



# Being Digital

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The driver for digital literacy development is the recognition that we are living, studying and working in a digital age. Digital technologies have social, economic and political consequences that impact research and teaching priorities and practices within the University of Leeds and will affect our graduates throughout their careers. The Digital Literacy Framework has been produced to guide development for students and staff and to inform the development and provision of appropriate resources and support. The content was produced by an interdisciplinary team including academic staff, professional services and students with reference to national and international guidance on digital capabilities.

Three levels of digital literacy have been defined to support initial, further and more advanced capabilities. The model adopted for these levels - Enhance, Extend and Empower – was originally devised to support academic development for blended and online learning. Beginning with enhance, rather than defining a set baseline, acknowledges the varied starting points for individual students and staff, whilst extend supports further development and empower recognises the potential to influence and inform colleagues and peers. It is essential for all staff and students at Leeds to have opportunities to benefit from the framework, however, the ways that digital capabilities will be achieved or assessed will need to vary with reference to disciplinary contexts and any requirements for professional accreditation.

Implementation is being supported with face-to-face and online resources for staff and students, please see <https://digitalpractice.leeds.ac.uk>

References and acknowledgements:

Horizon Report Preview, Higher Education Edition, Educause February 2019

<https://library.educause.edu/-/media/files/library/2019/2/2019horizonreportpreview.pdf>

JISC Digital Capabilities

[http://repository.jisc.ac.uk/6611/1/JFL0066F\\_DIGIGAP\\_MOD\\_IND\\_FRAME.PDF](http://repository.jisc.ac.uk/6611/1/JFL0066F_DIGIGAP_MOD_IND_FRAME.PDF)

EU Digital Competence Framework

<https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

The 3E framework

<https://staff.napier.ac.uk/services/vice-principal-academic/academic/TEL/TechBenchmark/Pages/overview.aspx>



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# Adaptability

You can adapt to new digital technology and use the most appropriate approaches or technologies for the task

## Enhance

Learn to use new digital tools and resources with advice and guidance from others

## Empower

Independently find and make good use of new digital tools and resources to support flexible approaches for work and learning

## Extend

Adapt practice and workflow to incorporate new tools and approaches



# Critical Evaluation

You can evaluate, analyse and synthesise information and data and make choices about the best tool, program or application needed to complete specific tasks



## Enhance

Explore a range of digital information and sources to gather and assess evidence, reach decisions and solve problems, using digital tools to help manage, record and reflect on learning



## Empower

Synthesise information from a range of digital tools, to compile and curate resources for others to use

## Extend

Independently evaluate digital tools and networks, selecting appropriate resources for the task in hand for study or work



# Creativity

You can apply digital tools and resources to produce or adapt content for different purposes, and ensure accessibility for a range of audiences



## Enhance

Repurpose or adapt digital content created by others with appropriate acknowledgment, referring to relevant guidance on copyright and accessibility standards for content to be shared online



## Empower

Independently design, produce and share original work to suit a range of audience needs, making effective use of appropriate digital tools

## Extend

Create digital content with others, using a range of digital tools to realise a project or plan



# Communication

You can use a variety of tools to engage in online dialogue and debate and communicate constructively and professionally in online environments

## Enhance

Select the appropriate communication tools for a given context, environment or audience, with an understanding of the appropriate etiquette for digital communication and how to be inclusive in a digital environment

## Empower

Demonstrate an influencing role in online activities and guide others in good practice for sharing information online

## Extend

Critically appraise the contribution of others in online interactions and make constructive contributions to online discussions, showing an awareness of the needs of others and taking account of varying levels of digital competence and experience



# Collaboration

You can collaborate effectively with peers to problem solve and produce research, materials and resources in online and blended learning or working environments



## Enhance

Participate effectively in online communities and networks, developing and sharing relevant content digitally with peers from a diversity of backgrounds *within* the university



## Empower

Mentor others using digital resources, and share findings from online communities and networks to support the work of others

## Extend

Participate effectively in online communities and networks, developing and sharing relevant content digitally with peers from a diversity of backgrounds *beyond* the university



# Identity and Wellbeing

You can develop and manage your digital identity and understand how to mitigate the risks of digital participation



## Enhance

Manage own digital safety and privacy, including assessing one's digital footprint and setting personally-appropriate boundaries and limits around the use of technology, including social media



## Empower

Guide and assist others in managing their own digital footprint and boundaries

## Extend

Take steps to project and maintain an appropriate digital identity, and keep up to date with good practice for managing everyday digital health and wellbeing

