Learner profile

This is a version of the Jisc **'Six elements of digital capabilities'** (http://ji.sc/digicap_ind_frame) model, specifically addressing the capabilities of learners. 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.

The profile provides enough detail to support practical interventions with learners. It is not written in learner-facing language, and is not in this version designed for use by learners directly (for example to assess their own digital capabilities and confidence). The profile can be adapted to suit the needs of different learners in different settings.

The profile might be used in the following ways:

- Embedding digital capabilities into a curriculum (a separate **checklist** (http://ji.sc/digicap_checklist_dev) is available for curriculum teams, based on this profile). The profile can be used directly by a curriculum team to identify suitable learning outcomes and activities, to cover a range of the digital capability elements

- Developing local versions of the framework, ideally in collaboration with learners and curriculum staff. These local versions might be adapted to the needs of a whole organisation, and worded in appropriate, learner-facing language. They might be specific to a division of the organisation such as a faculty, college, school, subject area, and worded in language appropriate to those subjects

- Designing or curating resources for use by learners outside of the curriculum, such as guides, workshops, activities, playlists of content. This could be done by learner representatives such as student union reps, learner voice reps or digital champions

The profile is only intended as one example of how the six elements might be interpreted and implemented. It is one of a number of profiles based on the 'Six elements' model. For more information on all profiles and other related resources please see the **Building digital capability project page** (http://ji.sc/building-digicap).

ICT proficiency	
ICT proficiency	**A digitally capable learner will:** Use ICT-based devices (laptops, tablets, smartphones, desktop computers, digital instruments and equipment); use a mouse, keyboard, touch screen, voice control and other forms of input; use screens, audio headsets and other forms of output; use digital capture devices such as a camera, video camera, audio recorder. Use basic productivity software (text editing, presentation, spreadsheets, image editing); use a web browser and search engines. Use email and other digital communication services eg text, photo sharing, video conferencing. Sign on to and use the university/college digital systems; sign on to and use a range of personal digital services such as social media, online shopping, sharing sites. Adopt new devices, applications, software and services and stay up to date with ICT as it evolves. Know the limits of his/her digital proficiency and how to ask for help. **At higher levels a digitally capable learner will:** Use a wide range of digital apps, services, plug-ins to achieve daily tasks; be comfortable with different devices, interfaces and platforms. Keep digital devices safe from malware; manage security and privacy settings in digital services. Explore digital technologies, tools and services thoroughly to understand their functions and uses. Find solutions and work-arounds when things go wrong. Understand basic concepts in computing, coding, and software/app development.
ICT productivity	**A digitally capable learner will:** Download and upload materials to the internet or cloud or institutional shared spaces; organise, manage and back up digital files. Choose software/apps and services to suit task requirements; work effectively across different software/apps and services to achieve learning-related tasks; find digital solutions. Adapt and personalise software/apps and services to personal preferences and needs (eg adaptive/assistive features). Use digital tools to fit learning around other demands and make learning time more efficient, eg use calendars, task lists, project and time management apps, contact databases, collation/curation tools. Choose new devices and software/apps/services - including plug-ins and upgrades - based on assessing their value. **At higher levels a digitally capable learner will:** Easily adopt, adapt and update technologies. Develop a personal digital environment from a range of tools and services. Understand how digital technology is changing practices at work, in education, and in social life.
Information, data and media literacies (critical use)	
Information literacy	**A digitally capable learner will:** Find relevant digital information using search engines, indexes or tag clouds; use appropriate search terms; find information in wikis, blog posts, scholarly journals, e-books and on the open web. Organise and manage digital information using various file spaces and folders, bookmarks, reference management software and tagging. Judge whether digital information is trustworthy and relevant; distinguish different kinds of information eg academic, professional, personal and political. Use information for answering questions, solving problems, informing practice and writing assignments. Share information with tutors, peers and others relevant to learning. Know and follow the rules of copyright; use only legal sources; understand and avoid plagiarism. **At higher levels a digitally capable learner will:** Use curation tools such as pinboards, social bookmarking, personal aggregators to bring information together in new ways; record and review information for future access and use. Share information publically to pursue learning and personal interests. Use copyright alternatives such as creative commons licensing; use appropriate referencing for all digital information sources.

