The Six Elements

JISC DIGITAL CAPABILITY FRAMEWORK (JISC, 2019)

1. ICT PROFICIENCY (FUNCTIONAL SKILLS)

ICT proficiency relates to the use of information communication technologies (devices, applications, software, services, platforms, social media) in a higher education context. This includes

- The confident adoption of new devices, applications, software and services and the capacity to stay up to date with ICT as it evolves, and
- The capacity to deal with problems and failures of ICT when they occur, and to design and implement ICT solutions.

ICT productivity relates to the use of information communication technologies to carry out tasks efficiently, productively, and with an attention to detail that UOW is known for. It incorporates

- The capacity to choose devices, applications, software, and systems relevant to different tasks, having assessed their benefits and constraints; to adopt and where necessary adapt digital tools to personal requirements such as accessibility
- The capacity to work fluently across a range of tools, platforms, and applications to achieve complex tasks, and
- An understanding of how digital technology is changing practices at work, at home, in social and in public life.

2. INFORMATION, DATA, & MEDIA LITERACIES (CRITICAL USE)

Information literacy is the capacity to find, evaluate, manage, curate, organise and share digital information.

- The capacity to interpret digital information for academic and professional/vocational purposes, and to review, analyse and re-present digital information in different settings. A critical approach to evaluating information in terms of its provenance, relevance, value, and credibility, and
- An understanding of the rules of copyright and open alternatives e.g., creative commons; the ability to reference digital works appropriately in different contexts.

Data literacy is the capacity to collate, manage, access and use digital data.

- The ability to efficiently parse data that comes from multiple sources including spreadsheets, databases and other formats,
- To interpret data by running queries, data analyses and reports. The practices of personal data security.
- An understanding of how data is used in professional and public life; of legal, ethical and security guidelines in data collection and use; of the nature of algorithms; and of how personal data may be collected and used.

Media literacy speaks to our ability to critically receive and respond to messages in a range of digital media.

- A critical approach to evaluating media messages in terms of their provenance and purpose. Media include text, graphical, video, animation, and audio.
- We must also be able to curate, re-edit and repurpose media, giving due recognition to originators, and take a critical approach to evaluating media messages in terms of their provenance and purpose.
- An understanding of digital media as a social, political and educational tool, and of digital media production as a technical practice.

3. DIGITAL CREATION, PROBLEM SOLVING, & INNOVATION (CREATIVE PRODUCTION)

Digital creation is our capacity to design and/or create new digital artefacts and materials	• Taking advantage of digital writing; digital imaging; digital audio and video, digital code, apps and interfaces, web pages. • Building An understanding of the digital production process, and basics of editing and coding.
Digital research & problem-solving is characterized by our ability to use digital evidence to solve problems and answer questions	• Collecting and collating new evidence, evaluating the quality and value of evidence, and sharing evidence and findings using digital methods.
Digital innovation sees us adopting and developing new practices with digital technology	• Using digital technologies in developing new ideas, projects and opportunities in different settings (personal and organisational; social and work-based). • An understanding of innovation, enterprise and project management in digital settings.

4. DIGITAL COMMUNICATION, COLLABORATION, & PARTICIPATION (PARTICIPATION)

Digital communication relates to our capacity to communicate effectively in digital media and spaces such as text-based forums, online video and audio, and social media	• The ability to design digital communications for different purposes and audiences; to respect others in public communications; to maintain privacy in private communications; to identify and deal with false or damaging digital communications. • An understanding of the features of different digital media for communication, and of the varieties of communication norms and needs.
Digital collaboration is about how we participate in digital teams and working groups; to collaborate effectively using shared digital tools and media;	• The capacity to produce shared materials; to use shared productivity tools; to work effectively across cultural, social and linguistic boundaries. • An understanding of the features of different digital tools for collaboration, and of the varieties of cultural and other norms for working together.
Digital participation – our participation, facilitation, and building of digital networks	• Participating in social and cultural life using digital media and services; to create positive connections and build contacts • Sharing and amplifying messages across networks; to behave safely and ethically in networked environments. An understanding of how digital media and networks influence social behaviour.

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5. DIGITAL LEARNING AND CONTINUED PROFESSIONAL DEVELOPMENT (DEVELOPMENT)

Digital learning is the capacity to participate in and benefit from digital learning opportunities	• The ability to identify and use digital learning resources; to participate in learning dialogues via digital media; to use learning apps and services (personal or organisational); to use digital tools to organise, plan and reflect on learning • to record learning events/data and use them for self-analysis, reflection and showcasing of achievement; to monitor own progress: to participate in digital assessment and receive digital feedback; to manage own time and tasks, attention, and motivation to learn in digital settings. An understanding of the opportunities and challenges involved in learning online; an understanding of own needs and preferences as a digital learner (eg access, media, platform and pedagogy).
Digital teaching – is our capacity to support and develop others in digitally rich settings, to teach, to work in a teaching or curriculum team, to design learning opportunities, to support and facilitate learning, to be pro-active in peer learning,	• Making effective use of the available digital tools and resources. An understanding of the educational value of different media for teaching, learning and assessment; an understanding of different educational approaches and their application in digitally rich settings

6. DIGITAL IDENTITY & WELLBEING (SELF-ACTUALISATION)

Digital identity management speaks to our capacity to develop and project a positive digital identity or identities and to manage digital reputation (personal or organisational) across a range of platforms;	• The ability to build and maintain digital profiles and other identity assets such as records of achievement; to review the impact of online activity; to collate and curate personal materials across digital networks. • Having an understanding of the reputational benefits and risks involved in digital participation.
Digital wellbeing is our capacity to look after personal health, safety, relationships and work-life balance in digital settings	• Using digital tools in pursuit of personal goals (eg health and fitness) • Participating in social and community activities and acting safely and responsibly in digital environments • Negotiating and resolving conflict, managing digital workload • Avoiding overload and distraction • Acting with concern for the human and natural environment when using digital tools, and building an understanding of the benefits and risks of digital participation in relation to health and wellbeing outcomes.

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