Jisc

Teacher profile (further education and skills)

Six elements of digital capabilities

This role profile is one lens on the Jisc digital capabilities framework (ji.sc/what-is-digital-capability) that focuses on the digital capabilities relevant to teaching professionals working in the further education (FE) and skills sector. No one 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.
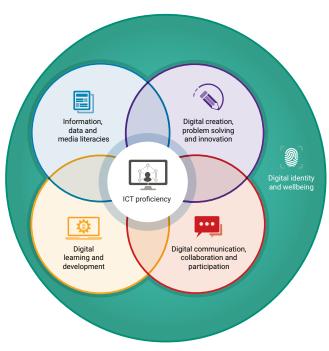
At Jisc, we used this profile to create a set of questions in the discovery tool (ji.sc/discovery-tool). The discovery tool is designed to help staff and students reflect on their digital capabilities and identify current strengths and areas for development.

Your organisation might use the profile in the following ways:

» Teaching staff might use it to review their own professional development needs or to ensure their digital capabilities are fully recognised and credited eg in appraisal and review

» Managers, team leaders and appraisers 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

» Teaching and curriculum 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

» Staff developers might use the profile to design development opportunities for groups of staff, for example by mapping elements of the framework to development resources and opportunities (workshops, online materials etc) or by developing a self-assessment version of the framework as a resource

» Staff developers, digital leaders and organisational managers might use the profile as the basis for a locally specific version, with language and examples relevant to local issues and digital needs

» Staff could use the profile alongside their results from the discovery tool to help their reflection process or as part of more formal appraisal

The profile is intended as one example of how the six elements of the Jisc digital capabilities framework might be interpreted and implemented. You can adapt it to suit the needs of different professional staff working in different organisational settings. It is one of a number of profiles based on the framework, including a profile for learners. For more information on the framework, profiles and other related resources please see ji.sc/what-is-digital-capability.

Jisc digital capabilities framework

Digital proficiency

Maps to Education and Training Foundation (ETF) digital teaching professional framework:

C1 supporting digital capabilities

C2 supporting study skills

D2 raising learners' digital employability and self-employability skills

F1 accessibility

» 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 digital editing tools

» Use subject-specialist ICT devices, systems, instruments and applications confidently

» Anticipate and adapt to differences between operating systems, devices, software and systems

» Stay up to date with digital technologies as they evolve; adopt new devices, applications, software and updates into practice

At higher levels:

» Recover from failures; find short cuts and work-arounds in digital systems

» Design and implement digital solutions for professional tasks and problems

» Understand basic concepts in computing, coding and information processing

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Digital productivity

Maps to ETF digital teaching professional framework:

A1 planning and looking for information

A2 designing and adapting activities

A3 support for learning and support activities including initial assessment – empowering learners through technology

D2 raising learners' digital employability and self-employability skills

» Work fluently across different software/apps and services to achieve professional tasks

» Use digital tools to work productively and efficiently eg calendars, task lists, project and time management apps, content management systems

» Use organisational ICT systems appropriately for teaching, assessment and other tasks relating to the teaching role eg learner support, administration

» Adapt ICT systems, applications, content and interfaces to suit personal needs and working practices; use built-in accessibility features, software and apps

At higher levels:

» Critically assess the benefits/constraints of ICT applications for learning, teaching and assessment; assess usability and accessibility features

» Understand how digital technology is changing practices at work, at home, in social and in public life

Information, data and media literacies (critical use)

Information literacy

Maps to ETF digital teaching professional framework:

A1 planning and looking for information

A2 designing and adapting activities

B1 teaching and learning resources

D1 teaching: subject specific and industry related

» Find, evaluate, manage, curate, organise and share digital content for teaching and assessment

» Use information to support educational and vocational/ professional activities

» Assess the quality, provenance, relevance and credibility of information and support learners to do the same

» Know the rules of copyright and plagiarism including Creative Commons licensing; use appropriate referencing for digital materials and support learners to do the same

At higher levels:

» Critically assess digital information for its relevance to specific outcomes and groups of learners; develop a personal information environment; organise incoming information using eg filters, feeds, sort rules, advanced searches, curation tools

Data literacy

Maps to ETF digital teaching professional framework:

A2 designing and adapting activities

E1 assessment and feedback

» Collate, manage, access and use digital data in spreadsheets and other media

» Record learner-related data in digital systems as required

» Use data to support learning and progression of individual learners and to review teaching strategies where appropriate; use other data systems as required in professional practice

