

Digital Literacy 10

A Guide to Core Competency Reflections



For many people completing the core competency reflection for their English, Science and Social Studies Assignments can be a difficult prospect. What do I write about? How long does it have to be? Why do I have to do this?

These are questions that often come up as part of the process of reflecting on your learning. Why do you need reflections? Reflecting on your achievements, successes and failures is one of the best ways in which to learn and improve. Analyzing what worked, what didn't work, how you used certain skills and how you can further improve upon those skills will help to make you a better learner and better able to handle any future challenges that you may face.

Your reflections need to be a minimum of **six to eight sentences** in length. They should incorporate examples and references to the assignment to illustrate the core competency that you chose to reflect on. You may utilize a number of core competencies in completing an assignment but are only required to reflect on one of the competencies as part of your Applications of Digital Literacy 10 course.

It can often be difficult to figure out what to write about with regards to your reflections. Below is a guide with some prompts to help you as well.



Communication

1. Connect and engage with others (to share and develop ideas)

- I ask and respond to simple, direct questions.
- I am an active listener; I support and encourage the person speaking.
- I recognize that there are different points-of-view and I can disagree respectfully.

2. Acquire, interpret, and present information (includes inquiries)

- I can understand and share information about a topic that is important to me.
- I present information clearly and in an organized way.
- I can present information and ideas to an audience I may not know.

3. Collaborate to plan, carry out, and review constructions and activities

- I can work with others to achieve a common goal; I do my share.
- I can take on roles and responsibilities in a group.
- I can summarize key ideas and identify the ways we agree (commonalities).

4. Explain/recount and reflect on experiences and accomplishments

- I give, receive, and act on feedback.
- I can recount simple experiences and activities and tell something I learned.
- I can represent my learning, and tell how it connects to my experiences and efforts



Creative Thinking

1. Novelty and value

- I get ideas when I play. My ideas are fun for me and make me happy.
- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.
- I generate new ideas as I pursue my interests
- I get ideas that are new to my peers.
- I can develop a body of creative work over time in an area I'm interested in or passionate about.

2. Generating ideas

- I get ideas when I use my senses to explore.
- I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems
- I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head.
- I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.
- I have interests and passions that I pursue over time.

3. Developing ideas

- I make my ideas work or I change what I am doing.
- I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them.
- I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.
- I use my experiences with various steps and attempts to direct my future work.



Critical Thinking

1. Analyze and critique

- I can show if I like something or not.
- I can identify criteria that I can use to analyze evidence.
- I can analyze evidence from different perspectives.
- I can reflect on and evaluate my thinking, products, and actions.
- I can analyze my own assumptions and beliefs and consider views that do not fit with them.

2. Question and investigate

- I can explore materials and actions.
- I can ask open-ended questions and gather information.
- I can consider more than one way to proceed in an investigation.
- I can evaluate the credibility of sources of information.
- I can tell the difference between facts and interpretations, opinions, or judgements.

3. Develop and design

- I can experiment with different ways of doing things.
- I can develop criteria for evaluating design options.
- I can monitor my progress and adjust my actions to make sure I achieve what I want.
- I can make choices that will help me create my intended impact on an audience or situation.



Positive Personal And Cultural Identity

1. Relationships and cultural contexts

- I can describe my family and community.
- I am able to identify the different groups that I belong to.
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).
- I understand that learning is continuous and my concept of self and identity will continue to evolve.

2. Personal values and choices

- I can tell what is important to me.
- I can explain what my values are and how they affect choices I make.
- I can tell how some important aspects of my life have influenced my values.
- I understand how my values shape my choices.

3. Personal strengths and abilities

- I can identify my individual characteristics.
- I can describe/express my attributes, characteristics, and skills.
- I can reflect on my strengths and identify my potential as a leader in my community.
- I understand I will continue to develop new abilities and strengths to help me meet new challenges



Personal Awareness
& Responsibility

Personal Awareness and Responsibility

1. Self-determination

- I can show a sense of accomplishment and joy.
- I can celebrate my efforts and accomplishments.
- I can advocate for myself and my ideas.
- I can imagine and work toward change in myself and the world.
- I take the initiative to inform myself about controversial issues.

2. Self-regulation

- I can sometimes recognize emotions.
- I can use strategies that help me manage my feelings and emotions.
- I can persevere with challenging tasks.
- I can implement, monitor, and adjust a plan and assess the results.
- I can take ownership of my goals, learning, and behavior

3. Well-being

- I can participate in activities that support my well-being, & tell/show how they help me.
- I can take some responsibility for my physical and emotional well-being.
- I can make choices that benefit my well-being and keep me safe in my community, including my
- online interactions.
- I can use strategies to find peace in stressful times.
- I can sustain a healthy and balanced lifestyle



Social Responsibility

1. Contributing to community and caring for the environment

- I can participate in classroom and group activities to improve the classroom, school community, or natural world.
- I contribute to group activities that make my classroom, school, community, or natural world a better place.
- I can identify how my actions and the actions of others affect my community and the
- natural environment and can work to make positive change.
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.

2. Solving problems in peaceful ways

- I can solve some problems myself and can identify when to ask for help.
- I can identify problems and compare potential problem-solving strategies.
- I can clarify problems, consider alternatives, and evaluate strategies.
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

3. Valuing diversity

- I can explain when something is unfair.
- I can advocate for others.
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

4. Building relationships

- I can be part of a group.
- I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
- I can identify when others need support and provide it.
- I am aware of how others may feel and take steps to help them feel included.

