EDUCATION SERVICES AUSTRALIA

ALIGNING DIGITAL RESOURCES with the Australian Curriculum

Version 1.1

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Education Services Australia

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1.0 Aligning digital resources with the Australian Curriculum

The purpose of this document is to provide guidelines for entering metadata into those fields relevant to the alignment of digital resources with the Australian Curriculum.

1.1 Audience

The intended audience for this document includes people who prepare, enter or review metadata records including writers, subject matter experts, project managers, editors and validators.

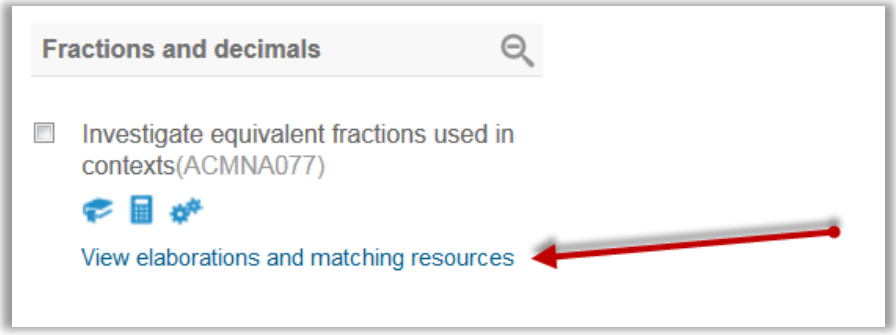
1.2 Australian Curriculum Connect

The introduction of the Australian Curriculum and the online search facility 'Australian Curriculum Connect' obliges Education Services Australia to ensure all digital resources are correctly and efficiently aligned with content descriptions in the Australian Curriculum.

The Australian Curriculum Connect (ACC) tool provides a new way of searching for digital resources by selecting content descriptions from the Australian Curriculum. To ensure relevant resources appear in the tool when a content description is selected, their metadata must be correctly aligned to the search terms used in the Australian Curriculum. Further, careful alignm ent of resources ensures they do not become clutter in ACC, appearing where they do not belong.

ACC can be found on Scootle (www.scootle.edu.au) by selecting the 'Find by Australian Curriculum' tab at the top of the screen:

The ACC tool links content descriptions in the Australian Curriculum to related resources in the national pool. For example, by selecting the 'View elaborations and matching resources' link in the year 4 mathematics content description 'Investigate equivalent fractions used in contexts (ACMNA077)' in ACC:



… the user is presented with digital resources that address the content description.

2.0 Alignment fields: the metadata record

The relevant metadata elements for aligning digital resources to the Australian Curriculum are:

- Curriculum frameworks (Learning area/ Strand/ Subject etc)
- Content Description
- ScOT terms and keywords
- Spatial/ Temporal coverage
- Audience

2.1 Curriculum framework

Choose the most specific element relevant in the Australian Curriculum framework. Refer to http://vocabulary.curriculum.edu.au/framework/.

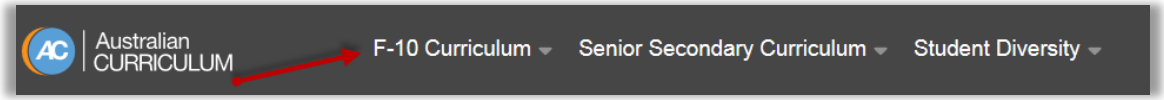
In many instances, the most specific element is the Strand. However, in the Science Understanding strand, for example, more specific sub-strands can be found by selecting Science understanding in the Narrower Concept list:

Learning areas may also be divided by Subject, and then further by Strand, as in the Technologies curriculum:

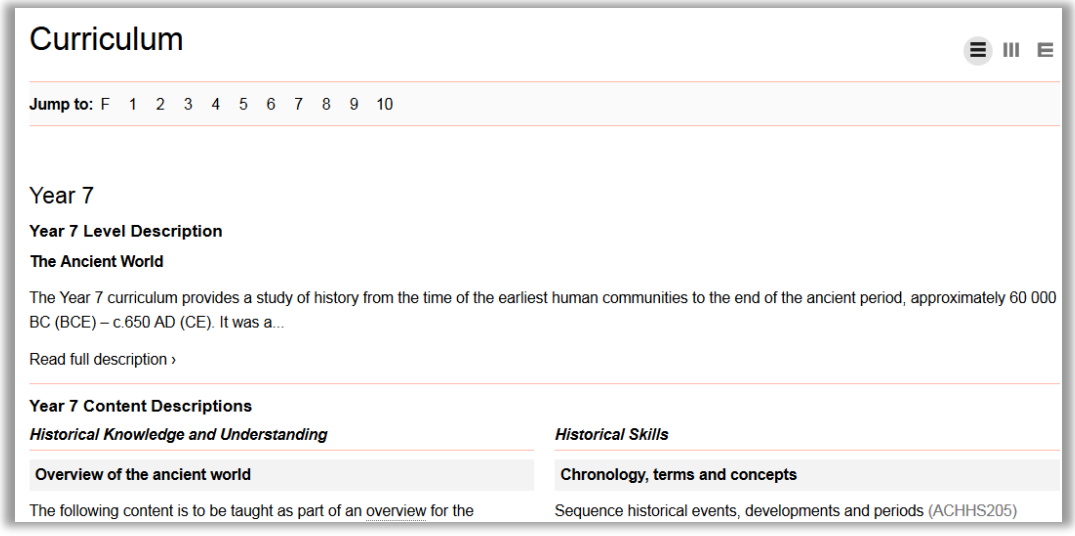
Each learning area may be structured differently. Choose the most specific element (whether Strand, Subject, Sub-strand etc) relevant.