» Manage personal data securely

At higher levels:

» Interpret data by running queries, data analyses and reports; manage data relevant to the key performance indicators (KPIs) of a service, department or organisation; share and use data for learning and teaching enhancement

» Understand and apply legal, ethical and security guidelines in data collection and use; understand the nature of algorithms

Media literacy

Maps to ETF digital teaching professional framework:

A3 support for learning and support activities including initial assessment – empowering learners through technology

B1 teaching and learning resources

B3 teaching context: blended learning

» Critically read and interpret messages in a range of digital media – text, graphics, video, animation, audio, etc

» Support learners in their use of digital media, enabling them to appreciate issues such as audience, purpose, accessibility, credibility, impact

» Choose and use media resources suitable to students' different learning needs; know how to access media and other content in alternative formats and understand what makes it more accessible for disabled learners

» Know the rules of digital copyright and plagiarism, including Creative Commons

Digital creation, problem-solving and innovation (creative production)

Digital creation

Maps to ETF digital teaching professional framework:

A2 designing and adapting activities

B1 teaching and learning resources

B3 teaching context: blended learning

D2 raising learners' digital employability and self-employability skills

F1 accessibility

F2 equality and diversity

» Edit, remix and repurpose digital media to meet learning needs
» Design and create digital materials to meet learning needs
» Produce digital materials – text, images, video, audio, digital presentations, podcasts and screencasts, blog and web posts – to communicate curriculum content
» Design digital tests, quizzes and assessment tasks
» Design digital activities for learning and teaching contexts

At higher levels:

» Design interactive digital materials eg learning applications, educational games and animations, virtual environments and interfaces, interactive tutorials
» Design courses of study that embed digital capabilities and/or include digital issues as subject matter

Digital research and problem-solving

Maps to ETF digital teaching professional framework:

A2 designing and adapting activities

D1 teaching: subject specific and industry related

G1 self-assessment and reflection

» Use digital information to address problems and find solutions in teaching/learning
» Collect and interpret digital data about teaching/learning eg using online surveys, data capture tools, video and audio recording, social and sharing media, qualitative and quantitative data analysis tools, data visualisation
» Use the outcomes of digital research (eg open data, data visualisations, infographics, e-journals) as evidence for learning and teaching enhancement

At higher levels:

» Evaluate new digital approaches to learning and teaching; investigate issues in digital learning; present or publish in open/digital formats
» Support critical thinking about the role of digital technologies in teaching/learning and in specific subjects or occupations

Digital innovation

Maps to ETF digital teaching professional framework:

A4 communication and collaboration with and between colleagues and learners enhanced by technology

B1 teaching and learning resources

B3 teaching context: face-to-face

B3 teaching context: blended learning

D2 raising learners' digital employability and self-employability skills

» Try out and adopt new digital approaches to learning, teaching and assessment

At higher levels:

» Develop and share new practices with digital technology in learning, teaching and assessment; lead organisational change projects; lead departments and teams in new initiatives in response to digital challenges and opportunities

Digital communication, collaboration and participation (participation)

Digital communication

Maps to ETF digital teaching professional framework:

A4 communication and collaboration with and between colleagues and learners enhanced by technology

B3 teaching context: blended learning

B4 teaching context: fully online

C3 communication and collaboration with learners and between learners (peer support)

D1 teaching: subject specific and industry related

F2 equality and diversity

» Use digital communications to support learning eg through webinars, tutorials, mentoring, online lectures, email, chat. Offer feedback to learners in ways that are digitally available

» Communicate ideas in a range of digital media and in accordance with different cultural, social and communication norms. Consider the communication and access needs of different learners

» Support learners to communicate effectively and to understand the different norms of communication in different settings

» Respect others in public communications; maintain privacy in private communications

» Model respectful communication; be aware of e-safety and safeguarding issues

Digital collaboration

Maps to ETF digital teaching professional framework:

A4 communication and collaboration with and between colleagues and learners enhanced by technology

B1 teaching and learning resources

B2 teaching context: face-to-face

B4 teaching context: fully online

C3 communication and collaboration with learners and between learners (peer support)

G1 self-assessment and reflection

G2 progression and CPD: strategies to develop digital skills and pedagogy

» Participate in digital teams and working groups

» Collaborate effectively in digital spaces eg building shared resources, wikis, web pages, digital writing and presentations

» Support learners to collaborate using shared digital tools and media and to work effectively across cultural, social and other boundaries

Digital participation

Maps to ETF digital teaching professional framework:

