3.5.1.1.3 Consider the echo in the room when positioning the sound source and the microphone.	*		
			3.5.1.2 Ensure the minimal quality of a photo shoot.	3.5.1.2.1 Use framing and different shooting distances to cut out anything that detracts from the message, and include elements that underscore the message.	*		
				3.5.1.2.2 Make good use of the flash or other sources of lighting.	*		
				3.5.1.2.3 Hold the camera in a way that minimizes blurriness due to movement, or use a tripod.	*		
		3.5.1.3 Ensure the minimal quality of a video.	3.5.1.2.4 Use the main camera modes adjust the white balance.	*			
			3.5.1.2.5 Adjust the focus to the subject's position, using the zoom when necessary.	*			
			3.5.1.3.1 Use framing and different shooting distances to cut out anything that detracts from the message, and to include elements that underscore the message (see 3.5.1.2.1).	*			
			3.5.1.3.2 Hold the camera in a way that minimizes blurriness due to camera movement, or use a tripod (see 3.5.1.2.3).	*			
			3.5.1.3.3 Make good use of lighting during a video shoot.	*			
			3.5.1.3.4 Adjust the focus and use the zoom (see 3.5.1.2.5).	*			
	3.5.2 Use image processing software to modify images.	3.5.2.1 Master the basics of camera, scanner and touch-up software.	3.5.2.1 Master the basics of camera, scanner and touch-up software.	3.5.2.1.1 Learn the touch-up software's interface and basic functions.	*		
				3.5.2.1.2 Handle a camera: insert batteries and memory card, preview and transfer images.	*		
				3.5.2.1.3 Adjust a scanner: image type, resolution, framing, contrast, suppress borders.	*		
			3.5.2.2 Touch-up images.	3.5.2.2 Use image processing software to modify images.	3.5.2.2 Touch-up images.	3.5.2.2.01 Shrink or expand the display of an image to better see it and apply touch-ups.	*
						3.5.2.2.02 Re-proportion an image and reduce its size.	*
						3.5.2.2.03 Rotate an image.	*
3.5.2.2.04 Re-frame an image.		*					
3.5.2.2.05 Straighten an image.		*					
3.5.2.2.06 Use various selection tools and other tools: rectangle, lasso, eyedropper.		*					
3.5.2.3 Manipulate layers.		3.5.2.2.07 Manipulate selected elements: cut, copy, paste, erase.	3.5.2.3 Manipulate layers.		3.5.2.2.08 Use image modification features: levels, hue/saturation, brightness/contrast.	*	
					3.5.2.2.09 Use red-eye correction techniques.	*	
					3.5.2.2.10 Apply a filter according to the desired connotation or mood.	*	
	3.5.2.2.11 Adjust the sharpness of an image..				*		
	3.5.2.2.12 Process images in batches to work more quickly.				*		
	3.5.2.3.1 Create text as well as image layers to facilitate further handling.				*		
3.5.2.4 Save, export and print an image using a suitable format.	3.5.2.3.2 Manipulate various elements of a layer.	3.5.2.4 Save, export and print an image using a suitable format.	3.5.2.3.3 Manipulate the background transparency and opacity of a layer.	*			
			3.5.2.3.4 Display, hide and change the order of a layer.	*			
		3.5.2.4.1 Choose the format in which to save images: original, raw or compressed.					
		3.5.2.4.2 Consider broadcast or dissemination mode when compressing an image by adjusting its density (DPI/PPP) and size.					

