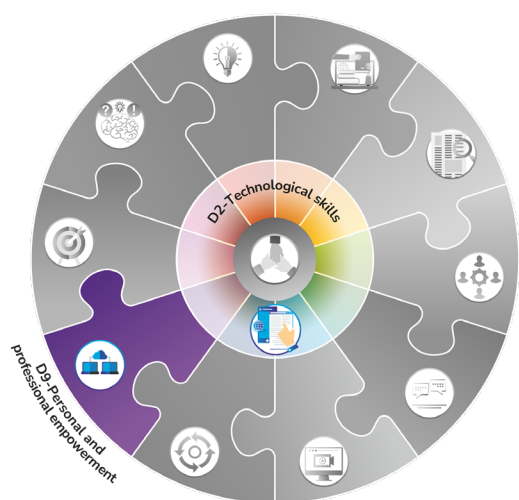


GETTING ORGANIZED WITH DIGITAL TECHNOLOGY



HOW THIS CONTENT HELPS DEVELOP DIGITAL COMPETENCY

Students learn to organize their files and tools within their digital environment. Integrating digital routines and strategies helps strengthen their independence, organizational skills and efficiency in completing schoolwork. Using digital tools to stay organized goes beyond simply using apps or platforms: it supports students in managing their resources and making informed decisions, while reducing their reliance on outside help. This content contributes in particular to developing the dimensions *Developing and mobilizing technological skills* (D2) and *Mobilizing digital technology for personal and professional empowerment* (D9)..



ELEMENT FOR DEVELOPMENT

Develop organizational skills



Students come to understand:

- the organizational logic of a digital environment
- the importance of having a clear structure and naming convention for digital resources
- the connections between digital organization, autonomy and efficiency
- the basic principles of managing digital files and tools, as well as the actions involved in using them



Students develop their ability to:

- organize their files and tools in a consistent manner
- find their digital resources on their own
- apply digital organization routines
- use digital tools to organize and track their schoolwork
- adjust their organization based on their needs and the tasks to be completed



EXAMPLES OF STUDENT APPLICATIONS

- Save a file with a meaningful name and ask a peer to find it.
- Search for documents in a digital environment, for example, using the search bar or the file tree.
- Organize files according to a suggested structure, just as a student would put a paper assignment in the appropriate binder, for example.



EXAMPLES OF QUESTIONS TO CONSIDER BEFORE INTRODUCING THIS ELEMENT

- Do students use digital tools to track or organize their schoolwork?
- Do they know how to find digital files, such as assignments, homework or documents, that are shared throughout the year?
- Do they know how to name and organize their files so that they are easy to find, even for a peer?
- Is there a routine in place to make the most of the time spent using digital devices based on the realities of the classroom?
- Can students independently follow all the steps necessary to create, save and organize files in their digital environment?
- Can they independently manage the final steps involved in using their devices responsibly (locking, shutting down)?

ELEMENT FOR DEVELOPMENT

Apply troubleshooting strategies



Students come to understand:

- the potential for difficulties when using digital technology
- common types of digital problems
- simple strategies and steps for solving digital problems
- the importance of perseverance, reflection and observation before asking for help



Students develop their ability to:

- identify a digital problem
- describe a problem they are having
- apply a simple, structured troubleshooting process
- test solutions and adjust them as needed
- demonstrate independence and sound judgment in finding solutions



EXAMPLES OF STUDENT APPLICATIONS

- Establish a troubleshooting procedure for the group, for example:
 - Try to identify the source of the problem on your own.
 - Refer to the “Help,” “Support” or “Tutorial” section of the digital tool you’re using.
 - Ask a peer for advice.
 - Ask your teacher for help.
- Identify the steps to take to solve a technical problem in a given scenario, such as when an application stops responding.
- Consult tutorials to find a solution to a problem.



EXAMPLES OF QUESTIONS TO CONSIDER BEFORE INTRODUCING THIS ELEMENT

- Do students have a clear, step-by-step troubleshooting process that allows them to resolve simple digital problems on their own?
- Could some students help their peers solve problems?
- Do students understand the importance of patience and observation when a digital tool does not respond immediately, for example, when downloading or opening a file?
- Are troubleshooting solutions documented and accessible—for example, on a reference sheet or a poster—so that students can use them independently when similar problems arise?