

SKILLS FOR A DIGITAL WORLD

DIGITAL LITERACIES FRAMEWORK

Enabling a Digital Future



DIGITAL LITERACIES FRAMEWORK



DIGITAL ATTITUDES



DIGITAL CAPABILITIES



COMMUNICATION



INFORMATION LITERACY



DIGITAL IDENTITY



DATA LITERACY



SCHOLARSHIP



MEDIA LITERACY



INNOVATION AND CREATIVITY



COLLABORATION



IT PROFICIENCY



TEACHING



LEARNING AND SELF-DEVELOPMENT

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ENABLING A DIGITAL FUTURE

Digital literacies are the capabilities required to live, learn and work in a digital world.

DIGITAL FUTURE STRATEGY

The La Trobe University (LTU) Digital Literacies Framework supports the University's strategic focus on digital capabilities by outlining the attitudes and skills that LTU staff and students need in a digitally connected world.

DIGITAL LITERACIES AND LA TROBE UNIVERSITY – OUR VISION

At La Trobe University, digital literacies are essential to learning, teaching and research within disciplines and across different domains of professional knowledge and practice.

The University vision is for a digitally capable organisation which supports digital innovation and prepares students for an increasingly digital future. In this environment, staff and students can develop the know-how and skills to enable them to be confident and competent digital agents, operating fearlessly in a digital world.

WHY A DIGITAL LITERACIES FRAMEWORK?

This Framework provides the La Trobe University community with a shared understanding of digital literacies. Creating a unified and shared language around digital literacies is an important and visible starting point for ongoing conversations about existing digital practices and as a reference point for further development of these practices.

Everyone has an existing set of digital practices and understandings that they bring to the university and that they then need to align with scholarly and professional purposes. The Framework supports this transition by articulating required capabilities and conceptualising digital literacies as practices embedded in learning, teaching, research and professional activities.

90% of future jobs will require digital literacies, but 35% of 15-year-olds are not digitally literate.

Pope & Mutch, 2015

WHAT ARE DIGITAL LITERACIES?

Developing digital literacies is critical to engaging with our digital future. The Framework defines the attitudes and capabilities required to live, learn and work in a digital world. It sets out digital literacies as a set of interrelated elements¹. These include:

- data literacy
- media literacy
- communication and collaboration
- digital identity
- scholarship
- innovation and creativity
- information literacy
- IT Proficiency.

This definition of digital literacies recognises the interdependency between all elements and the overlap between ICT proficiency and each of the other elements. When individuals are digitally literate they have the agency to integrate technical competence with thinking about the scholarly use of information and data; creative production of media; engagement and collaboration using digital technologies; learning to learn; and managing identity and well-being in a digital sphere.

1. Adapted from Jisc (2015). *Building digital capability: the six elements defined*. http://repository.jisc.ac.uk/6239/1/Digital_capabilities_six_elements.pdf

WHY ARE DIGITAL LITERACIES IMPORTANT?

Developing digital literacies is an important factor in narrowing the digital divide in life, learning and work. Closing the gap between those who have the understanding and knowledge to operate in a digital environment widens the choices that individuals can make about how their life in that environment is shaped. Often digital skills don't transfer easily from social to learning to work environments. Having the know-how to develop existing skills to fit new digital technologies not only increases the diversity of voices in our changing digital landscape, but for staff and students this contributes directly to future academic success and employability.

FRAMEWORK STRATEGIES

Using the Framework as a tool to establish a shared understanding of digital literacies, and the capabilities individuals need, provides the basis for a coordinated and collaborative approach to:

- building staff capacity for digital practice and scholarship
- building digital knowledge and capabilities into the student learning and research experience
- engaging staff, students and other stakeholders in scholarly conversations about digital issues.

Realising these three strategies requires a robust digital infrastructure and platform, as outlined in the *LTU Digital Engagement: ICT Strategy enabling Future Ready 2016–2017*.

