

## Six elements of digital capability: curriculum design lens DRAFT

Closely based on [learner profile](#)

Element	Learners might have opportunities to...	In this course/subject area we will...
<b>ICT proficiency</b>	<p>Use their own devices, software and services in a learning context.</p> <p>Use specialised devices, software and services of their chosen subject area.</p> <p>Use digital capture devices such as a camera, video camera, audio recorder.</p> <p>Manage files and materials across digital spaces (personal, institutional, cloud; public and private).</p> <p>Work effectively across different software/apps and services to achieve learning tasks.</p> <p>Choose, adapt and personalise software/apps and services to suit their learning needs.</p> <p>Use up-to-date digital technologies - specialised or generic.</p> <p>Try out computational ways of working, e.g. algorithms, coding, software/app development.</p> <p>Build a personal learning environment from a range of devices, services and content resources.</p>	
<b>Critical use: Information literacy</b>	<p>Find digital information using search engines, indexes, tag clouds, search terms.</p> <p>Organise information using files, bookmarks, reference management software and tagging.</p> <p>Judge whether information online is trustworthy and</p>	

	<p>relevant.</p> <p>Distinguish different kinds of information e.g. academic, professional, personal, political.</p> <p>Use information for writing assignments and presentations.</p> <p>Share information with others (peers, tutors, specialists).</p> <p>Use curation tools such as pinboards, social bookmarking, personal aggregators to bring information together in new ways.</p> <p>Record and manage information for future access and use.</p> <p>Use appropriate referencing for digital materials.</p>	
<p><b>Critical use:</b> <b>Media literacy</b></p>	<p>Make sense of messages in a range of digital media – text, graphical, video, animation, audio, haptic, multimedia.</p> <p>Appreciate how digital messages are designed e.g. for particular audiences, purposes, effects.</p> <p>Edit and upload digital media for sharing.</p> <p>Curate and repurpose digital media from shared sites.</p> <p>Know the rules of digital copyright and open alternatives such as creative commons.</p>	
<p><b>Critical use:</b> <b>Data literacy</b></p>	<p>Understand uses of data in the subject area.</p> <p>Collate, manage, access and use digital data in spreadsheets and other media.</p> <p>Interpret data in databases and spreadsheets by running queries, data analyses and reports.</p> <p>Visualise and find patterns in data.</p> <p>Record and use personal data to support learning.</p> <p>Ensure personal data is secure and use privacy settings</p>	

	<p>appropriately.          Use legal, ethical and security guidelines when using other people's data.</p>	
<b>Creativity: making</b>	<p>Design and create new digital materials e.g. posts, podcasts, web pages, wiki entries, digital video, digital stories, presentations, infographics.          Capture, edit and produce digital media e.g. video and audio.          Share and showcase digital artefacts with an awareness of audience and purpose.          Code and design apps/applications and interactive elements, design digital games, virtual environments and interfaces.</p>	
<b>Creativity: research</b>	<p>Collect research data using digital tools e.g. data capture, video, audio.          Use existing data sets.          Design and administer online surveys.          Analyse research data using qualitative and quantitative tools.          Make new discoveries and generate new hypotheses and ideas.          Share scholarly and professional ideas in a range of digital media.</p>	
<b>Creativity: innovation</b>	<p>Find and promote new ways of doing things with digital tools, apps and media.          Identify new issues, opportunities and challenges that arise from digital developments in the subject area.</p>	

<p><b>Connecting: Communication</b></p>	<p>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. Respect the different ways of communicating in different media and in different spaces e.g. personal, social, academic, professional. Design digital communications for different purposes e.g to persuade, inform, entertain, guide and support. Respect others in public and private digital communications (privacy, tolerance, respect)</p>	
<p><b>Connecting: Collaboration</b></p>	<p>Work in digital groups and projects to produce shared outcomes or meet shared goals. Use collaborative tools e.g. file sharing, shared writing/drawing tools, project management tools, shared calendars and task lists.</p>	
<p><b>Connecting: Participation</b></p>	<p>Take part in collaborative online environments e.g. webinars, discussion groups, flash meetings. Work online with people from different cultural, social and language backgrounds. Participate in a range of subject-relevant online networks Share digital resources e.g. links, bookmarks, images, text. Post reviews, comments, 'likes' etc on public forums Build, value and manage online contacts.</p>	
<p><b>Learning</b></p>	<p>Identify and participate in digital learning opportunities e.g. online courses, podcasts, tweetfests, discussions. Identify and access digital learning resources e.g.</p>	

	<p>quizzes, online tutorials, simulations, podcasts, recorded lectures.</p> <p>Use digital media to take part in dialogue with tutors and other students.</p> <p>Use digital tools (personal or organisational) to support learning.</p> <p>Use digital tools to organise, plan and reflect on learning.</p> <p>Record learning events/data and use them for self-analysis, reflection and showcasing of achievement</p> <p>Manage time and tasks; manage attention, engagement and motivation to learn in digital settings.</p>	
<b>Digital identity</b>	<p>Set up and manage digital profiles and make sure they are suitable for different networks e.g. personal, professional, academic.</p> <p>Attend to digital reputation when posting and communicating online.</p> <p>Manage privacy settings carefully.</p> <p>Establish and maintain a current digital CV or portfolio of work, and/or a personal blog</p> <p>Make sure outcomes of my learning and other achievements are accessible in digital forms e.g. to employers.</p>	
<b>Digital wellbeing</b>	<p>Consider the rights and wrongs and the possible consequences of online behaviour, especially in subject-relevant (professional) settings.</p> <p>Track and use personal data to support learning and well-being (e.g. feedback from institutional systems).</p> <p>Use digital media to engage in public actions on relevant issues.</p>	

	<p>Manage time, attention and stress in relation to digital media use.</p> <p>Manage online and real-world interactions in ways that support healthy relationships with other people, especially in subject-relevant (professional) settings</p>	
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For a simpler approach, course design teams could consider how students develop and demonstrate the following.

1. **Functional access** to technologies of the subject area (awareness, adoption, adaptation, functional skills, trouble shooting)
2. **Situated practices** of the subject area, as supported by digital technologies (research, design, creation or making, problem solving, presentation and re-presentation of ideas)
3. **Identities and attributes** of the subject area, as supported by digital technologies (recording, reflection and review of learning; presentation of self in specialist contexts; participation in specialised digital spaces; digital footprint and identity)

What **support** is available within the course for these activities, and from other professionals (library, careers, learning advisers, e-learning team)?