CFE TOPIC	LEVEL	FUTURE SKILLS	DESCRIPTION	RESEARCH TOPICS	INFORMATION LITERACY FRAMEWORK LEVEL (S) (Note – levels where skills sought appear to be above age/stage are in bold
Technological developments in society	4	Adapting communication, ICT E-Lit, objective reporting, presentational skills, self-projection, setting information out, sharing ideas, analytical skills, big picture connections, current affairs awareness, future orientation, gathering facts, image modelling, processing information, reaching conclusions, open to discussion, weighing up different points of view	Having investigated a current trend of technological advance in Scotland or beyond, I can debate the short- and long-term possibilities of the technological development becoming a reality. **TCH 4-01b**	Technological advances in Scotland - e g wind farms	Up to and including P31-32

Notes: -

1) All the information in the first 2 & 4th columns above is taken from the final Technologies experiences and outcomes document available on the Curriculum for Excellence website http://www.ltscotland.org.uk/Images/technologies_experiences_outcomes_31mar_tcm4-539923.doc

2) 3rd Level, according to the same website, is "in S1-S3", and 4th level "broadly equates to SCQF Level 4". I have not attempted to consider earlier levels, as only 3rd and 4th apply to secondary schools.

3) The page numbers refer to the information literacy framework http://www.gcal.ac.uk/ils/documents/DraftFramework1g.pdf (This document was consulted extensively before any page reference was determined to be the correct one.)

4) The Technologies document is the only one that refers in detail to information literacy skills (page 4 ICT to enhance learning), although it is stated " Italicised 'ICT' experiences and outcomes are likely to be met in all curriculum areas and so all practitioners can contribute to and reinforce them." ;

however, the accompanying document "How can I make connections within and beyond the technologies? "http://www.ltscotland.org.uk/curriculumforexcellence/technologies/principlesandpractice/connections.asp makes no mention of them.

Comments:-

1) In the Literacy across learning document http://www.ltscotland.org.uk/Images/literacy_across_learning_principles_practice_tcm4-540093.doc , three "organisers" are highlighted, these being "listening and talking", "reading" and "writing". A search of the Technologies Experiences & outcomes document shows that only "talking" appears; indeed the term "literacy" itself is missing.
2) Having read through all the outcome documents for individual subjects, it is difficult for me to see how "all practitioners can contribute to and reinforce" the ICT experiences and outcomes, since nowhere can I find a list of these, nowhere can I find a list outcomes where it is expected that these skills are being expected, being taught or being developed systematically. It is also impossible for me to see how different subjects can tackle information skills acquisition cohesively without the above information being readily available.
3) It is unclear to me why these statements have been placed within Technologies, when there is only one technological experience that I can see that utilises information literacy skills.

CURRICULUM FOR EXCELLENCE

TECHNOLOGIES EXPERIENCES AND OUTCOMES

Skills Analysis

Ian McCracken

April 2009