

Where's your digital at?!

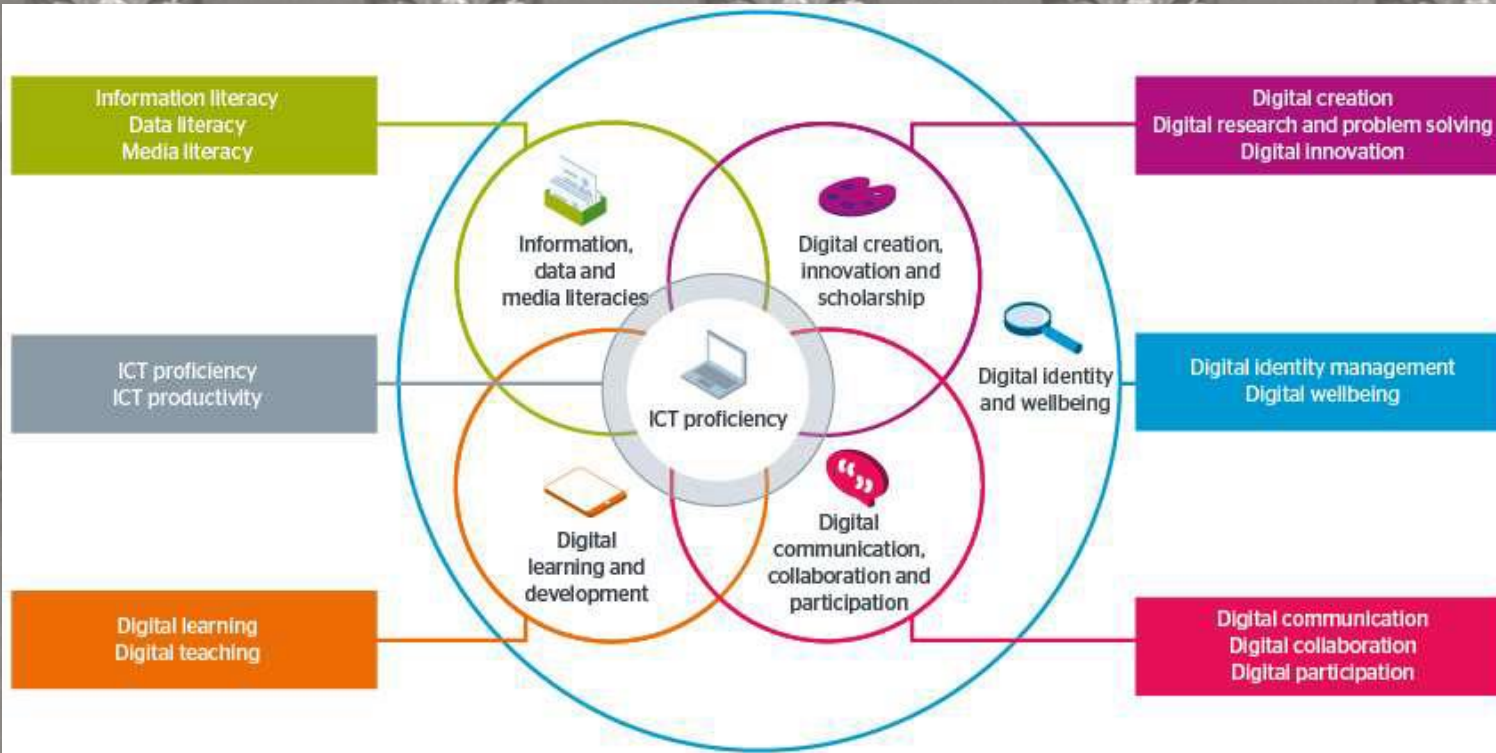
...or the beta pilot of the  
Jisc Digital Capability  
Discovery Tool at UCL

FEB, 2018

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# Jisc digital capabilities framework



## ICT (digital) proficiency (functional skills)

### ICT proficiency

#### Learning technology staff in their own work might:

Use general ICT-based devices, applications, software and services as required; use productivity software, web browsers, and writing/presentation software; use digital capture devices such as camera, audio recorder.

Use institutional systems and services (but not limited to) communications systems, systems and repositories, institutional mobile apps, catalogues, etc.

