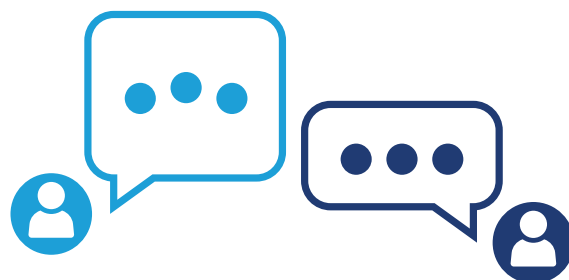


COMMUNICATING USING DIGITAL TECHNOLOGY



HOW THIS CONTENT HELPS DEVELOP DIGITAL COMPETENCY

Students are encouraged to express, share and understand messages using various media, such as text, images, audio and video. They learn to choose appropriate digital tools and to tailor their message according to their purpose and the intended audience. In addition, they adopt respectful and ethical behaviour in their digital communications. This content contributes in particular to developing the dimension *Communicating using digital technology (D6)*.



ELEMENT FOR DEVELOPMENT

Explore digital communication channels for interaction



Students come to understand:

- the various channels of digital communication
- the relationship between the purpose, the message, the target audience and the context
- multimodal communication
- the basic rules of digital communication



Students develop their ability to:

- use various digital tools to communicate
- choose an appropriate communication channel based on the context
- create simple messages that incorporate different modes of communication
- tailor their message to the recipient and the situation
- interact appropriately in a digital environment



EXAMPLES OF STUDENT APPLICATIONS

- Distinguish between individual communication (one-on-one, such as writing a message to a teacher to ask a question) and group communication (such as sending a message to peers to collaborate with them) in order to choose the right communication channels.
- Select the appropriate digital communication tool for their purpose and the recipient, for example, to discuss their progress with their teacher.
- Use chat features such as emojis, text, images, video and voice messages in a given communication context, for example, when wishing a friend a happy birthday with a cake emoji.
- Discover and use email features, such as the subject line, attachments and carbon copy (CC).
- Write messages adapted to different situations to foster appropriate communication and a positive classroom atmosphere.



EXAMPLES OF QUESTIONS TO CONSIDER BEFORE INTRODUCING THIS ELEMENT

- Are students familiar with communication tools and their features?
- Do they know how to choose the right tool based on their communication purpose?
- Have they experienced individual and group communication situations in a digital environment?
- Are they able to recognize whether a message is addressed to an individual or a group and to identify the intended recipients?
- Have they already experienced situations involving the exchange and transmission of information using a digital tool and its features?

ELEMENT FOR DEVELOPMENT

Understand the impact of digital behaviours



Students come to understand:

- the effects of digital communication on individuals and relationships
- responsible and respectful online behaviours
- the concept of digital footprints related to digital content and communication
- the basic principles of digital ethics



Students develop their ability to:

- adopt respectful behaviour in digital messages and interactions
- consider the possible consequences of their online actions
- adapt their digital behaviour to different situations
- recognize problematic situations and act appropriately



EXAMPLES OF STUDENT APPLICATIONS

- Identify which content (text, images, sound) can be shared, saved, reused or distributed.
- Explain why sharing content without a person's consent can affect that person's privacy, their reputation, and the student's relationship with that person or a group.
- Give examples of the potential positive or negative impacts of different messages.
- Compare the behaviour of someone who communicates appropriately with that of someone who communicates inappropriately.
- Using examples of messages, suggest changes while considering the possible impacts.
- Verify the recipient of an email or message before interacting with them or sharing content with them.
- Recognize that certain communication channels allow for conversations to be recorded or saved.



EXAMPLES OF QUESTIONS TO CONSIDER BEFORE INTRODUCING THIS ELEMENT

- Are students aware that content shared online can be saved, reused or shared by someone else?
- Are they able to recognize problematic digital communication situations that require an adult's help?
- Are they able to identify possible consequences of their actions or what they share online?
- Are they able to distinguish between appropriate and inappropriate online behaviours based on real-life scenarios?
- Do they know how to recognize what makes a digital message respectful, appropriate and safe?