

The background of the slide is a photograph of a person standing on a mountain peak at sunset. The sun is low on the horizon, creating a warm, golden glow across the sky and the landscape. The person is silhouetted against the bright light of the sunset. The foreground shows a grassy slope leading up to the peak.

Digital capabilities for a changing world

Helen Beetham, Sarah Knight, Ed Robinson | CAN 2018

» *Your digital super-power*

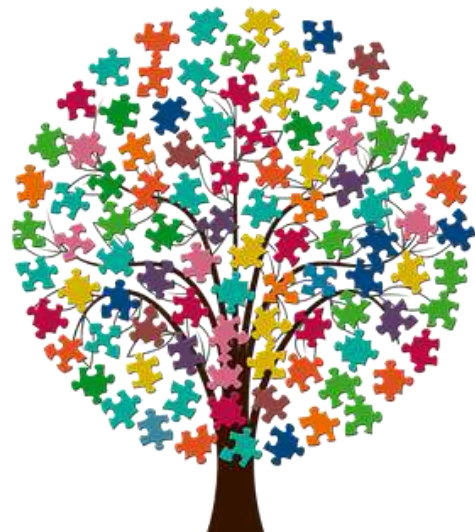
- › What one digital thing are you really good at? What do your friends ask you to help them with? What do you do with pride?
- › Write this on a post-it note and stick it to yourself
- › Turn to your neighbours and introduce yourself: share your digital super-power



- › What digital skills do we all need?
- › What digital skill would you most like to develop?
- › Share on the padlet:
<http://bit.ly/2F1qzNU>
- › Or just check our #CAN18 tweets!



> ...



- » Graduate work is being transformed by digital technologies and data (IPPR 2017: *Managing automation*)
- » Only 50% HE students say their course prepares them for digital work (Jisc 2017: *Finding from the Digital student experience tracker*)
- » 72% of large firms are struggling to recruit workers with digital skills (ECORYS UK 2016: *Digital Skills for the UK Economy*)
- » Young people in the UK are less digitally literate than in many OECD countries (OECD 2016: *Survey of Adult Skills*).