B4 teaching context: fully online

C3 communication and collaboration with learners and between learners (peer support)

» Participate in networks with learners and with other teachers. Participate actively in social media relevant to professional role and interests eg Facebook, Twitter, LinkedIn

» Share learning and teaching materials, presentations, resources etc on appropriate digital sites and networks

» Facilitate learning groups and networks; encourage learners to do the same

» Behave safely and ethically in networking situations; encourage learners to do the same

At higher levels:

» Facilitate and build new networks; amplify messages; be aware of how digital networks influence social behaviour

Digital learning and development (development)

Digital learning and CPD

Maps to ETF digital teaching professional framework:

C2 supporting study skills

F1 accessibility

F2 equality and diversity

» Use digital networks and resources to undertake professional development as a teacher

» Identify and take up opportunities for professional development in digital learning, teaching and assessment

» Reflect on personal learning, teaching and assessment practices with technology, using digital tools to support reflection where appropriate

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Digital teaching

Maps to ETF digital teaching professional framework:

A1 planning and looking for information

A2 designing and adapting activities

A3 support for learning and support activities including initial assessment – empowering learners through technology

A4 communication and collaboration with and between colleagues and learners enhanced by technology

B1 teaching and learning resources

B2 teaching context: face-to-face

B3 teaching context: blended learning

B4 Teaching context: fully online

C1 supporting digital capabilities

C2 supporting study skills

C3 communication and collaboration with learners and between learners (peer support)

D1 Teaching: subject-specific and industry related

D2 raising learners' digital employability and self-employability skills

E1 assessment and feedback

G1 self-assessment and reflection

G2 progression and CPD: strategies to develop digital skills and pedagogy

G3 wellbeing: practitioner and learner

G4 managing identity: practitioner and learner

Planning and preparation

» Design and plan digital learning activities to suit a range of learner needs and learning outcomes; include digital issues in learning content

» Adapt teaching in response to feedback from learners collected digitally (eg polling, learning environment data)

Learning resources

» Source appropriate digital learning resources assessing, for example, accuracy, relevance, accessibility, diversity, effectiveness

» Collate and share digital learning resources with other teachers

» Develop and adapt digital learning resources according to learners' needs, with an awareness of licensing issues.

Teaching

» Facilitate learning in digital settings eg online, blended, technology-rich classrooms

» Use digital technologies to support in-class learning eg 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; ensure digital resources and activities are mobile-friendly

Assessment and feedback

» 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 (eg polls, multiple choice questions [MCQs], self-assessment questions, peer assessment and review, e-portfolios); use digital tools to give feedback (eg annotations, audio tracks)

» Design assessment activities to progress and demonstrate learners' digital capabilities

Digital learning and development (development)

Digital teaching *(continued)*	Accessibility and inclusivity
	» Consider accessibility issues when introducing new technologies
	» Design digital content with accessibility in mind and in different formats to suit learners with different preferences and needs
	» Ensure learners with poor digital access or skills are identified and supported
	Developing digital capabilities
	» Work with other professionals eg library/learning resources, e-learning, learning support, to support learners' digital capabilities
	At higher levels:
	» Support teaching staff to develop their digital capabilities; contribute to digital learning, teaching and assessment (LTA) policies, strategies, working groups and initiatives; promote and adopt digital innovations in teaching

Digital identity and wellbeing (self-actualising)

Digital identity

Maps to ETF digital teaching professional framework:

B4 teaching context: fully online

C1 supporting digital capabilities

C2 supporting study skills

D2 raising learners' digital employability and self-employability skills

G2 progression and CPD: strategies to develop digital skills and pedagogy

G4 managing identity: practitioner and learner

» Develop and project a positive digital identity or identities as an educator and manage digital reputation across a range of platforms

» Maintain a range of digital profiles and other identity assets such as a professional development record

» Support learners to manage their digital identity and reputation

» Collate and curate professional materials (eg learning and teaching materials) across digital networks

At higher levels:

» Publish or share open materials relevant to learning and teaching; contribute to building the digital reputation of the organisation; monitor impact across digital networks

Digital wellbeing

Maps to ETF digital teaching professional framework:

A3 support for learning and support activities including initial assessment – empowering learners through technology

B4 teaching context: fully online

G3 wellbeing: practitioner and learner

G4 managing identity: practitioner and learner

» 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

» Participate in digital safety and cyber-bullying initiatives; consider Prevent and safeguarding responsibilities when working with learners in digital spaces

» Support 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

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