Defining a digitally capable graduate/course leaver

What does a ‘digitally capable’ course leaver or graduate look like in your subject area? What qualities make him or her successful?

Use the prompts to help you record all the points you can think of. You could use the Building digital capabilities (six elements) framework available from ji.sc/what-is-digital-capability to help you. Or you could adapt course outcomes or graduate attributes from existing documents, adding in digital elements where they fit.

Try writing these from the learner’s perspective (I am, I do, I can, I have). This helps you think about what learners will actually be doing when you translate outcomes into learning activities.

1. High level digital attributes (corresponds to Digital identity and wellbeing if you are using the six elements framework). For example:

   » I am confident in choosing, using, adapting and updating digital technologies to suit my needs and the demands of the task

   » I am adaptable in dealing with technical difficulties and failures, finding work-arounds and using alternative technologies or approaches

   » I am critical about the digital technologies I use and the digital media I consume and share

   » I am original in developing new projects, solving new problems and creating new artefacts with the technologies available

   » I am mindful of my wellbeing and the wellbeing of other people and the environment when I use digital technologies

2. Digital practices (corresponds to the four situated practices if you are using the Building digital capabilities framework).

   Each practice (I do) can be further broken down into component skills and capabilities: don’t worry if the distinction is unclear. For example:

   » I do: communicate effectively using a range of digital technologies and networks (practice)

   » I can: create and maintain a profile; find and engage with other participants; facilitate discussion in a range of media; manage audio and video settings; engage in webinars and online discussion forums; understand the different norms for communicating in different settings… (skills)

3. Digital access and functional skills (corresponds to Digital proficiency and efficiency if you are using the Building digital capabilities framework)

   Each area of practice can also have specific technologies associated with it. It is important when planning a course to ensure that learners have functional access to the tools they need. However, many different technologies can be used in each practice area, so it can be easier to wait until you have designed specific learning activities before you think about exactly which technologies will be used. For example:

   » I have and can use: a networked device with inbuilt camera; an audio headset; an up-to-date version of Skype/Zoom etc

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For more information on all related resources please see the Digital capability website: digitalcapability.jisc.ac.uk
<table>
<thead>
<tr>
<th>Attributes/Identifies</th>
<th>Practices (ways of thinking and acting)</th>
<th>Skills (personal capabilities)</th>
<th>Functional access</th>
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</thead>
<tbody>
<tr>
<td>I am:</td>
<td>Information, data and media literacies</td>
<td>Digital creation, problem solving and innovation</td>
<td>Digital communication, collaboration and participation</td>
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<td>I do:</td>
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