Resource

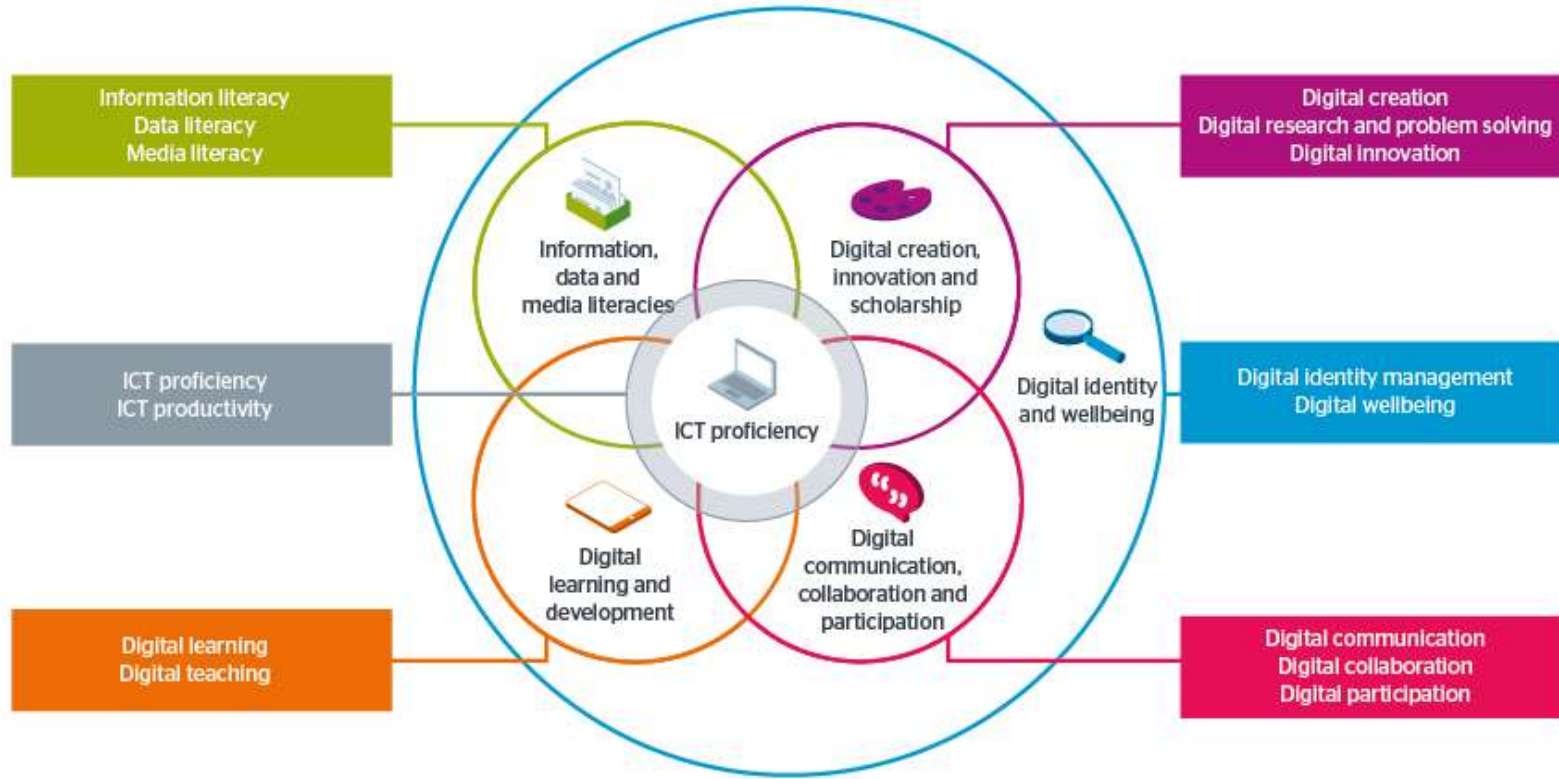


ECDL intermediate modules
Certified learning modules offered by the ECDL covering a wide range of Intermediate modules

Resource



It's a question of style
Jisc blog post on using styles in tools like word processing and presentation software.



<http://ji.sc/building-digicap>

It is:

- » A self-administered quiz about digital practices in education
- » Designed to give useful feedback including 'next steps' and links to resources
- » Reflective, informative and developmental
- » A pilot (not finished yet!)

It is not:

- » An objective measure of digital competence or performance
- » A complete learning resource or course of study
- » Validated and proven in practice (we are still learning!)

- » User testing with students in HE/FE
- » Open pilot (Over 30 organisations piloting April – May 18)
- » New platform from potentially: already used by many students
- » Generic assessment for students: separate assessments for teaching staff, researchers, library staff etc
- » Resources to support development and discovery

The screenshot shows the 'Digital Discovery' tool interface. At the top, there is a yellow header with the title 'Digital Discovery' and a subtitle 'Heather, Welcome to your Digital Discovery Tool'. Below the header, the main content area is titled 'Explore your Digital Capabilities'. There are two main sections: a green box on the left with a hand icon pointing to a target, labeled 'Start by assessing your digital capabilities', and a white box on the right with a diagram of three steps, labeled 'Additional questions for teaching staff (FE and Skills)'.

Digital Discovery
Heather, Welcome to your Digital Discovery Tool

Explore your Digital Capabilities

Start by assessing your digital capabilities

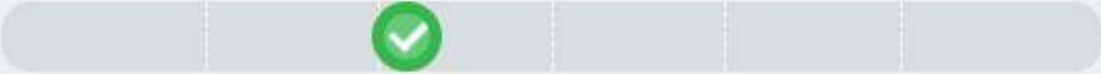
Additional questions for teaching staff (FE and Skills)

Using the Digital discovery tool



Confidence: rate your confidence with a digital practice

Move the pointer to show how confident you are designing digital activities to support different learning outcomes

A horizontal slider bar with a light gray background and rounded ends. It is divided into five equal segments by vertical dashed lines. A green circular icon with a white checkmark is positioned in the second segment from the left, indicating the current confidence level.

