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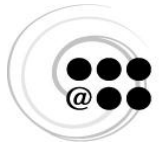
In order to preserve the integrity of the original ICT Profile, any modification of this document must be clearly indicated by inserting the following notice in the WordArt header on this page: "PLEASE NOTE: this version of the ICT Profile is not the original version developed by the ITREP team."

Special notations:

- 1) Items in [clear blue](#) are items mentioned in other sections.
- 2) Items marked with an asterisk (*) are elements found in the extended ICT Profile (skills considered advanced or optional, as opposed to basic skills).

Original ITREP Version





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://reptic.qc.ca/dossiers/profil-tic-eleves/profil-tic-des-etudiants-du-collegial.html>
InukTIC: <http://www.inuktic.qc.ca/en>

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

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”

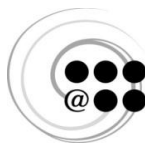


Additional remarks:

- 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/dossiers/profil-tic-eleves/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.).
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LEARNING AND COLLABORING WITH ICT



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0	<u>Master the work environment</u>
0.1	<u>Effectively operate a workstation.</u>
0.2	<u>Use a computer in a responsible and autonomous manner.</u>
0.3	<u>Use ICT in an ethical, socially responsible and secure manner.</u>

1	<u>Search for information</u>
1.1	<u>Perform a documentation search.</u>
1.2	<u>Evaluate search results.</u>
1.3	<u>Use and transmit information in a legal and ethical manner.</u>

2	<u>Process information</u>
2.1	<u>Organize information.</u>
2.2	<u>Process qualitative data.</u>
2.3	<u>Process quantitative data using a spreadsheet.</u>

3	<u>Present information</u>
3.1	<u>Create a document with a word processor.</u>
3.2	<u>Present data using a spreadsheet.</u>
3.3	<u>Make a computer-assisted presentation.</u>
3.4	<u>Publish on the Web.</u>
3.5	<u>Produce audio and visual material.</u>

4	<u>Communicate and collaborate on the Internet</u>
4.1	<u>Use the educational institution's portal.</u>
4.2	<u>Use the educational institution's platform.</u>
4.3	<u>Use basic communication and telecollaboration tools.</u>
4.4	<u>Use advanced communication and telecollaboration tools.</u>

5	<u>Project evaluation</u>
5.1	<u>Build an electronic learning portfolio .</u>

Learning and collaborating with ICT

KEY

Skill
Activities
Learning objectives
Proposed learning contents

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.

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.

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0	Master the work environment
0.1	Effectively use a workstation.
0.1.1	Have a clear mental picture of how a workstation functions.
0.1.2	Use the educational institution's shared workspace through the network.
0.1.3	Process, save and classify information.
0.2	Use a computer in a responsible and autonomous manner.
0.2.1	Independently learn to use new software or new online resources.
0.2.2	Independently accomplish online learning activities.
0.3	Use ICT in an ethical, socially responsible and secure manner.
0.3.1	Organize the working environment so that it is comfortable.
0.3.2	Personal computer maintenance.
0.3.3	Make sure electronic information, resources and transactions are secure and confidential.

KEY

- Skill
- Activities
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NOTE

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1	Search for information
1.1	Perform a documentation search.
1.1.1	Analyze the subject before launching a query on a computer.
1.1.2	Identify the resources and tools needed to find what is required.
1.1.3	Develop and carry out effective search strategies.
1.2	Evaluate search results.
1.2.1	Evaluate the search results as responses to the research question.
1.2.2	Evaluate the quality of the information found.
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.
1.3.2	Cite sources correctly.
1.3.3	Write a mediagraphy according to standard rules.

Learning and collaborating with ICT

KEY

- Skill
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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.

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2	Process information
2.1	Organize information.
2.1.1	Manage files (see proposed learning content under 0.1.3 : Save and archive information so that nothing important is lost).
2.1.2	Decode the extensions and icons for files as well as applications.
2.1.3	Use software to compress and decompress files.
2.1.4	Organize sources of information so they are easily found.
2.1.5	Use format converters to convert files.
2.2	Process qualitative data.
2.2.1	Create concept maps or concept networks.
2.2.2	Create tables for processing qualitative data.
2.3	Process quantitative data [using a spreadsheet].
2.3.1	Master the main elements of the spreadsheet interface: workspace, options and menus.
2.3.2	Manipulate data in order to organize information.
2.3.3	Develop formulas to process the data from a group of cells.
2.3.4	Create a data list to standardize the presentation.

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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.
3.1.2	Use a glossary, a guide, reference material and writing tools.
3.1.3	Format a document.
3.1.4	Design the page layout of a document.
3.1.5	Incorporate objects into a document.
3.1.6	Print a document.
3.1.7	Format a long report.
3.2	Present data using a spreadsheet.
3.2.1	Master the spreadsheet interface (see 2.3.1).
3.2.2	Manipulate the data to organize information (see 2.3.2).
3.2.3	Format cells in a way that highlights the information they contain.
3.2.4	Create a chart to present data.
3.2.5	Format a spreadsheet to prepare it for printing.
3.3	Make a computer-assisted presentation.
3.3.1	Master the principal elements of presentation software: workspace, options and menus.
3.3.2	Plan a presentation to make it relevant, structured and engaging.
3.3.3	Incorporate objects into a presentation.
3.3.4	Make a presentation dynamic.
3.3.5	View and show a presentation (see proposed learning contents under 3.3.1).
3.3.6	Export a presentation to different storage devices.
3.3.7	Use a multimedia projector to show a presentation.
3.4	Publish on the Web.
3.4.1	Write for the Web.
3.4.2	Distinguish the different characteristics of Web publication tools and make the appropriate choice.
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.
3.4.5	Plan out a Web publication.
3.4.6	Incorporate elements into a Web publication.
3.4.7	Post a Web publication online.
3.5	Produce audio and visual material.
3.5.1	Produce audio and video material of good technical quality.
3.5.2	Use image processing software to modify images.
3.5.3	Produce a podcast with audio content.
3.5.4	Make a video.

Learning and collaborating with ICT

KEY

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NOTE

4.1 et 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.

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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 <i>(see proposed learning content under 0.3.3 : Create an account on a Web site with a password that is secure and easy to remember; save this information to retrieve when needed)</i> .
4.1.2	Consult the academic calendar and course schedule.
4.1.3	Perform various transactions to register or or re-register.
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 <i>(see proposed learning content under 0.3.3 : Create an account on a Web site with a password that is secure and easy to remember; save this information to retrieve when needed)</i> .
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).
4.3	Use basic communication and telecollaboration tools.
4.3.1	Communicate with colleagues and teachers via e-mail.
4.3.2	Consult and participate in a forum.
4.3.3	Communicate in an ethical manner.
4.3.4	Use an online document repository.
4.3.5	Organize work with an electronic agenda or calendar and a task planner. *
4.4	Use advanced communication and telecollaboration tools. *
4.4.1	Communicate in real time, i.e. in synchronous mode. *
4.4.2	Participate in tasks through exchanges that are not immediate, i.e. in asynchronous mode. *

Learning and collaborating with ICT

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- Skill
- Activities
- Learning objectives
- Proposed learning contents

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.

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5	Project evaluation
5.1	Build an electronic learning portfolio.
5.1.1	Explain the concept of a learning portfolio.
5.1.2	Put together a learning portfolio.