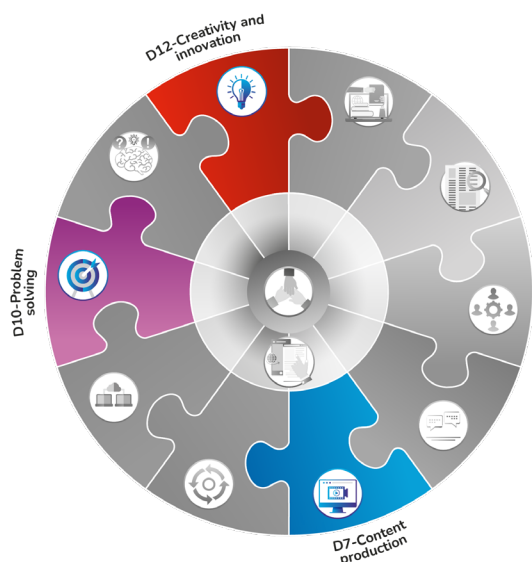


USING AVAILABLE DIGITAL RESOURCES



HOW THIS CONTENT HELPS DEVELOP DIGITAL COMPETENCY

Students are encouraged to use digital resources to organize their ideas and create various productions as part of their school tasks. The use of digital technology supports their creativity, their capacity for innovation and their autonomy by expanding their opportunities for exploration, creation and problem solving. This content contributes in particular to developing the dimensions *Producing content using digital technology* (D7), *Solving various problems using digital technology* (D10) and *Adopting a creative and innovative approach to the use of digital technology* (D12).



ELEMENT FOR DEVELOPMENT

Integrate various multimodal elements into a production



Students come to understand:

- the value of multimodal elements and how to combine them to enhance a production
- rules for the responsible use of digital content
- digital media as a means of creative expression
- the impact of aesthetic and communication choices on the message



Students develop their ability to:

- select and combine multimodal elements to support the meaning of a digital production
- organize and structure information in a digital production
- explore different ways to represent and communicate an idea
- refine and enhance a production based on feedback



EXAMPLES OF STUDENT APPLICATIONS

- Select multimodal elements from available libraries or resources to enhance their production.
- Use animation as a multimodal element to support understanding of a process or concept.
- Integrate different multimodal elements into a narrative production: text, images or interactive content.
- Search for images using relevant keywords and incorporate them into a presentation to enhance it.
- Use the provided supplementary resources, such as tutorials, to incorporate new multimodal elements into a production.



EXAMPLES OF QUESTIONS TO CONSIDER BEFORE INTRODUCING THIS ELEMENT

- What libraries of multimodal elements (images, text, audio, video) are available to students within the school?
- Do students know how to access the resources made available to them?
- Do they know when to incorporate multimodal elements to support and enhance their work?
- Do they know how to incorporate multimodal elements into their work?
- What do they know about production, usage and distribution rights when they use multimodal elements to enhance a personal project?
- Do they know how to add a simple source citation to the images or resources they incorporate into their work?
- Do they know how to choose relevant keywords to search effectively?

ELEMENT FOR DEVELOPMENT

Get started with computational thinking



Students come to understand:

- the principle of instruction sequences
- the creative process applied to problem-solving
- the role of errors in problem-solving, learning and creation



Students develop their ability to:

- break down a task or problem into simple steps
- develop and follow a sequence of simple, step-by-step instructions
- analyze their mistakes and adjust their strategies accordingly
- transfer approaches and ideas to new contexts
- communicate their process to their peers and collaborate with them



EXAMPLES OF STUDENT APPLICATIONS

- Create a sequence of simple, step-by-step instructions for a peer to complete a non-digital task, such as taking an object to a specific location in the classroom.
- Watch an animation from a digital resource provided by the teacher and identify the actions or sequences that repeat.
- Identify the incorrect instruction in a sequence when it does not produce the expected result.
- Anticipate the result of a series of instructions and modify the sequence, if necessary, to achieve the desired result. For example, drawing a red square.



EXAMPLES OF QUESTIONS TO CONSIDER BEFORE INTRODUCING THIS ELEMENT

- What available digital tools or resources and what non-digital situations will enable students to create and follow a sequence of instructions to achieve a result?
- Do students understand that the order of actions influences the result obtained?
- Do they know how to break down a task or problem into simple, ordered steps to achieve a result?
- Are they able to plan, test and adjust a sequence of instructions to achieve an intended result?