Not at all confident Completely confident

Depth: select the one response out of four that best describes your approach to a digital task

How do you ensure students can access the digital learning opportunities you offer?

Choose the one that best matches your response

I assume they have the devices and skills they need

I signpost students to sources of support

I check they have the devices and skills they need for any new activity

I design activities that let students showcase different digital skills

Breadth: select all the digital activities you do, from a grid of six

When planning a learning session or course, which of these do you do?

Choose any or all that apply to you

Look for relevant examples or materials online

Consider how students could use their own digital devices

Provide alternatives in case of any technical issues

Try new technologies or approaches to challenge yourself

Check students have the digital skills they need

Share your ideas online with other teaching professionals



Level: developing | capable | proficient

Score: how you assessed yourself to achieve this level

Next steps: what people at this level can try to develop further

Resources: links to selected resources for further exploration

The screenshot shows the Jisc Digital Discovery dashboard. At the top left is the Jisc logo. To the right is a search bar labeled "Search Activity" and a user profile icon. The main header is a yellow banner with the text "Digital Discovery" and "Heather, Welcome to your Digital Discovery Tool". Below this is a section titled "Explore your Digital Capabilities" containing three cards. The first card has a green background and a hand icon pointing to a target, with the text "Start by assessing your digital capabilities". The second card has a white background with a diagram of three interconnected circles and the text "Additional questions for teaching staff (FE and Skills)". The third card has a white background with a circular diagram of five interconnected circles and the text "Explore the Jisc digital capabilities framework". A blue box labeled "Menu" points to a vertical sidebar on the left containing three icons: a line graph, a book, and an eye. A blue box points to the third card, containing the text "This icon takes the user to the Digital Capability Framework where all the elements are explained".

Menu

This icon takes the user to the Digital Capability Framework where all the elements are explained

Report navigation

> Digital Proficiency

> Digital Productivity

> Information Literacy

> Media Literacy

> Data Literacy

> Digital Communication

> Digital Collaboration

> Digital Participation

Your Digital Capability Report



PDF download

Welcome to your **digital capabilities** report. Here you can find out, for each of the 15 capability elements:

- Your level and what this means (developing, capable, proficient)
- A percentage score based on your responses
- 'Next steps' to consider if you want to develop further
- Links to useful resources

Introduction to your report

You can download a copy of your report to review in your own time using the download button at the top of the page. We hope it will encourage and inspire you! You might want to share your report with other people, for example during appraisals and as part of your professional development process. This is up to you.

If an element is very important in your job role we suggest you focus on how you can improve, consolidate, or gain recognition for your skills in this area. Otherwise it's up to you whether you choose to focus on your strengths, or develop your digital practice in other areas.



