Digital Capabilities Framework

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 critically evaluate digital information and media, to assess source credibility, to create and collaborate digitally, to protect personal and professional digital identity, and to 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 necessary digital capabilities for employability and life-long learning (ECU Course Design Policy, 4.10).

Figure 1: Digital Capabilities

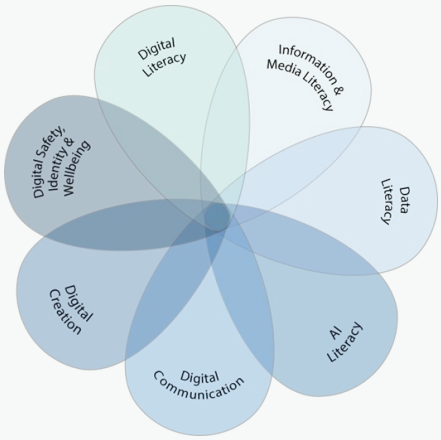

Figure 1: Interconnected digital capabilities

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 purposes, affordances, outputs 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 digital domains. Figure 2 shows tools that might be used to develop capabilities related to each domain, with guiding verbs for curriculum integration.

- **Learning** environment, including the LMS, MS Teams, and other tools 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.
- **Career Management**, 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 integration across the curriculum at introduced, consolidated and demonstrated levels.
- Resource development for course content.

Learning technology troubleshooting:

- Staff - CLT elearningassist@ecu.edu.au
- Students - Peer support at the Library

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

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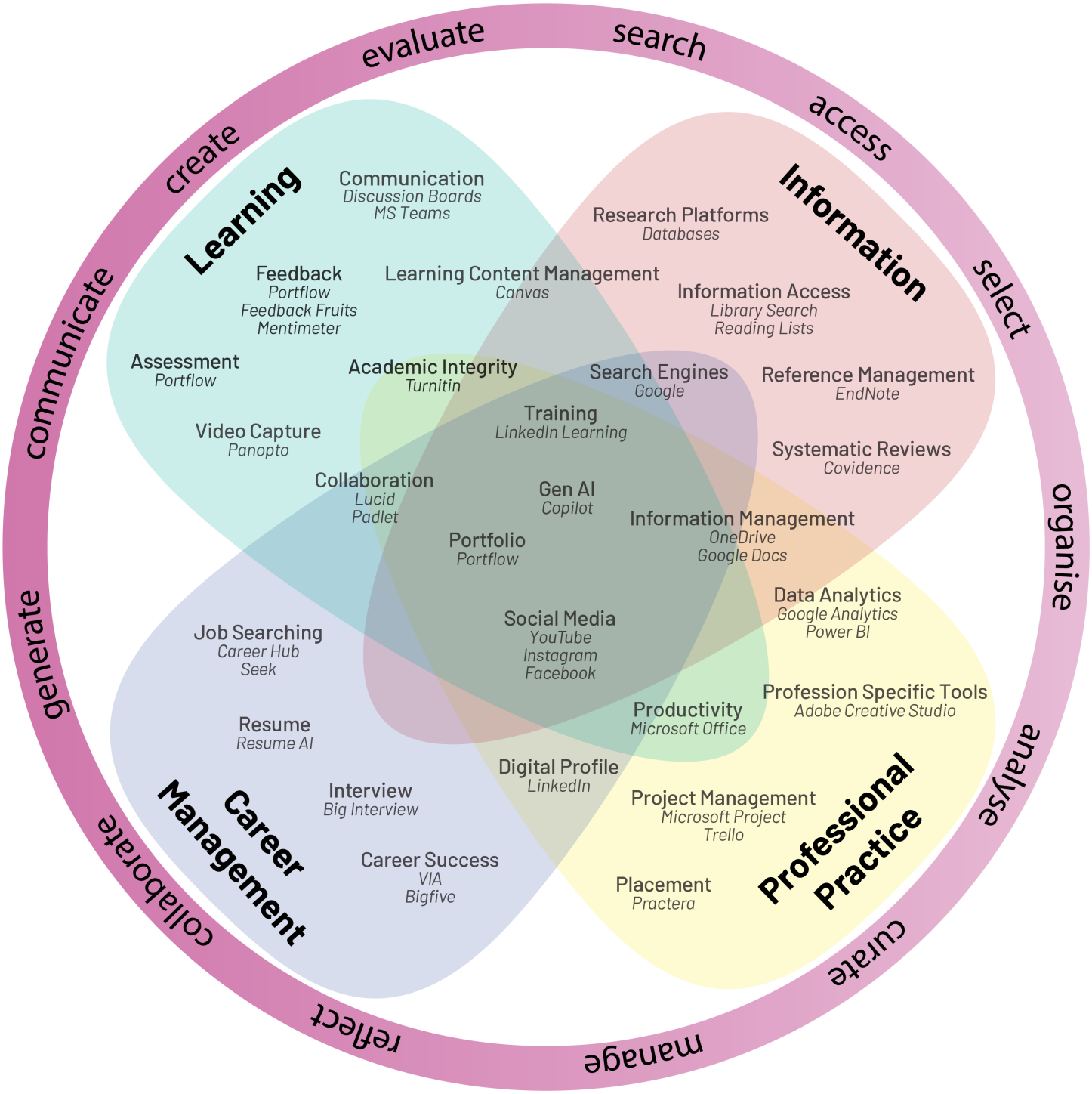

Figure 2: Four digital domains, where digital tools and capabilities are required for students to develop discipline, lifelong learning and employability skills, with **examples** of digital tool types and guiding verbs for curriculum integration.

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Digital Capabilities Explained:

Digital Literacy (incl. Digital Safety, Identity & Wellbeing)	Proficiently navigate, evaluate and use digital tools, platforms and environments with professional judgement, integrity and adaptability. Encompasses selecting and applying discipline relevant technologies critically; adapting confidently as technologies evolve; developing a considered and intentional approach to digital ethics, safety and identity; understanding benefits, risks and impacts of digital practice in academic, professional and broader societal contexts; protecting and managing personal and professional data, profiles and identity; and managing personal safety, relationships and work-life balance in digital settings.
Information, Media & Data Literacy	Locate, critically evaluate, synthesise, manage and share credible **information**, for academic and professional purposes. Encompasses an understanding of academic integrity, ethics and copyright; recognising when and what type of information is needed; and adopting an evidence-based approach to practice. Critically analyse, evaluate, curate and re-purpose **media** content, including social media. Encompasses understanding copyright; digital media production; and the ability to discern bias, misinformation and disinformation. Collect, manage, evaluate, interpret and apply **data** effectively to inform and justify decisions while adhering to ethical standards. Encompasses understanding data sources; methods of data collection; and communicating insights effectively using digital tools.
AI Literacy	Productively use AI technologies and tools in various contexts. Encompasses assessing the ethical, legal and social implications of AI; the ability to critically evaluate and verify AI tool outputs; understanding AI principles and bias; assessing appropriate use instances; and adherence to academic integrity and acknowledging use of AI-generated outputs and sources.
Digital Communication (incl. collaboration)	Competently and productively use appropriate digital tools to communicate and collaborate effectively, including in teamwork settings. Encompasses selecting media and designing digital communications appropriately for different purposes and audiences.
Digital Creation	Productively create new knowledge, technologies and content within the digital ecosystem. Encompasses competently designing or creating digital content, understanding digital production processes and technical and intellectual accessibility principles; and innovating with digital practices.