These strategies will be delivered by:

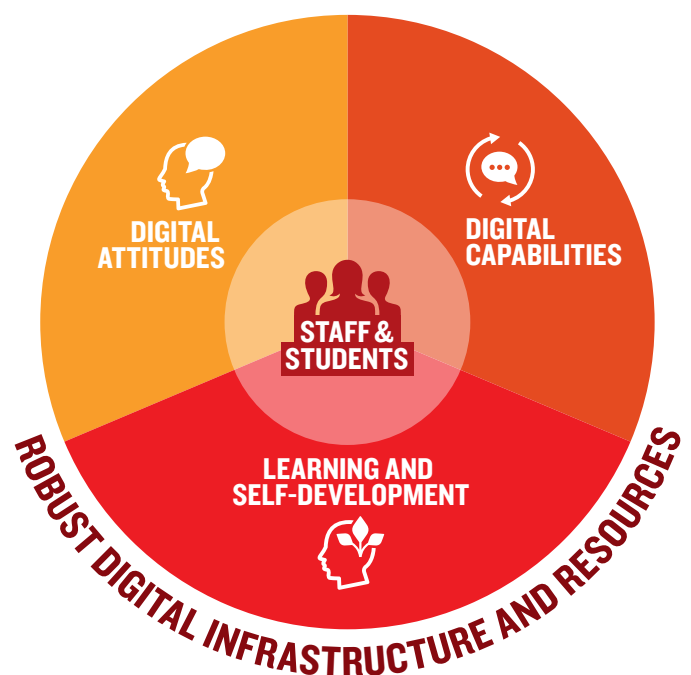
- embedding digital literacies into curriculum and the student experience
- formal and informal conversations about digital issues across disciplines and areas of professional practice
- developing open resources to support staff and students to develop digital capability
- practices which embed digital literacies as an expectation and also support, reward and motivate staff to become digitally literate
- developing an active Community of Practice within the University and with other organisations to share understanding of digital knowledge and skills and the pedagogy and practices to build digital literacies.

These strategies are underpinned by each individual's digital knowledge and understanding. All staff and students need support to:

- know the technologies available to staff and students at La Trobe University
- know the support available to use digital technologies – institutional and personal – at La Trobe University
- know what others in my role are doing with digital technology
- keep up to date with changes in the technology landscape
- keep up to date with changes in learning, teaching and research practice and know-how
- keep up to date with changes in research methods and scholarly communication.

FRAMEWORK AT A GLANCE

As an integral aspect of all disciplines and services (rather than simply a set of technical or instrumental skills), development of digital literacies is a shared responsibility across the University. Being a digitally-capable organisation involves everyone. The Framework broadly situates digital attitudes and capabilities as part of academic, research and professional practice, staff development, and as part of the undergraduate and taught postgraduate curricula and the overall experience of students and staff at all levels.



Definitions

Throughout the Framework 'digital technologies' includes:

- devices or hardware (e.g. desktop computer, laptop, tablet, smartphone, digital camera)
- applications or software (personal applications e.g. word processing, spreadsheet, presentation, editing, design, analysis; mobile apps; and institutional systems e.g. learning management systems, assessment systems)
- networks (e.g. broadband, mobile)
- services (e.g. social media, sharing sites, communication services, commercial services).

Sometimes these different aspects of digital technology are distinguished; at other times the term 'digital technologies' is used in a collective sense i.e. networked digital devices and the applications and services available through them.

The term 'digital media' is used to mean digital text, images, video, animations and simulations, games, virtual worlds and other interactive media delivered via digital devices.



FRAMEWORK FOR STAFF

ABOUT THE STAFF FRAMEWORK

The Framework for staff focuses on digital literacies from the perspective of the essential attitudes and capabilities required by professional staff, academic staff, researchers and graduate researchers. While this focus fosters a holistic approach to development, not all aspects will be relevant to all university staff. The Framework for staff provides statements in terms of personal effectiveness and development aspirations and needs.

The staff framework includes a separate section for staff with teaching responsibilities because of their direct impact on students' digital literacies development within the curriculum.

STAFF FRAMEWORK PURPOSE

As an overview of the digital attitudes and capabilities required by staff, the Framework can be used:

- by individuals to identify their own digital strengths and preferences
- in conversation between individuals and supervisors to identify development needs, and how best to use individual strengths within a team
- for developing position descriptions
- by teams to assess the spread of attitudes, capabilities and confidence within a department or team.

The capabilities sections in the Framework include statements at two levels. It is assumed that 'expert' activities in particular will be role-specific. The purpose of the Framework is to suggest a range of activities that might be relevant to a range of roles, but there will be a great deal of role-specific variation in what counts as digital expertise.


While the capability statements are organised in two levels, this implies three development levels. For example, staff not yet at the proficient level can use the activities outlined in this level as areas for development. Staff already at the proficient level can aspire to capabilities at the expert level that are relevant to their role. Staff at any level of capability can develop and share their expertise through mentoring others or setting up or joining a specialist community of practice.

Regardless of level, the Framework is designed to start conversations about the activities and resources required to reach proficiency and how to share knowledge and skills within wider communities of practice. In building digital capabilities everyone is a resource for others across the University.



