

Digital Fluency Framework

Knowledge, Skills and Understanding required by HYMS Staff

THRESHOLD SKILLS AND KEY BEHAVIOURS

Curriculum Design

- Understand different modes of delivery and design required for a range of different learning environments* (see learning environments note below)
- Selection of appropriate activities for synchronous and asynchronous learning and reusable learning objects (RLOs)

Technology Enhanced Learning, Teaching, Tutorials & Assessment

- Build and use Blackboard VLE sites
- Set up electronic submission of assessments in blackboard and give feedback and marks electronically
- Use technologies to maximize accessibility for all students
- Use video-enhanced teaching
- Set up and manage blogs, wikis and discussion boards
- Identify and use a range of e-resources
- Recognise the potential for using mobile technologies in off-campus learning

Evaluation & Quality Assurance

- Understand the role of evaluative surveys
- Understand the role of learning analytics

ACCOMPLISHED DIGITAL FLUENCY

Curriculum Design

- Actively involved in programme development, design and delivery in different learning environments*
- Share designs and reflect on their effectiveness in practice networks

Technology Enhanced Learning, Teaching, Tutorials & Assessment

- Use synchronous learning tools in blackboard VLE to promote communication and collaborative learning
- Continuously review and refine the use of TEL to meet learning outcomes
- Design opportunities for video-enhanced teaching
- Be aware of emergent mobile technologies and social networking tools and use these in appropriate learning contexts
- Use a wide range of e-resources to enable and enhance student learning

Mentorship

- Support peers in developing threshold skills
- Share examples of practice
- Disseminate good practice

Evaluation & Quality Assurance

- Create evaluative surveys
- Use analytics to refine course design

EXPERT DIGITAL FLUENCY

Curriculum Design

- Support in designing appropriate and effective technology enhanced learning
- Promote innovative development, design and delivery in different learning environments*

Technology Enhanced Learning, Teaching, Tutorials & Assessment

- Develop and share innovative TEL practices
- Advise on new tools, technologies and developments in TEL practice
- Lead bids for TEL projects

Coaching

- Facilitate expert support and workshops/master classes
- Play a leadership role in TEL in HYMS
- Contribute to a HYMS bank of good practice examples
- Advise on the role of analytics in TEL design/evaluation

*Learning environments include different face to face (1-1, small and large groups), blended, online (1-1, small and large groups), placements and other professional environments.

Adapted from framework created by AQD at the University of Cumbria, 2013 - Jeremy Benson & Caroline Marcangelo.

Changing the
learning landscape.