

Purpose

The Framework supports educators to:

- **Identify** the key digital tools that students need to use as learners and graduates.
- **Articulate** the digital capabilities that students need to use these tools successfully.
- **Map and embed** the development of digital capabilities across Courses.
- **Plan** professional learning for educators to teach the development of digital capabilities.

Digital Capabilities (Figure 1)

The capabilities to productively and ethically integrate digital technologies into life, learning and work in a digitally connected world.

Digital capabilities encompass multiple, inter-connected literacies and skills. They are more than the ability to simply use a tool, software or operate a device. They include being able to create and collaborate digitally, critically evaluate digital information and its sources, protect personal digital identity and understand the impact on wellbeing of participating in digital environments.

At ECU, these capabilities are fundamental to developing globally oriented and socially just citizens who have the capabilities for employability and life-long learning (ECU Course Design Policy, 4.10).

Figure 1: Digital Capabilities

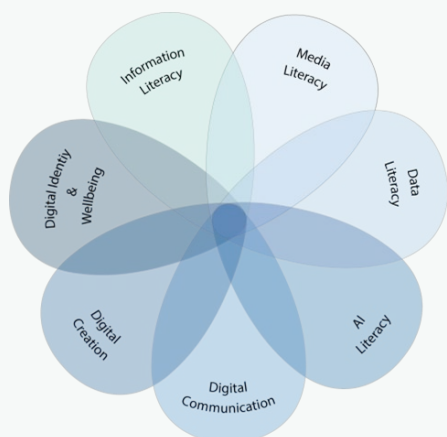


Figure 1: Interconnected digital literacies and skills

Digital capabilities comprise what students are expected to *know*, the *skills* they are expected to learn, and the *dispositions* they are expected to cultivate.

These capabilities can therefore be understood as:

Knowledge – of the digital tools and their outputs, purposes, affordances and limitations.

Skills – to competently use digital tools, evaluate information and outputs, and manage identity and wellbeing in the context of the four digital domains.

Dispositions – a mindset of adaptability and curiosity while engaging critically and ethically with digital tools, information and outputs.

Digital Domains (Figure 2)

Students need to develop capabilities across four domains. Figure 2 shows the tools that may be used to develop capabilities for each domain, with guiding verbs for curriculum integration.

- **Learning** environment, including the LMS, MS Teams, and other tools that are used to engage in study.
- **Information**, including finding, critically evaluating, synthesising and generating research, data and other materials to inform learning, assessment and evidence-based practice.
- **Employability**, including tools used to curate a digital identity and find and secure employment.
- **Professional practice**, including the specific tools used in relevant professions and industries.

Support

Library, CLT, and Careers teams can assist with:

- Mapping digital capabilities and tool use across the curriculum at introduced, consolidated and demonstrated levels.
- Resource development for course content.

Learning technology troubleshooting:

- Staff - CLT learningassist@ecu.edu.au
- Students - [Peer support at the Library](#)

Reference: Jisc. (2024). *Building digital capabilities framework: The six elements defined.*

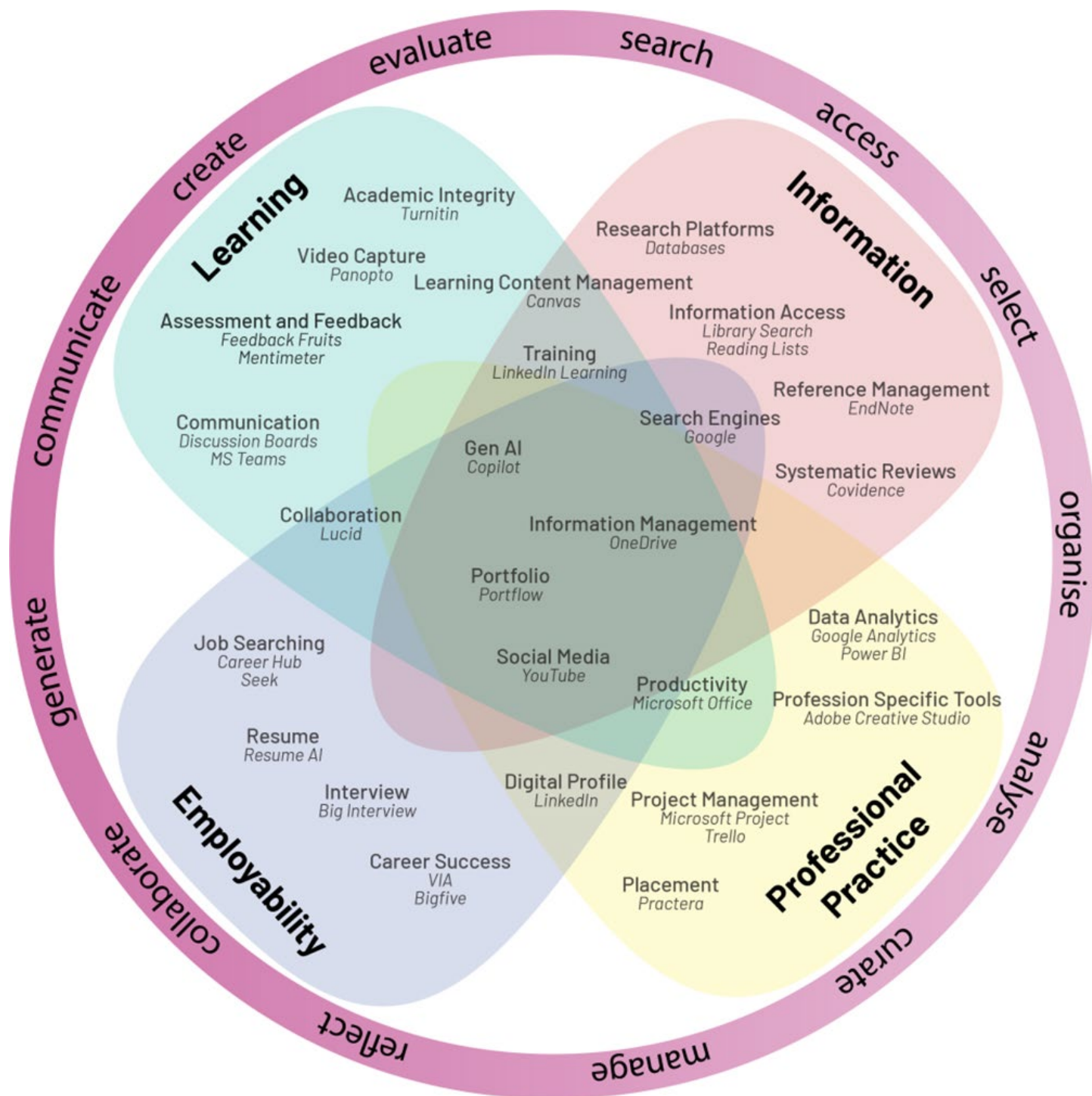


Figure 2: Digital capabilities applied across four domains, with examples of digital tools, and guiding verbs for curriculum integration.