

# Building digital capability: Example learner profile

This is a version of the Jisc 'Six Elements of Digital Capabilities' model, specifically for learners. It is an update on the earlier '7 elements of digital literacy' model (2009) and has many continuities with this framework. This version was produced in response to feedback that the base model alone does not provide enough detail to support embedding into practice. However, it is an *example* of how the base model could be used to define the digital capabilities of learners and is meant to be adapted to suit specific settings.

<p>ICT proficiency</p>	<p>I use ICT-based devices (laptops, tablets, smartphones, desktop computers, digital instruments and equipment); use a mouse, keyboard, touch screen, voice control and other forms of input; use screens, microphones, haptic feedback and other forms of output; use basic productivity software (text editing, presentation, spreadsheet, basic image editing); use a web browser and search engines; use digital capture devices such as a camera, video camera, audio recorder, and associated editing software; download and upload materials to the internet or cloud or institutional shared spaces; manage digital files; tag digital materials; sign on to and use the university/college digital systems; sign on to and use a range of personal digital services such as social media, shopping, sharing, utilities.</p> <p>I work effectively across different software/apps and services to achieve learning tasks. I choose, adapt and personalise software/apps and services to suit my learning needs. I use digital tools to fit learning into my life and make my learning time more efficient, e.g. using calendars, task lists, project and time management apps.</p> <p>I decide whether to adopt new devices and software/apps/services based on their value to me; I find solutions and workarounds when things go wrong; I stay up to date with digital technology as it evolves.</p> <p>(At higher levels) I understand computational ways of working, e.g. algorithms, coding, software/app development.</p> <p>I build my own personal learning environment from a range of digital tools and services.</p>
<p>Information, data and media literacy (critical use)</p>	<p><b>Information literacy</b></p> <p>I find, manage and organise digital information. I search using search engines, indexes or tag clouds with appropriate search terms; I find information in wikis, blog posts, scholarly journals, e-books and online. I organise information using files, bookmarks, reference management software and tagging.</p> <p>I judge whether information online is trustworthy and relevant to my needs. I distinguish different kinds of information e.g. academic, professional, personal, political. I use information for writing assignments and presentations. I share information with other students and with people in my subject area. I use curation tools such as pinboards, social bookmarking, personal aggregators to bring information together in new ways. I record and manage information for future access and use.</p> <p>I know the rules of copyright and plagiarism and alternatives such as creative commons licensing; I use appropriate referencing for digital materials.</p> <p><b>Data literacy</b></p> <p>I collate, manage, access and use digital data in spreadsheets and other media; I record and use personal data to support my own learning and personal development; I ensure my personal data is secure and use privacy settings appropriately. I use legal, ethical and security guidelines when I am using other people's data.</p> <p>(At higher levels) I interpret data in databases and spreadsheets by running queries, data analyses and reports.</p> <p><b>Media literacy</b></p> <p>I make sense of messages in a range of digital media – text, graphical, video, animation, audio, haptic, multimedia.</p> <p>I access digital media for entertainment and enjoyment.</p> <p>I appreciate how digital messages are designed e.g. for particular audiences, purposes, effects.</p> <p>I edit and upload digital media for sharing. I curate and repurpose digital media from shared sites.</p> <p>I know the rules of digital copyright and open alternatives such as creative commons. I acknowledge sources of content.</p>

Digital creation, innovation and scholarship (creative production)	Digital creation	<p>I design and create new digital materials e.g. posts, podcasts, web pages, wiki entries, digital video, digital stories, presentations, infographics. I capture, edit and produce digital media e.g. video and audio.</p> <p>I share and showcase digital artefacts with an awareness of audience and purpose. (At higher levels) I code and design apps/applications and interactive elements. I design digital games, virtual environments and interfaces.</p>
	Digital innovation	<p>I find and promote new ways of doing things with digital tools, apps and media. I see new opportunities that arise from digital developments.</p> <p>(At higher levels) I act as a digital change agent or champion in my peer group or subject area.</p>
	Digital research and scholarship	<p>I collect research data using digital tools e.g. data capture, video, audio. I use existing data sets relevant to my subject area.</p> <p>I design and administer online surveys.</p> <p>I analyse research data using qualitative and quantitative tools.</p> <p>(At higher levels) I make new discoveries and generate new hypotheses and ideas. I share scholarly and professional ideas in a range of digital media.</p>
Digital communication, collaboration and participation (participating)	Digital communication	<p>I communicate with other people in a range of digital media e.g. email, presentations, blog posts, video conference, photo sharing, text, twitter, online forums, understanding the differences between these media.</p> <p>I respect the different ways of communicating in different media and in different spaces e.g. personal, social, academic, professional.</p> <p>I design digital communications for different purposes eg to persuade, inform, entertain, guide and support.</p> <p>I respect others in all my public and private digital communications, recognising that digital media can be used to intimidate, shame and harass and that it is my responsibility not to engage or allow others to engage in these activities.</p> <p>I respect the privacy of private communications and events.</p>
	Digital collaboration	<p>I work in digital teams, groups and projects to produce shared outcomes or meet shared goals.</p> <p>I use collaborative tools e.g. file sharing, shared writing/drawing tools, project management tools, shared calendars and task lists.</p> <p>I take part in collaborative online environments e.g. webinars, discussion groups, flash meetings.</p> <p>I work comfortably online with people from different cultural, social and language backgrounds.</p>
	Digital participation	<p>I participate in a range of online networks to do with my subject of study and my personal interests.</p> <p>I share digital resources e.g. links, bookmarks, images, text. I post reviews, comments, 'likes' etc on public forums.</p> <p>I build, value and manage my online contacts.</p> <p>(At higher levels) I build networks and collaborative opportunities e.g. facilitate online exchanges, answer questions, collate answers, welcome new participants, launch new sites/groups, open up new connections and conversations.</p>
Digital learning and personal/professional development (learning)		<p>I identify and participate in digital learning opportunities e.g. online courses, podcasts, tweetfests, discussions.</p> <p>I identify and use digital learning resources e.g. quizzes, online tutorials, simulations, open lectures. I use digital media to take part in dialogue with tutors and other students; use digital tools (personal or organisational) to support learning; use digital tools to organise, plan and reflect on learning; record learning events/data and use them for self-analysis, reflection and showcasing of achievement; undertake self-assessment, participate in other forms of digital assessment.</p> <p>I manage my own time and tasks; I manage my attention, engagement and motivation to learn in digital settings.</p>

Digital identity and wellbeing (self-actualising)	Digital identity management	<p>I manage my digital profiles carefully and make sure they are suitable for different networks e.g. personal, professional, academic. I attend to my digital reputation when I am posting and communicating online.</p> <p>I manage privacy settings carefully.</p> <p>I maintain a current digital CV or portfolio of my work, and/or a personal blog with links to my achievements.</p> <p>I make sure outcomes of my learning and other achievements are accessible in digital forms e.g. to employers.</p>
	Digital wellbeing	<p>I use digital technologies in ways that support my well-being and safety, and respect the well-being and safety of others. I act positively against cyberbullying and other damaging online behaviours.</p> <p>I consider the rights and wrongs and the possible consequences of online behaviour.</p> <p>I track and use personal or learning data to help me live and learn more effectively.</p> <p>I use digital media to support community action, volunteering, political action and/or other things I care about.</p> <p>I recognise that digital information and media can cause distraction and stress: I manage my time and attention and I switch off when I need to.</p> <p>I manage online and real-world interactions in ways that support healthy relationships with other people.</p>

**Digital capabilities:  
the six elements**