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*		
3 Present information	3.5 Produce audio and visual material.	3.5.3 Produce a podcast with audio content.	3.5.3.1 Draft the scenario of a podcast.	3.5.3.1.1 Draft the synopsis of a podcast.	*	
				3.5.3.1.2 Plan out the different stages of a report, an interview or any other type of content in order to produce a podcast.		
			3.5.3.2 Learn the interface and basic functions of sound editing and conversion software.		*	
			3.5.3.3 Record a podcast.	3.5.3.3.1 Use sound-recording software to record a podcast.	*	
				3.5.3.3.2 Read a script with the rhythm, pronunciation and emotion appropriate to its message.	*	
			3.5.3.4 Prepare a set of sound clips and assemble them.	3.5.3.4.1 Take a sound track from an external storage device or the hard-drive and convert it if necessary.	*	
				3.5.3.4.2 Import a sound track and convert it if necessary.	*	
			3.5.3.4.3 Select and split the sound clips to be assembled.	*		
			3.5.3.4.4 Insert silence, adjust the volume, erase a segment, isolate and copy an excerpt, insert a supplementary audio track.	*		
		3.5.3.5 Put several sound clips together to make a cohesive whole.	3.5.3.5.1 Move or change the order of clips in a track.	*		
			3.5.3.5.2 Add effects and transitions to sound clips.	*		
		3.5.3.6 Complete a sound montage in the formats required for saving as well as broadcasting.		*		
		3.5.4 Make a video.		3.5.4.1 Develop a video project.	3.5.4.1.1 Draft the synopsis of a video.	*
					3.5.4.1.2 Write a scenario.	*
						*
				3.5.4.2 Learn the main interface elements (workspace, options and menus) and basic functions of video editing software.		*
				3.5.4.3 Capture a video file on a computer.	3.5.4.3.1 Retrieve the video clips to be imported.	*
3.5.4.3.2 Make the necessary connections to do captures.	*					
	3.5.4.3.3 Import the desired video clips.			*		
3.5.4.4 Import video, sound and image files into the software in order to create the montage.				*		
3.5.4.5 Place the collected visual and sound elements in order.				*		
3.5.4.6 Arrange the elements of the video montage into a cohesive whole, using the appropriate tools.	3.5.4.6.1 Split, adjust and delete visual sequences as well as sound clips.			*		
	3.5.4.6.2 Insert transitions between elements in the montage when necessary.	*				
	3.5.4.6.3 Apply special effects and filters when necessary.	*				
	3.5.4.6.4 Insert text to create titles and credits.	*				
3.5.4.7 Complete the video montage in the formats required for saving as well as broadcasting.		*				

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*	
4 Communicate and collaborate on the Internet	4.1 Use the educational institution's portal.	4.1.1 Use a username and a password for identification to access the institution's portal (see 0.3.3.4).	0.3.3.4 Create an account on a Web site with a password that is secure and easy to remember; save this information to retrieve when needed.		
		4.1.2 Consult the academic calendar and course schedule.			
		4.1.3 Perform various transactions to register or or re-register.	4.1.3.1 Register for courses being offered the following semester.		
			4.1.3.2 Pay tuition fees and obtain a receipt.		
	4.2 Use the educational institution's platform.	4.2.1 Use a username and a password for identification to access the institution's training platform (see 0.3.3.4).	0.3.3.4 Create an account on a Web site with a password that is secure and easy to remember; save this information to retrieve when needed.		
		4.2.2 Master the principal elements of the training platform's interface (workspace, options and menus).			
		4.2.3 Master the main functions of the educational institution's platform (sometimes called a portal).	4.2.3.1 Consult grades and schedule.		
			4.2.3.2 Set personal preferences within the training platform.		
	4.3 Use basic communication and telecollaboration tools.	4.3.1 Communicate with colleagues and teachers via e-mail.	4.3.1.1 Read, write and send e-mails; reply to messages.		
			4.3.1.2 Use an electronic mail service and its main functionalities.		
			4.3.1.3 Compose messages that are brief, clear and precise, in a language appropriate to the recipient and adapted to on-screen reading.		
			4.3.1.4 Sort, archive and classify messages for easy retrieval.		
			4.3.1.5 Avoid spam.		
			4.3.1.6 Avoid viruses transmitted through e-mail.		
			4.3.1.7 Avoid being a victim of phishing.		
4.3.1.8 Use an address book for contacts and mailing lists.				*	
4.3.2 Consult and participate in a forum.		4.3.2.1 When using a forum, consider that the communication is not in real-time and that it is public, not private.			
		4.3.2.2 Consult discussion topics in order to find information.			
	4.3.2.3 Consult others' opinions and ideas to learn about certain products and services, or to reflect on different topics.				
	4.3.2.4 Participate in a discussion.	4.3.2.4.1 Write a precise, polite and inviting message.			
	4.3.2.5 Insert a document, image or hyperlink in the course of a discussion.	4.3.2.4.2 Open and conclude a new discussion.			

