Jisc

Teacher profile (higher education)

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 higher education (HE) sector. No one will have all 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) (ji.sc/ukpsf_digital_lens).

At Jisc, we have used this profile to create a set of questions for HE teachers 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.
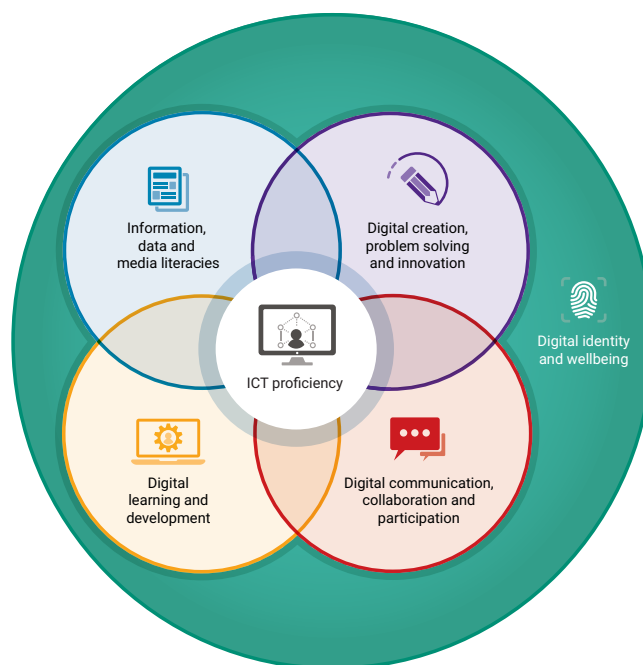
Your institution might use the profile in the following ways:

» 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 where new skills need to be developed or recruited

» Staff and educational developers might use the profile to design development opportunities for groups of staff, for example by mapping elements of the framework to existing continuing professional development (CPD) programmes or to development resources and opportunities (workshops, online materials etc)

» Academic staff 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

» 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 only intended as one example of how the six elements of the Jisc digital capabilities framework 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 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

ICT (digital) proficiency

Digital proficiency
Maps to: UKPSF K4

» Use: ICT-based devices, applications, software and services; basic productivity software, web browser, and writing/ presentation software; digital capture devices such as a camera; digital editing; access and use institutional systems

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

» 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 shortcuts and workarounds in digital systems

» Design and implement digital solutions for professional tasks and problems

» Understand basic concepts in computing, coding, and information processing

Digital productivity
Maps to: UKPSF K4, K5

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

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

» Use institutional ICT systems for teaching, assessment and other tasks relating to the teaching role (eg learner support, administration)

» Adapt ICT systems, applications 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

» Understand and critique the impact of digital technology on practice in the subject area and more widely in education, society and employment

Information literacy	» Find, evaluate, manage, curate, organise and share digital content for learning, teaching and assessment
	» Support learners in their use of content, including academic, professional and open content
	» Interpret information for academic and professional purposes
	» Know the rules of copyright and plagiarism and alternatives such as 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, for example, filters, feeds, sort rules, advanced searches, curation tools

Data literacy	» 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 where appropriate
	» 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 institution; share data for learning and teaching enhancement and scholarship
	» Ensure data security and use legal, ethical and security guidelines in data collection and use
	» Understand and critique the role of data in the subject area and more widely in education, society and employment; understand the nature of algorithms

Media literacy	» 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, impact, modality
	» 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 alternatives such as Creative Commons

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

Digital creation
Maps to: UKPSF A2

- » 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 different 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: UKPSF K2, K5, V3

- » Collect, understand and use evaluation data from 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 scholarship (eg open data, data visualisations, infographics, e-journals) as resources for learning and teaching

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 subject areas

Digital innovation
Maps to: UKPSF K5, V3

- » Investigate and implement new digital approaches to learning, teaching and assessment
- » Identify problems and challenges in digital learning, and explore solutions

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) *Maps to: UKPSF K4, V1*

Digital communication	» 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 in academic and professional contexts and to understand the different norms of communication in different settings » Respect others in public communications; maintain privacy in private communications; model this to learners
Digital collaboration	» Participate in digital teams and working groups (eg around curriculum development and review) » 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 linguistic boundaries
Digital participation	» Participate in digital networks with learners and with other teachers. Participate actively in social media relevant to your 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 across networks; be aware of how digital networks influence social behaviour

Digital learning and development (development)

Digital learning and CPD (learning) *Maps to: UKPSF A5*	» 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
Digital teaching practices *Maps to: UKPSF K1, K2, K3, K4 and K5*	» Design and plan courses of study to include digital issues, activities, opportunities and outcomes » Use digital tools to plan, design and review courses of study » Design and plan digital learning and assessment activities within courses of study » Adapt teaching in response to feedback from learners collected or facilitated digitally (eg polling, learning environment data, learning analytics) Maps to: UKPSF A1 (see 'digital lens' on UKPSF ji.sc/digital_lens_ukpsf for more detail) » 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. Use digital tools to organise, plan and reflect on learning, and support learners to do the same » Use digital tools to record learning events/data and support learners to use these records for review and self-assessment. Source appropriate digital learning resources, assessing for (eg accuracy, relevance, accessibility, diversity, effectiveness). Develop and adapt digital learning resources according to learners' needs, with an awareness of licensing issues » Work with other professionals e(g library/learning resources, e-learning, learning support, to support learners' digital capabilities). Maps to: UKPSF A2 (see '<u>digital lens</u>' on UKPSF for more detail) » Use digital tools in support of assessment (eg quizzes, polls, self-assessment, peer assessment, e-portfolio, peer review) and to give feedback (eg via annotations, audio tracks) » Design assessment activities to progress and demonstrate learners' digital capabilities. Maps to: UKPSF A3 (see '<u>digital lens</u>' on UKPSF for more detail) **At higher levels:** » Support teaching staff to develop their digital capabilities; contribute to digital learning, teaching and assessment policies, strategies, working groups and initiatives; promote and adopt digital innovations in teaching

Digital identity and wellbeing (self-actualising)

Digital identity *Maps to: UKPSF V1*	» 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: UKPSF A5, V2, V4*	» 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; address digital responsibility and the consequences of negative online behaviours with learners » Ensure 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