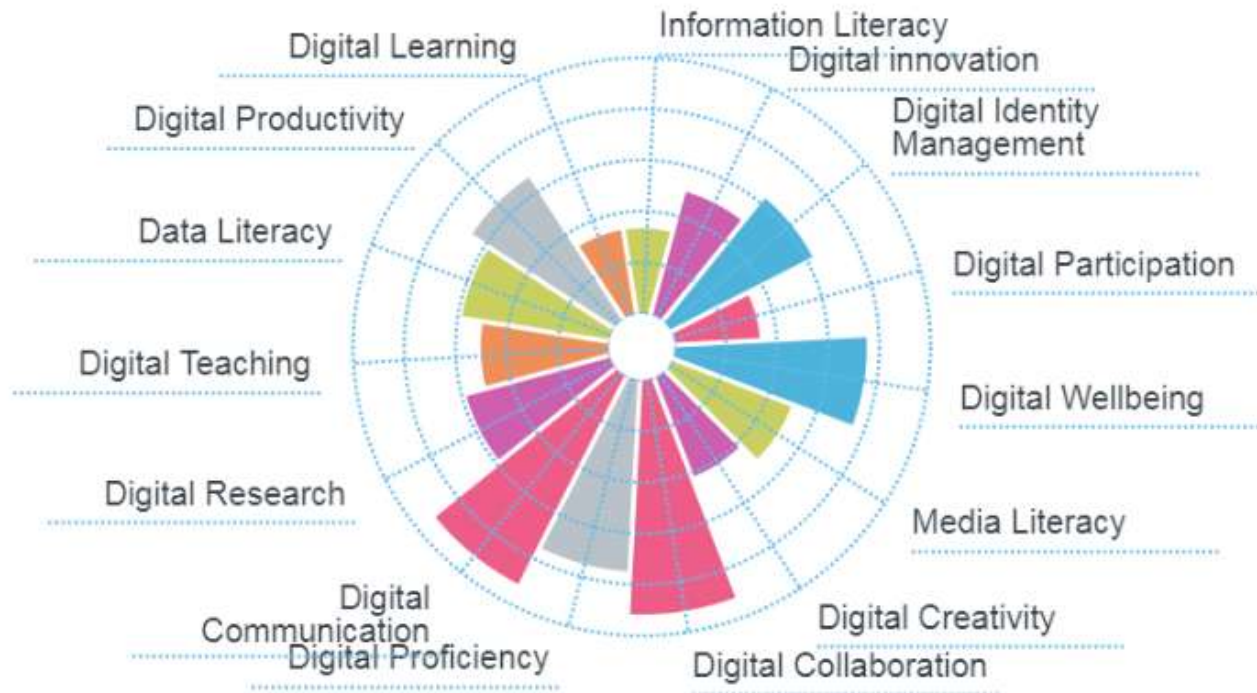
> Digital Proficiency

> Digital Productivity

> Information Literacy

> Media Literacy

> Data Literacy



Digital Creation



Digital creation is a term we use to cover all kinds of digital production, from coding new apps to making digital images and web sites. Digital creatives have special techniques of digital production, but we all create digital artefacts as a side effect of thinking and participating in a digital world. Mind maps, digital sketches, facebook pages, even selfies can be seen as expressions of digital creativity.

Your confidence level: Capable

You have a solid foundation and can build on this by sharing digital practices with colleagues – especially those with more expertise than you – and by looking out for workshops and online opportunities. If digital creativity is important in your job role, consider taking an accredited course to boost your expertise.

Next steps

- Take every opportunity to design digital materials to present or communicate about your work.
- Take an online course to develop a new digital talent or learn new creative software.
- Try one of the following: sketch with stylus and tablet; create a complex infographic or data visualisation; write an app; use advanced effects in photo editing; use cascading style sheets to format a web page; create a how-to video.
- You could join others who commit to sharing a digital photograph every day for a month. There are several online sites that encourage you to do this.
- Or if you are more text-minded, you could commit to write 500 words a day, whether on a blog or in a private digital journal.

Recommended resources

We recommend following resources



Sub-element definition

What your rating level means.

Suggested next steps that you can take

Recommended resources

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Focus on data literacies and ICT proficiencies
Jisc blog post on data literacies and ICT proficiency: the importance of digital capabilities



Try it now!



<https://jisc.potential.ly/> and use the code LDC18!

Or follow the links on the padlet



- » What works?
- » How do you think it could/should be used with students?
- » How could it be better?

Please use the feedback form you can access from the padlet

<http://bit.ly/2F1qzNU>





What one thing are you going to take away from this session?

Who are you going to share this with?

Tweet #CAN18 #digitalcapability

- › See project blog for updates on new developments & guidance for pilots: www.bit.ly/digidiscoveryguide
- › Visit project page <http://ji.sc/building-digicap>
- › Email the project team at: digitalcapability@jisc.ac.uk
- › Follow **#digitalcapability** on Twitter