

Building digital capability: Example teacher profile

This is a version of the Jisc 'Six Elements of Digital Capabilities' model, specifically for teaching staff or for academic staff in their teaching role. 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 teaching staff and is meant to be adapted to suit specific settings.

<p>ICT proficiency</p>	<p>Use ICT-based devices, applications, software and services; use basic productivity software, web browser, and writing/presentation software; use digital capture devices such as a camera; use the available learning, teaching and assessment systems.</p> <p>Use any subject-specialist ICT devices, systems and applications confidently.</p> <p>Work fluently across different software/apps and services to achieve teaching tasks. Use digital tools to work productively and efficiently e.g. calendars, task lists, project and time management apps, content management and other institutional systems.</p> <p>At higher levels, critically assess the benefits/constraints of ICT applications for learning, teaching and assessment; adapt and embed ICT applications to meet the needs of learners; recover from failures; stay up to date with ICT as it evolves and adopt new systems, applications and approaches into teaching practice.</p>						
<p>Information, data and media literacy (critical use)</p>	<table border="1"> <tr> <td data-bbox="335 1173 523 1500"> <p>Information literacy</p> </td> <td data-bbox="523 1173 1479 1500"> <p>Find, evaluate, manage, curate, organise and share digital content for learning, teaching and assessment.</p> <p>Support learners in their use of content, including academic, professional and open content.</p> <p>Interpret information for academic and professional purposes.</p> <p>Know the rules of copyright and plagiarism and alternatives such as creative commons licensing; use appropriate referencing for digital materials and support learners to do the same.</p> <p>At higher levels, critically assess digital content for its learning design features and its suitability to specific outcomes and groups of learners; develop a personal information environment.</p> </td> </tr> <tr> <td data-bbox="335 1500 523 1827"> <p>Data literacy</p> </td> <td data-bbox="523 1500 1479 1827"> <p>Collate, manage, access and use digital data in spreadsheets and other media.</p> <p>Record learner-related data in digital systems as required. Use learner data and data analytics to support learning and progression of individual learners. Use learner data and data analytics to support curriculum design and review and responsive teaching for cohorts of learners.</p> <p>Ensure data security and use legal, ethical and security guidelines in data collection and use.</p> <p>At higher levels, interpret data by running queries, data analyses and reports; manage data relevant to the KPIs of a service, department or institution; share data for learning and teaching enhancement and scholarship.</p> </td> </tr> <tr> <td data-bbox="335 1827 523 2076"> <p>Media literacy</p> </td> <td data-bbox="523 1827 1479 2076"> <p>Critically read and interpret messages in a range of digital media - text, graphical, video, animation, audio, etc.</p> <p>Support learners in their use of digital media, enabling them to appreciate issues such as audience, purpose, accessibility, impact, modality.</p> <p>Choose and use media resources suitable to students' different learning needs. Know the rules of digital copyright and alternatives such as creative commons.</p> </td> </tr> </table>	<p>Information literacy</p>	<p>Find, evaluate, manage, curate, organise and share digital content for learning, teaching and assessment.</p> <p>Support learners in their use of content, including academic, professional and open content.</p> <p>Interpret information for academic and professional purposes.</p> <p>Know the rules of copyright and plagiarism and alternatives such as creative commons licensing; use appropriate referencing for digital materials and support learners to do the same.</p> <p>At higher levels, critically assess digital content for its learning design features and its suitability to specific outcomes and groups of learners; develop a personal information environment.</p>	<p>Data literacy</p>	<p>Collate, manage, access and use digital data in spreadsheets and other media.</p> <p>Record learner-related data in digital systems as required. Use learner data and data analytics to support learning and progression of individual learners. Use learner data and data analytics to support curriculum design and review and responsive teaching for cohorts of learners.</p> <p>Ensure data security and use legal, ethical and security guidelines in data collection and use.</p> <p>At higher levels, interpret data by running queries, data analyses and reports; manage data relevant to the KPIs of a service, department or institution; share data for learning and teaching enhancement and scholarship.</p>	<p>Media literacy</p>	<p>Critically read and interpret messages in a range of digital media - text, graphical, video, animation, audio, etc.</p> <p>Support learners in their use of digital media, enabling them to appreciate issues such as audience, purpose, accessibility, impact, modality.</p> <p>Choose and use media resources suitable to students' different learning needs. Know the rules of digital copyright and alternatives such as creative commons.</p>
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Digital creation, innovation and scholarship (creative production)	Digital creation	<p>Edit, remix and repurpose digital media to meet specific learning needs. Design and create digital materials to meet specific learning needs.</p> <p>Produce digital materials – text, images, video, audio, digital presentations, podcasts and screencasts, blog and web posts – to communicate educational ideas.</p> <p>Design digital tests, quizzes and assessment tasks.</p> <p>At higher levels, design interactive digital materials for learning e.g. learning apps and applications, educational games and animations, virtual environments and interfaces, interactive tutorials.</p>
	Digital innovation	<p>Discover and implement new learning/teaching ideas using digital tools and media.</p> <p>At higher levels, develop new practices with digital technology in learning, teaching and assessment; lead organisational change projects; lead departments and teams in new directions in response to digital challenges and opportunities.</p>
	Digital research and scholarship	<p>Collect and analyse evaluation data from teaching/learning using digital methods e.g. online surveys, data capture tools, video and audio recording, social and sharing media, qualitative and quantitative data analysis tools, data visualisation.</p> <p>Use the outcomes of digital scholarship (e.g. open data, data visualisations, infographics, e-journals) as learning resources.</p> <p>At higher levels, investigate/evaluate new digital approaches to learning and teaching; publish in open/digital formats on the scholarship of learning and teaching; present the outcomes of educational research in open/digital formats.</p>
Digital communication, collaboration and participation (participating)	Digital communication	<p>Use digital communications to support learning e.g. through webinars, tutorials, mentoring, online lectures, email, chat. Offer feedback to learners in ways that are digitally available.</p> <p>Communicate ideas in a range of digital media and in accordance with different cultural, social and communicational norms.</p> <p>Support learners to communicate effectively in academic and professional contexts and to understand the different norms of communication in different settings.</p> <p>Respect others in public communications; maintain privacy in private communications; model this to learners.</p>
	Digital collaboration	<p>Participate in digital teams and working groups e.g. around curriculum development and review.</p> <p>Collaborate effectively in digital spaces e.g. building shared resources, sharing calendars and task lists.</p> <p>Support learners to collaborate using shared digital tools and media, and to work effectively across cultural, social and linguistic boundaries.</p>
	Digital participation	<p>Participate in, facilitate and build digital networks of learning and teaching practice.</p> <p>Create positive connections and build contacts.</p> <p>Share and amplify messages across networks; share links and resources; encourage learners to do the same.</p> <p>Behave safely and ethically in networking situations; encourage learners to do the same.</p>