2.2 Content Description

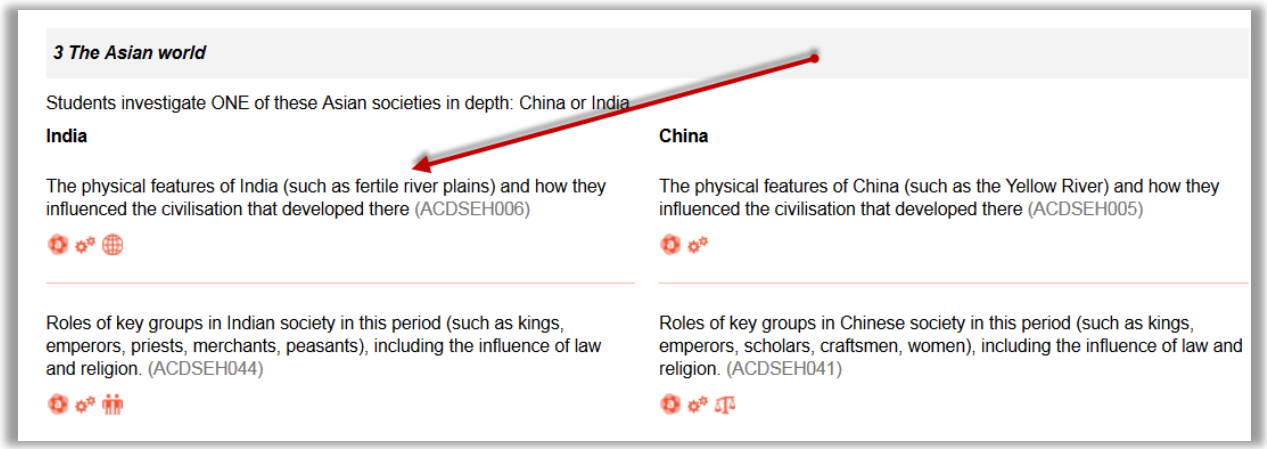
Content Descriptions make up the granular 'content' of curriculum frameworks. Identify any Australian Curriculum Content Description/s that are relevant to a digital resource. The Australian Curriculum website, http://www.australiancurriculum.edu.au, presents content descriptions organised by learning area, year level, strand and substrand. For example, to locate history content descriptions for year 7, select Humanities and Social Science > History from the F-10 Curriculum drop-down menu at the top of the screen:



Scroll down to Year 7 (or you can use the Filters presented near the top of the screen):



Select a depth study or historical skill, eg The Asian World depth study, and select the content description relevant to the resource, eg The physical features of India …



In this example, the text and ID of the content description that should be entered in the Content description field in the metadata manuscript is:

> ACDSEH006 The physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there.

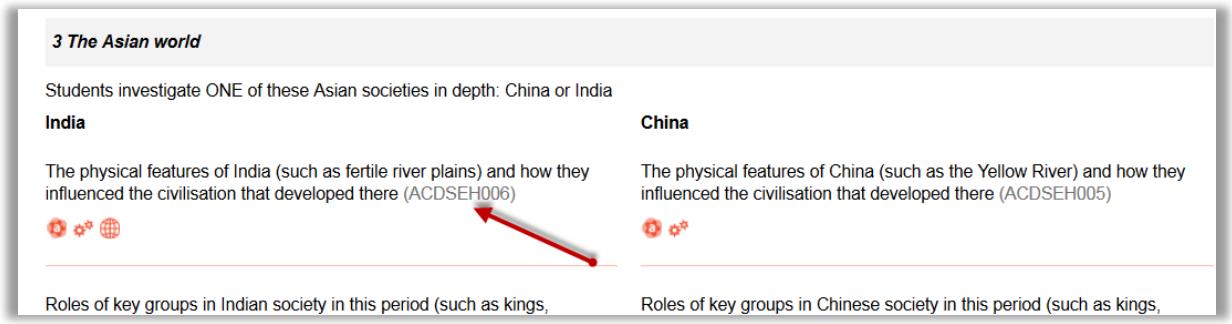
If a resource addresses more than one content description, then the others should be listed as well.