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*		
4 Communicate and collaborate on the Internet	4.3 Use basic communication and telecollaboration tools.	4.3.3 Communicate in an ethical manner.	4.3.3.1 Consider the public or private nature of the communication. 4.3.3.2 Pay attention to netiquette when communicating online.			
		4.3.4 Use an online document repository.	4.3.4.1 Consult a document in an online document repository, i.e. locate it, open it and save it.			
			4.3.4.2 Manage documents in an online document repository: classify, delete, or name them according to the allowable type and number of characters.			
			4.3.4.3 Work teams share documents safely in order to distinguish between the different versions, track changes and not lose information.			
		4.3.5 Organize work with an electronic agenda or calendar and a task planner.	4.3.5.1 Organize personal activities with a digital calendar.			*
			4.3.5.2 Write notes and comments.			*
	4.4 Use advanced communication and telecollaboration tools.	4.4.1 Communicate in real time, i.e. in synchronous mode.	4.4.1.1 Understand the context of synchronous communication.	4.4.1.1.1 Consider bandwidth, latency, sound feedback and ambient noise control.		*
				4.4.1.1.2 Be aware of protocol in a discussion between several people: order of speech, and the necessity of a moderator.		*
				4.4.1.1.3 Use the material necessary for communication: microphone, headset, webcam.		*
			4.4.1.2 Participate in a discussion session.	4.4.1.2.1 Chat, i.e. communicate live in writing.		*
				4.4.1.2.2 Collaborate by participating in online conferences, using speech order, whiteboard, note-taking, file sharing, application sharing.		*
				4.4.1.2.3 Use clear written communication with meaningful titles and divide the text according to distinct ideas.		*
		4.4.2 Participate in tasks through exchanges that are not immediate, i.e. in asynchronous mode.	4.4.2.1 Understand the concept of telecollaboration.	4.4.2.1.4 Respect a procedure when sharing documents and applications.		*
				4.4.2.2 Use online applications.	4.4.2.2.1 Use online word processing programs such as Google Documents (see 3.1 in Google Documents). 4.4.2.2.2 Use an online spreadsheet program (see 2.3 and 3.2 Google Documents - Spreadsheets). 4.4.2.2.3 Use online presentation software (see 3.3 Google Documents - Presentations). 4.4.2.2.4 Use a Wiki.	
			4.4.2.3 Prepare an online space for group work and virtual collaboration.	4.4.2.2.5 Use an online concept mapping tool such as CmapTools (see 2.2.1.2.1).		*
				4.4.2.2.6 Use online bookmarking services, such as StumbleUpon or Del.icio.us.		*
				4.4.2.2.7 Use online groupware such as Yahoo Groups or Google Groups.		*
			4.4.2.4 Edit and share collective content.	4.4.2.3.1 Manage the registration and access authorization for an online group work space.		*
4.4.2.3.2 Set up a virtual collaboration space for group work, taking into account the group's needs and the security required.		*				
	4.4.2.4.1 Ensure the changes are tracked and that the different versions of the same document are clearly identified.		*			
	4.4.2.4.2 Ensure that all additions, changes and deletions comply with the group's decisions.		*			

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*
Notes for 4.1 and 4.2: Usage of a portal, a training platform or a learning management tool will depend on the choices made by the educational institution. The institution is responsible for guiding students in their knowledge and use of these tools, and would benefit from completing the profile with skills adapted to its particular circumstances.				

Using ICT for Learning Purposes

Skill	Activity	Learning objective	Learning content	*	
5 Project evaluation	5.1 Build an electronic learning portfolio.	5.1.1 Explain the concept of a learning portfolio.	5.1.1.1 Define word origins, process tracking tools, and their relation to the portfolio.	5.1.1.1.1 Specify the usage of the learning portfolio.	
		5.1.2 Put together a learning portfolio.	5.1.2.1 Use metacognitive grid questionnaires.	5.1.2.1.1 Assess the function of the portfolio, identify its strengths and weaknesses, its progress from a continuing education perspective, making decisions and establishing priorities.	
			5.1.2.2 Respect intervention periods throughout the process.	5.1.2.2.1 Track the process so that learning is not done at the last minute.	
			5.1.2.3 Identify material to be included in the portfolio.	5.1.2.3.1 Store and classify proofs of progress.	
			5.1.2.4 Consider the relationship between the process and the product.	5.1.2.4.1 Take into account the process as well as the product.	
			5.1.2.5 Leave room for intervention by teaching staff.	5.1.2.5.1 Leave room for feedback by teaching staff.	

Note: This skill is primarily intended for teachers. The portfolio is put together by the student, but the process and the tools used to accomplish this are determined by the teacher and may vary from one program to another or one institution to another. There are several ways an electronic portfolio can be put together: a set of office automation tools (e.g. a PowerPoint presentation containing links to other types of documents or resources), Web pages, wikis, custom tools or specialized tools available on the market (EduPortfolio, for example). This generally calls for a large number of the skills in the ICT Profile, which can be evaluated throughout the process. This skill is not explicitly described in InukTIC, but it is partially incorporated through notions of self-evaluation and progression.