#### Learning technology staff in their own work might:

Support the design or selection, implementation and/or ongoing maintenance of learning technology systems and solutions, such as virtual learning environments/learning management systems, student portals, dashboards, assessment systems, lecture capture, plagiarism detection systems, learning content management and web-conferencing tools.

Maps to: CMALT Core Area 1

15 separate elements

### ICT productivity

#### Learning technology staff in their own work might:

Use ICT applications to support personal productivity and efficiency eg for time, task and project management, file management, cloud solutions.

Work fluently across devices and applications to achieve work-related tasks.

Adapt ICT systems, applications, content and interfaces to suit personal needs and working practices; use built-in

6 areas of digital capability

Mapped onto CMALT and HEA core areas

# What is the Jisc Digital Capability Discovery tool?

## It is:

- A self-administered quiz about professional digital practices (in education)
- Designed to give useful feedback including 'next steps' & links to resources
- Reflective, informative & developmental
- A pilot: still in development

## It is not:

- An objective measure of digital performance
- Designed to provide detailed data about what staff can / can not do (see Jisc Tracker)
- A complete learning resource or course of study
- Validated and proven in practice ( this is a pilot)

## Key principles

- Practice based – from practical issues to broader concepts
- Self-assessment – tempered with (objective) self-reporting
- High level terms – but with specific examples
- Collegial tone – hopefully not patronising
- Generic capabilities – minimal sector and role differences
- Specialist capabilities – focus on role-related practices and tasks
- Nudge – questions themselves clarify, exemplify and inform

All of these have been / are being user tested and will be evaluated



## Two types of assessment

### Generic (for all)

Mapped to the 6 areas of digital capability

15 separate elements

Minor staff/ student differences

### Specialist

In-depth look at 1 area

8 elements

Minor HE/FE differences



for  
teaching

for  
learning


for  
research

## Three question types in every element

### Question type 1

**Confidence:** rate your confidence with a digital practice or skill

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

A horizontal slider bar with a light blue background and a white border. It is divided into five equal segments by vertical dashed lines. A green circular pointer with a white checkmark is positioned in the second segment from the left.

Not at all confident

Completely confident

## Three question types in every element

### Question type 2

**‘Best fit’:** 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



## Three question types in every element

### Question type 3

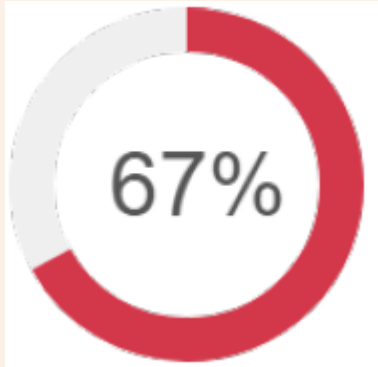
**‘Grid’:** select all the digital activities you do, from a grid of six