Digital learning and personal/professional development (learning)		Design and deliver digital learning opportunities. Facilitate learning in digital settings e.g. online.
		Use digital technologies to support in-class learning e.g. polling tools, live curation/sharing tools, digital presentation.
		Guide learners to use their own digital devices, services and apps in support of learning, in class and independently.
		Adapt teaching in response to feedback from learners collected or facilitated digitally (e.g. polling, learning environment data).
		Use digital tools to organise, plan and reflect on learning and support learners to do the same.
		Use digital tools to record learning events/data and support learners to use these records for review and self-assessment.
		Use digital tools in support of assessment including quizzes, polls, self-assessment, peer assessment, and to give feedback.
Digital identity and wellbeing (self-actualising)		Use digital tools to plan, design and review courses of study, collaboratively where appropriate.
		Use digital tools and resources to undertake professional development as a teacher.
Digital identity and wellbeing (self-actualising)	Digital identity management	Develop and project a positive digital identity or identities as an educator and manage digital reputation (personal or organisational) across a range of platforms. Maintain a range of digital profiles. Support learners to manage digital identities.
		Collate and curate professional materials (e.g. learning and teaching materials) across digital networks.
	Digital wellbeing	Publish open materials relevant to learning and teaching.
		Look after personal health, safety, relationships and work-life balance in the digital organisation: model this to learners.
		Act with respect for the health of others and of the natural environment when using digital technologies: model this to learners.
		Ensure equality of access to digital opportunity; use digital technologies to support access and inclusion.
		Balance digital with real-world interactions appropriately to support learning and teaching relationships.

Digital capabilities: the six elements