It is very important that only those content descriptions that are addressed by the resource are considered. By 'addressed' we mean that teachers planning lessons around the content description/s would be pleased to discover the resource and would see its relevance.

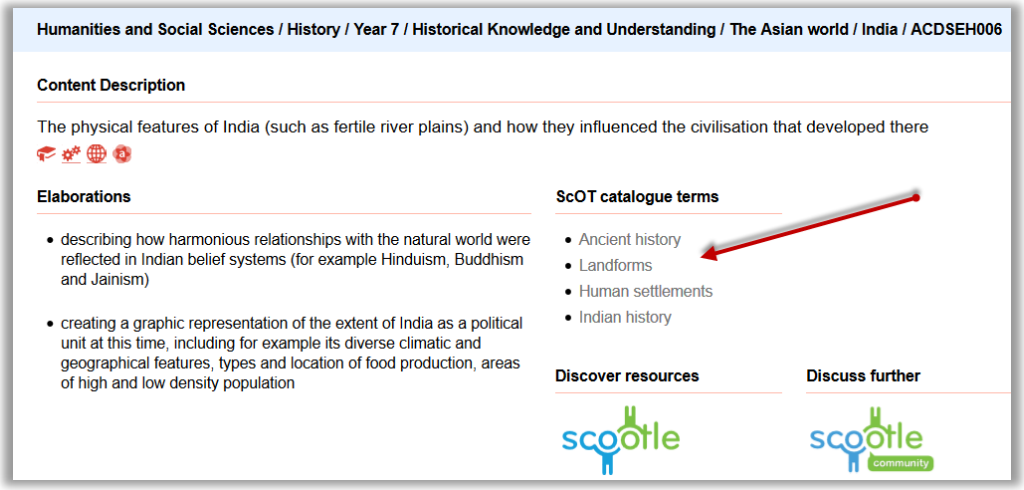
2.3 ScOT terms

ScOT terms are controlled keywords from the Schools Online Thesaurus, http://scot.curriculum.edu.au/. In the ACC tool they provide an integral link between content descriptions and digital resources. The *ScOT cataloguing and indexing guide* at http://scot.curriculum.edu.au/indexinging.html provides essential information for selecting ScOT terms.

Each content description in the Australian Curriculum has its own ScOT terms. These can be found by selecting the ID at the end of each content description:



When the ID is selected, a pop-up appears with the ScOT term/s appearing in the right-hand column.



Including the content description's ScOT terms in the metadata record provides a strong link between the content description and the resource. However, only those ScOT terms that are relevant to the resource should be included. In this example, 'Ancient history' might not be relevant to the particular resource and should not be added.

Ensure that ScOT terms describe the resource adequately. Tips for selecting ScOT terms are outlined in section 4.3 of the *ScOT cataloguing and indexing guide*.

As a general rule, less is more and narrower is preferable. That is to say, the minimum number of ScOT terms that will facilitate the discoverability of a resource is usually best and, more often than not, a narrower ScOT term that describes a resource is better than a broader term (as described in the *ScOT cataloguing and indexing guide*).

2.4 Keywords

This field includes terms that describe a resource and will enhance its discoverability, but are neither ScOT terms. Use Keywords to indicate personal or place names, or other proper nouns. Further, terms that are included in the resource Spatial coverage fields do not need to be entered as keywords.

2.5 Spatial coverage

Where feasible, it is useful to add information in the Spatial coverage field, and for history resources in particular. It is also a useful field to include for other resources where relevant. If the resource features Australian content, please enter the relevant state or territory and particular location.

If the resource includes settings other than Australia, the country or countries should be listed in this field.

Please refer to Spatial coverage section under Idea in the Guide to metadata for more information at http://www.ndlrn.edu.au/standards_for_digital_resources/metadata/guide_to_metadata.html.

2.6 Temporal coverage

As for Spatial coverage, resources should have the Temporal coverage field populated where relevant.

Temporal coverage includes any time periods covered in the resource. At its shortest, this would be one day. For ancient history resources, the span might be tens of thousands of years. In some cases references to both BCE and CE schemes are necessary.

Please refer to Temporal coverage section under Idea in the Guide to metadata for more information at http://www.ndlrn.edu.au/standards_for_digital_resources/metadata/guide_to_metadata.html.

2.7 Audience

In this field, the intended audience of the resource is entered, ie 'Learner or 'Teacher'. In the majority of cases the audience should be one or the other, although in some instances it is appropriate to include both terms.

2.7.1 Audience user levels

Only those year levels for which there are content descriptions addressed by the resource should be entered in this field.

If it is envisaged that a resource will address the years 11 and 12 Australian Curriculum when it is published, it is appropriate to include these levels.