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

## Feedback report: for every element



**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

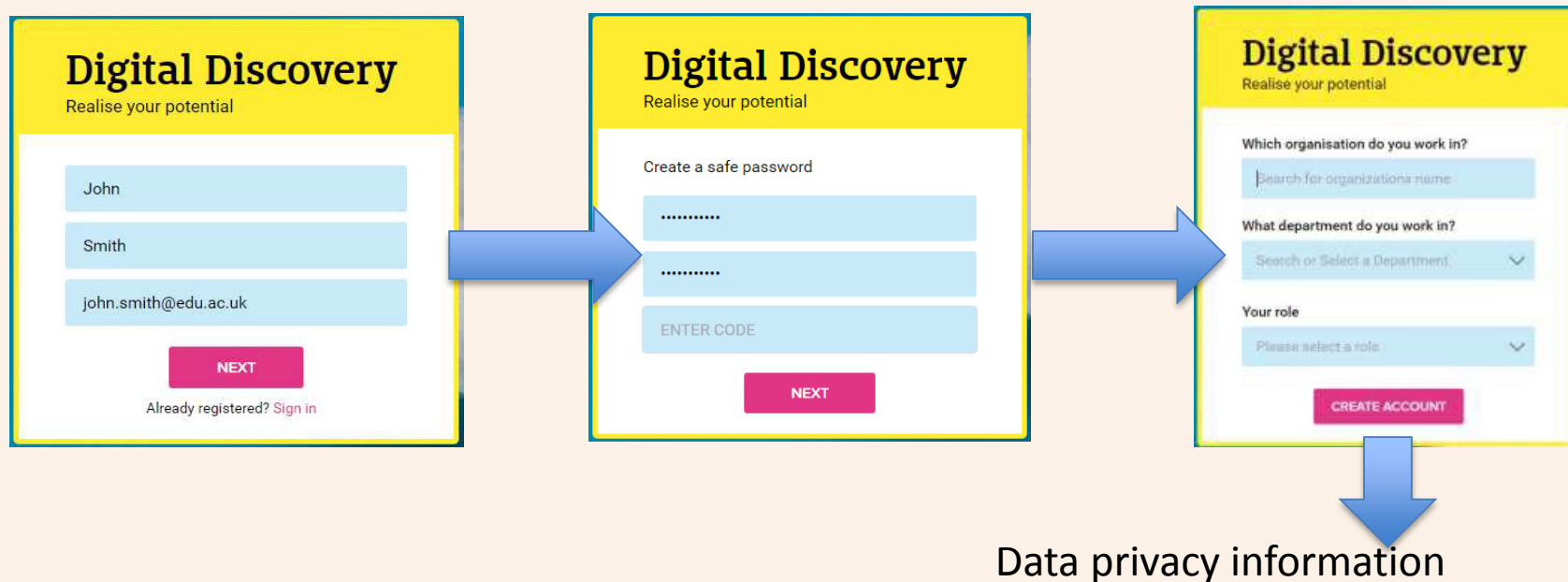
**Resources:** links to selected resources for further exploration

# The sign up process (one off)



Your password: at least 8 characters, one capital letter and one number

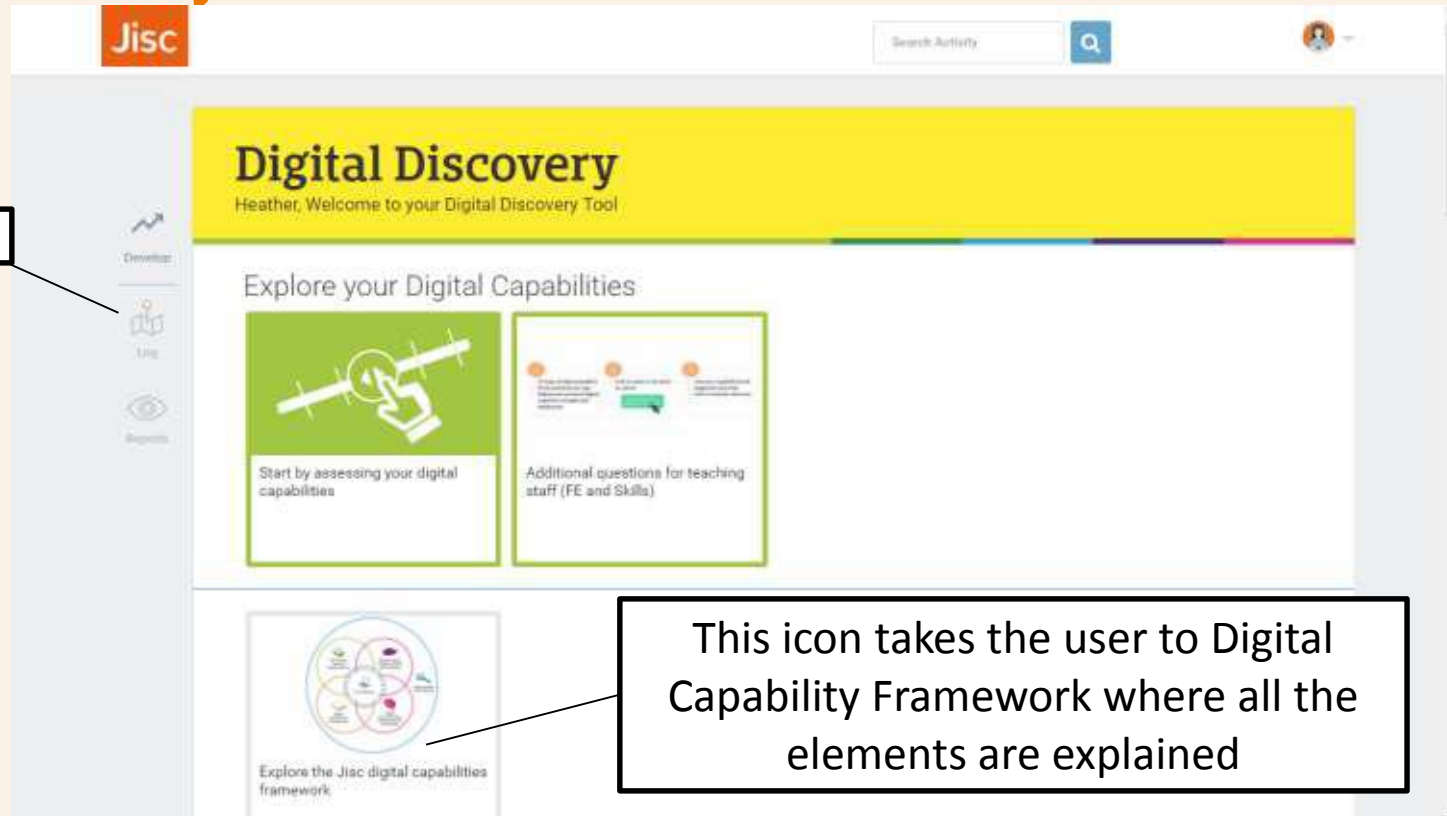
# The sign up process (one off)