Data literacy	**A digitally capable learner will:** Manage, access and use digital data in spreadsheets and other media. Understand how to interpret data relevant to the subject of study. Record and use personal data to support learning and personal development. Ensure personal data is secure and use privacy settings appropriately. **At higher levels a digitally capable learner will:** Follow appropriate ethical, legal and security guidelines when using data. Analyse data in databases and spreadsheets by running queries, data analyses and reports. Understand how data is used to construct arguments, critique specific uses of data; understand the nature of algorithms; be able to carry out statistical tests on data.
Media literacy	**A digitally capable learner will:** Make sense of messages in a range of digital media – text, graphical, video, animation, audio and multimedia. Access digital media for entertainment and enjoyment as well as for learning. Appreciate how digital messages are designed eg for particular audiences, purposes and effects. Know and follow the rules of copyright and plagiarism as they apply to digital media; use only legal sources of digital content; know about and use alternatives such as creative commons licensing; use appropriate referencing for digital media; understand and avoid plagiarism. **At higher levels a digitally capable learner will:** Critically assess digital media and messages for provenance, purpose and production values. Use a range of digital media editing tools; understand some technical aspects of digital media production. Understand how digital media are reshaping social and political discourse, and personal life. Share and distribute digital media for others to access.
Digital creation, problem solving and innovation (creative production)	
Digital creation	**A digitally capable learner will:** Design new digital materials eg posts, podcasts, web pages, wiki entries, digital video, digital stories, presentations, infographics. Capture, edit and produce digital media eg video and audio. **At higher levels a digitally capable learner will:** Create, share and showcase digital artefacts with an awareness of audience and purpose. Code and design apps/applications and interactive elements. Design digital games, virtual environments and interfaces.
Digital research and problem solving	**A digitally capable learner will:** Make decisions and solve problems based on digital evidence. Collect data using digital tools relevant to the subject area eg data capture, video, audio. Access and use data sets relevant to the subject area. Design and administer online surveys. Analyse data using simple qualitative and quantitative tools. **At higher levels a digitally capable learner will:** Analyse data using advanced tools and techniques. Interpret findings. Generate new questions or address new challenges in the subject area using digital methods. Share specialist (scholarly or professional) ideas in a range of digital media eg open theses, blog posts.
Digital innovation	**A digitally capable learner will:** Adopt new digital tools for learning and new ways of learning in digital settings. **At higher levels a digitally capable learner will:** Use digital technologies to develop new ideas, projects and opportunities. Promote new digital tools and opportunities to others. Act as a digital change agent or champion.

Digital communication, collaboration and participation (participating)	
Digital communication	**A digitally capable learner will:** Participate in a range of digital communication media eg email, presentations, blog posts, video conference, photo sharing, text, Twitter, online forums, understanding the differences between these media. Understand and respect the different norms of communicating in different spaces eg personal, social, academic, professional. Communicate respectfully and inclusively, recognising that digital media can be used to intimidate, shame and harass other people. Identify and deal with false or damaging digital communications. **At higher levels a digitally capable learner will:** Initiate and facilitate digital communications relevant to learning and to the subject studied. Design digital communications for different purposes e.g to persuade, inform, entertain, guide and support.
Digital collaboration	**A digitally capable learner will:** Work in digital teams, groups and projects to produce shared outcomes or meet shared goals. Use collaborative tools eg file sharing, shared writing/drawing tools, project management tools, shared calendars and task lists. Participate in collaborative online environments eg webinars, discussion groups, flash meetings. **At higher levels a digitally capable learner will:** Initiate and facilitate digital collaborations. Collaborate comfortably across cultural, national and/or subject specialist boundaries.
Digital participation	**A digitally capable learner will:** Participate in a range of online networks related to personal interests and/or the subject studied. Share digital resources eg links, bookmarks, images, text. Participate actively in discussion forums: post reviews, comments, 'likes' etc. Build and manage online contacts. **At higher levels a digitally capable learner will:** Build networks and collaborative opportunities eg facilitate online exchanges, answer questions, collate answers, welcome new participants, launch new sites/groups, open up new connections and conversations. Understand how digital media and networks influence social behaviour.
Digital learning and development (development)	
Learning (self-development)	**A digitally capable learner will:** Identify, choose and participate in digital learning opportunities eg online courses, podcasts, tweetfests. Identify, choose and use digital learning resources eg quizzes, online tutorials, simulations, open lectures. Adapt digital tools/materials to suit his/her learning preferences and access needs. Use digital media to take part in learning conversations with tutors and other students. Use digital tools (personal or organisational) to organise, plan and reflect on learning eg mind-mapping, note-taking. Record learning events/outcomes and use them for self-analysis, reflection and showcasing of achievement eg in an e-portfolio or learning blog. Use digital tools to take notes, annotate, collate and curate learning materials, review and revise learning. Undertake self-assessment of learning needs; participate in other forms of digital assessment; receive and respond to feedback in digital forms. Manage learning time and tasks; manage attention, engagement and motivation to learn in digital settings.
Teaching (developing others)	**A digitally capable learner will:** Work collaboratively and supportively with other learners, using digital technologies where appropriate. Share digital know-how and expertise with others. **At higher levels a digitally capable learner will:** Develop digital guidance or learning materials for other learners. Act as a formal digital coach, mentor or champion.

Digital identity and wellbeing (self-actualising)	
Digital identity management	**A digitally capable learner will:** Manage and maintain profiles and make sure they are suitable for different networks eg personal, professional, academic. Attend to digital reputation when posting and communicating online. Understand how personal data is collected and used in different systems and use privacy settings appropriately. Maintain a current digital CV or portfolio of work. Make sure outcomes of learning and other achievements are accessible in digital forms (eg via an e-portfolio, digital CV, personal website). **At higher levels a digitally capable learner will:** Use blogging and/or micro-blogging. Analyse digital impact, footprint and reputation using analytics or other tools. Link and curate personal identities carefully eg Twitter stream published on personal blog.
Digital wellbeing	**A digitally capable learner will:** Use digital technologies in ways that support personal development, well-being and safety, and respect the wellbeing and safety of others. Act positively against cyberbullying and other damaging online behaviours. Consider the rights and wrongs and the possible consequences of online behaviour. Use digital tools and media in ways that are aligned with personal values and goals. Use digital media to access services, monitor health conditions, and participate in the community. Recognise that digital information and media can cause distraction, overload and stress, and disconnect when necessary. Manage online and real-world interactions in ways that support healthy relationships.

Digital capabilities: the six elements