# Building digital capability: the six elements defined

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<th>ICT proficiency</th>
<th>Information literacy</th>
<th>Data literacy</th>
<th>Media literacy</th>
<th>Digital creation</th>
<th>Digital innovation</th>
<th>Digital research and scholarship</th>
<th>Digital communication</th>
<th>Digital collaboration</th>
<th>Digital participation</th>
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<tr>
<td>The capacity to use ICT-based devices, applications, software and services via their interfaces (mouse, keyboard, touch screen, voice control etc), to use basic productivity software, web browser, and writing/presentation software, to use digital capture devices.</td>
<td>The capacity to find, evaluate, manage, curate, organise and share digital information, including open content. At higher levels a critical awareness of provenance and credibility. Capacity to interpret information for academic and professional/vocational purposes. Ability to apply the rules of copyright and open alternatives e.g. creative commons. Ability to reference appropriately in different contexts. Ability to record and preserve information for future access and use.</td>
<td>The capacity to collate, manage, access and use digital data in spreadsheets and other media, to record and use personal data, to ensure data security and to use legal, ethical and security guidelines in data collection and use. At higher levels the ability to interpret data by running queries, data analyses and reports, and to share data openly.</td>
<td>The capacity to critically read communications in a range of digital media – text, graphical, video, animation, audio, haptic etc. At higher levels, the capacity to appreciate audience, purpose, accessibility, impact, modality and to understand digital media production as a practice and an industry. Ability to collate and repurpose media giving due recognition to originators.</td>
<td>The capacity to design and/or create new digital artefacts and materials; digital writing; digital imaging; digital audio and video production; the digital editing of images, video and audio. At higher levels the ability to code and to design apps/applications, games, virtual environments and interfaces.</td>
<td>The capacity to develop new practices with digital technology in organisational settings and in specialist subject areas (professional, vocational and disciplinary); digital entrepreneurship. At higher levels the ability to lead organisations, departments, teams and practice/subject areas in new directions in response to digital challenges and opportunities.</td>
<td>The capacity to collect and analyse research data using digital methods. At higher levels to discover, develop and share new ideas using digital tools; to undertake open scholarship; to design new research questions and programmes around digital issues/methods; to develop new digital tools / processes; to evaluate impacts of digital interventions.</td>
<td>The capacity to communicate effectively in a variety of digital media and digital forums; to communicate in accordance with different cultural, social and communicational norms; to design communications for different purposes and audiences; to respect others in public communications; to maintain privacy in private communications.</td>
<td>The capacity to participate in digital teams and working groups; to collaborate effectively using shared digital tools and media; to work towards shared objectives; to produce shared materials; to use shared calendars and task lists and other project management applications; to work effectively across cultural, social and linguistic boundaries.</td>
<td>The capacity to participate in, facilitate and build digital networks; to participate in social and cultural life using digital services and forums; to create positive connections and build contacts; to share and amplify messages across networks; to behave safely and ethically in networked environments.</td>
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### Digital learning and personal/professional development (learning)

The capacity to identify and participate in digital learning opportunities; to use digital learning resources; to participate in learning/teaching relationships via digital media; to use digital tools (personal or organisational) for learning; to use digital tools to organise, plan and reflect on learning; to record learning events/data and use them for self-analysis, reflection and showcasing of achievement; to undertake self-assessment and participate in other forms of digital assessment; to manage own time and tasks, attention and motivation to learn in digital settings (self-regulation).

### Digital identity and wellbeing (self-actualising)

#### Digital identity management

The capacity to develop and project a positive digital identity or identities and to manage digital reputation (personal or organisational) across a range of platforms; to build and maintain digital profiles; to develop a personal style and values for digital participation; to collate and curate personal materials across digital networks.

#### Digital wellbeing

The capacity to look after personal health, safety, relationships and work-life balance in digital settings; to use personal digital data for positive wellbeing benefits; to use digital media to foster community actions and wellbeing; to act safely and responsibly in digital environments; to manage digital stress, workload and distraction; to act with concern for the human and natural environment when using digital tools; to balance digital with real-world interactions appropriately.

### Digital capabilities: the six elements

- **Information, data and media literacies**
- **Digital creation, innovation and scholarship**
- **Digital learning and self development**
- **Communication, collaboration and participation**
- **ICT proficiency**
- **Digital identity and wellbeing**