# Why the data is collected

- Email address and password will be used for all future logins for each individual
- Your institution and department details will be used to deliver the appropriate question sets
- Details of your institution, department and role will contribute to the anonymous overview data that the institution receives ( this organisation level data will not include individual details like name or email address)

# Discovery tool dashboard



## Teacher profile higher education (HE)

This is a version of the Jisc 'Six elements of digital capabilities' ([http://ji.sc/digicap\\_ind\\_frame](http://ji.sc/digicap_ind_frame)) model, specifically designed for teachers in higher education (HE). No one individual will have all of the capabilities included in this profile: it is intended to demonstrate how new areas of practice are emerging, and how individuals might use their digital skills in different areas of their designated roles. It has been mapped to the UK Professional Standards Framework (UKPSF) ([http://ji.sc/ukpsf\\_digital\\_lens](http://ji.sc/ukpsf_digital_lens)).

The profile might be used in the following ways:

- » Teaching staff might use the profile to review their own professional development needs, or to ensure their digital capabilities are fully recognised and credited eg in appraisal and review
- » Academic managers, departmental leaders, appraisers and teaching observers might use the profile to work with a member of teaching staff and review their professional development needs, or ensure that their digital capabilities are fully recognised and credited
- » Departments and course teams might use the profile to assess their collective strengths and weaknesses, and identify areas in which new skills need to be developed or recruited

- » Academic and digital leaders might use the profile as the basis for a locally specific version (eg faculty or school based), with language and examples relevant to local issues and digital needs

The profile is only intended as one example of how the six elements might be interpreted and implemented. It can be adapted to suit the needs of different professional staff working in different organisational settings. It is one of a number of profiles based on the 'Six elements' model, including a profile for learners. For more information on all profiles and other related resources please see the **Building digital capability project page** (<http://ji.sc/building-digicap>).

Eight profile roles – one is live

- HE Teacher profile mapped to UKPSF (live)
- Learner profile launching March 2018

Profiles in the pipeline...

- Library and information professionals mapped to CILIP PKSF
- Researcher mapped to RDF in collaboration with Vitae
- Administrative staff
- Learning technology mapping in collaboration with ALT
- FE Teacher
- Digital Leader

## Contents

### ICT proficiency

#### Information, media and data literacy (critical use)

Information literacy

Media literacy

Data literacy

#### Digital creation, scholarship and innovation (creative production)

Digital creation

Digital research and scholarship

Digital innovation

#### Digital communication, collaboration and participation (participating)

Digital communication

Digital collaboration

Digital participation

#### Digital learning and personal/professional development (learning)

#### Digital identity and wellbeing (self actualising)

Digital identity management

Digital wellbeing

Lynda.com course  
mapping to Jisc Digital  
capability framework -  
providing a set of  
resources to support  
development – I can  
email this to you after  
the session