FRAMEWORK FOR STAFF

DIGITAL ATTITUDES

 LA TROBE STAFF MEMBERS	What each attitude might look like in practice
INTEGRATE	Adopt new digital technologies and methods as appropriate to role and discipline or professional practice Upgrade devices and software as required Work confidently with digitally-connected academics, researchers, professionals and students Address day-to-day technical issues as they arise, knowing where help is available if needed
INNOVATE	Try new digital technologies and methods, and adapting proven technologies and methods to new contexts See new opportunities presented by digital technologies in teaching and scholarship Use digital technologies to support other kinds of innovation e.g. student partnerships, cross-disciplinary work Create new digital artefacts to support teaching and/or scholarship Act as a digital advocate or change leader
INQUIRE	Take a scholarly interest in digital media, methods and tools Take an evidence-based approach to curriculum development and professional (academic) practice Critically discriminate in the choice and use of digital technologies Explore the impact digital developments are having on education generally and on subject specialisms Reflect on digital practice Evaluate the impact of digital innovations
ARE ETHICAL	Proactively stay safe and help others to stay safe in digital settings, e.g. through privacy settings Willing to address negative online behaviours such as flaming and bullying Aware of personal wellbeing (self and others) in the use of digital technologies, e.g. ergonomics, managing time and overload Aware of environmental wellbeing in the use of digital technologies, e.g. power management, green computing Act with academic integrity and values in digital settings Deal with learning and research data within ethical and legal frameworks
ARE STUDENT-FOCUSED	Aware of different learning approaches and media preferences in theory and among specific student cohorts Aware of the potential for digital technologies to enhance access for some students, e.g. via assistive technologies, accessible media Aware of the potential for digital technologies to exacerbate some forms of educational disadvantage, e.g. by assuming all students have access to connected devices Engage students in discussions and decisions about the use of digital technologies in their learning Focus on how students can use digital technologies actively in their learning rather than on our use as educators Work in partnership with students on digital projects Try and sharing apps, software and resources that can support students' learning needs Model confident use of digital technologies to students
GLOBALLY CONNECTED	Participate in digital networks relevant to role and subject specialism Collaborate with other teachers, scholars and students in online spaces Use digital connectivity to break down barriers, e.g. cultural, national, linguistic, disciplinary

FRAMEWORK FOR STAFF

DIGITAL CAPABILITIES



COMMUNICATION AND COLLABORATION

Capabilities at a proficient level:

Communicate effectively in a variety of digital media and digital forums (email, text, video etc.)

Collaborate effectively using shared digital tools and media

Be aware of different cultural, social, professional and personal norms (etiquette) when communicating

Be safe and respectful online

Participate in digital networks

Participate in social and cultural life using digital services

Create positive connections and build rapport in digital settings

Capabilities at expert levels:

Build digital teams and working groups, develop collaborative practices and environments

Build, facilitate and maintain new digital networks

Develop a digital communication strategy



INFORMATION LITERACY

Capabilities at a proficient level:

Find, access and evaluate digital information

Organise digital information for personal use through files, tags, bookmarks and curation tools

Be aware of the provenance and credibility of digital information

Be aware of and follow the rules of online copyright and reference appropriately

Capabilities at expert levels (to be customised to role):

Use a range of open content with an awareness of different licences

Curate, organise and share digital information for use by others

Manage information in data bases and other content systems

Record and preserve information for future access e.g. creating appropriate metadata records



DIGITAL IDENTITY

Capabilities at a proficient level:

Develop and project a positive digital identity e.g. social/professional network profile

Tweet and/or contribute to blogs

Use digital media to foster personal relationships and community actions

Look after personal health, safety, relationships and work-life balance in digital settings

Manage digital stress, workload and distraction

Capabilities at expert levels:

Keep personal profile(s) up to date with publications, achievements etc.

Monitor digital footprint and impact across networks

Collate and curate personal materials across networks, creating a coherent digital identity or narrative

Manage at least one professional blog or website



SCHOLARSHIP

Capabilities at a proficient level:

Collect evidence and data using digital tools and methods

Design online data collection tools, e.g. survey instruments, system data logs

Analyse and make sense of data using digital tools

Use digital media to communicate scholarly ideas

Capabilities at expert levels (to be customised to role e.g. full time researchers):

Discover, investigate, develop and share new ideas using digital media

Critically evaluate the impact of digital developments and interventions

Develop new digital tools, processes and methods in the subject area or research field





DATA LITERACY

Capabilities at a proficient level:

Collate, manage, access and use digital data in databases, spreadsheets or other data-based media

Interpret data in databases or spreadsheets by running queries, data analyses and reports

Visualise and find patterns in data

Capabilities at expert levels (to be customised to role):

Use a range of software applications to manipulate raw data

Ethically mine and link data from a variety of sources

Analyse large digital datasets and a variety of data types

Curate, organise and share digital data for use by others

Use data analytics from a range of sources to draw conclusions

Interpret diverse kinds of data and present such data in ways that others can readily understand it



INNOVATION AND CREATIVITY

Capabilities at a proficient level:

Create new digital artefacts and materials

Adopt new digital tools, processes and methods

Participate in innovative projects, communities and discussions

Capabilities at expert levels (to be customised to role, e.g. media developers, web developers specialist researchers):

Generate new digital projects, new discussions/debates about digital issues, new online spaces and communities

Design apps/applications, games, virtual environments, simulations, interactive environments and interfaces

Develop new digital tools, processes and methods

Act as a digital advocate or change leader in an organisation



MEDIA LITERACY

Capabilities at a proficient level:

Read and make sense of communications in a range of digital media – text, graphic, video, animation, audio, haptic etc.

Judge messages in digital media for credibility and relevance

Re-edit and repurpose digital media content

Design effective digital communications, incorporating different media, including social media, as appropriate

Capabilities at expert levels (to be customised to role):

Produce original digital media content with an appreciation of accessibility, purpose and audience

Produce interactive media

Understand digital media production as an industry and a technical and creative practice



IT PROFICIENCY

Capabilities at a proficient level:

Use a range of digital devices via their interfaces (mouse, keyboard, touch screen, voice control etc.)

Use a range of digital applications and services; access these from different devices and networks

Use basic productivity software, web browser, writing/presentation and numerical software

Use digital capture devices such as a digital camera

Choose and use the right digital tool for the task, to suit personal needs and preferences

Adopt new and upgraded systems (with appropriate support when necessary)

Log onto and use institutional systems as required by role

Capabilities at expert levels (to be customised to role):

Work across a range of devices and services (personal and institutional), connecting them as and when appropriate

Use specialist digital tools appropriate to role and/or subject specialism

Cope with technology problems: find solutions or work-arounds

Adapt and customise applications and systems to suit personal needs and preferences

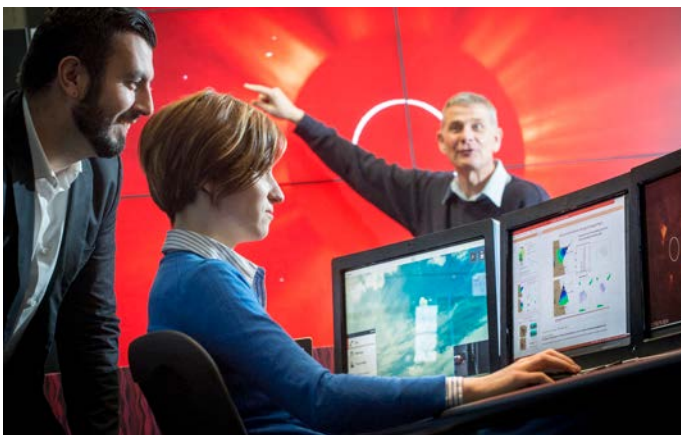
Assess the benefits and constraints of different digital tools

Set up shared solutions for team working, e.g. document sharing

Look for ways of integrating technologies, e.g. synchronising devices and services

Explore new technologies and experiment with established ones

Use computational ways of thinking such as coding, writing apps and algorithms, designing interactive experiences





TEACHING (FOR TEACHING STAFF ONLY)

Capabilities at a proficient level:

Use available classroom technologies to ensure an engaging, active learning experience, e.g. presentation software, live polling, live access to web sites

Encourage use of students' own digital devices to support active learning in the classroom

Set up digital activities for students to undertake independently and in collaboration, e.g. problems, scenarios, quizzes, design tasks, presentations, building web or wiki pages, collating online resources

Provide access to engaging content relevant to the subject area and appropriate to different students' learning needs

Support online discussion

Set up and deliver online assessments

Provide feedback to students in digital formats they find accessible and actionable

Set up online peer review and feedback, e.g. within the LMS

Provide a blended learning experience with an appropriate mix of online/face to face, independent/guided/collaborative activities

Capabilities at expert levels:

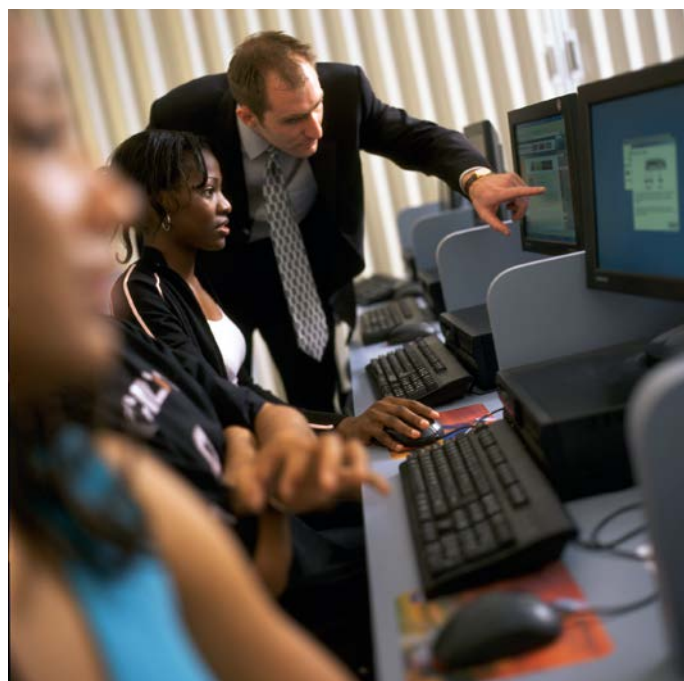
Design online materials that are accessible, engaging and relevant to students' learning needs

(Re)Design subjects and courses to include digital learning outcomes and associated activities and assessment regimes

Incorporate innovative digital methods into teaching

Teach courses wholly online using a variety of methods: discussion, webinar, online resources and activities, set tasks

Use open platforms to deliver learning resources and opportunities beyond La Trobe, e.g. via iTunesU, TED, MOOCs, OERs, social and sharing media.



THE FRAMEWORK FOR STAFF IN PRACTICE

Digitally literate staff are able to make full use of the investments that the University has made in digital infrastructure. They find digital opportunities to innovate in their specialist field. Their digital capabilities are critical in using the available digital resources to support and inform teaching, research and services for students. The Framework for staff outlines the capabilities required to meet these demands.

For researchers and graduate researchers, using digital know-how to support and to achieve research goals is fundamental. They need to be able to engage in the global knowledge economy and in a globally connected society, and to be resilient in the face of ongoing technological change. The capability to confidently access digital data, and the capability to engage with appropriate digital tools to design and curate digital objects and manage research data is essential. Being part of a scholarly community involves maintaining a digital research identity and engaging with that community in the digital environment. The Framework for staff outlines the capabilities that researchers and graduate researchers need to sustain robust digital research practices.

Encouraging discussion about supporting students with digital skills and practices and the associated impact on teaching roles helps to widen awareness of digital literacies across the institution. Teaching staff have a direct impact on students' digital literacies development within the curriculum. They are in a position to open up conversations with students about the increasing importance of digital literacies for personal, educational and professional worlds, and how digital skills help students achieve education and employment goals. They can help students make connections between digital practices used for living, learning and work. For teaching staff, the framework for staff and framework for students can be used together. The staff framework can be used as a prompt to reflect on required capabilities and expectations to be digitally literate as an educator. The student framework can be used directly to support curriculum design, to determine which digital literacies are most important in a particular subject context and the best way to develop these digital literacies.



LEARNING AND SELF-DEVELOPMENT (FOR ALL STAFF)

Capabilities at a proficient level:

Learn from others who are using digital tools and techniques

Identify and participate in online learning/development opportunities

Use digital learning resources, e.g. how-to videos

Use digital tools to record learning events/data and use them for self-analysis, reflection and planning

Manage attention and motivation to learn in digital settings

Capabilities at expert levels:

Complete an online course or qualification

Complete a professional qualification with a digital element

Support the learning of others in digital settings (see Teaching)



FRAMEWORK FOR STUDENTS

The digitally literate La Trobe University graduate has the understanding, attitudes and capabilities to live, learn and work in a digitally connected world.

ABOUT THE STUDENT FRAMEWORK

The Digital Literacies Framework for students outlines the high level attitudes and capabilities that students need for successful study, learning and work in a digital world.

At La Trobe University the development of student digital capability is undertaken as a partnership between academic and research staff, La Trobe Learning and Teaching staff, Library staff, College staff, staff from ICT, and other professional staff and students. The Framework for students provides all partners with a shared starting point for embedding digital literacies into the curriculum and into the broader student experience.

STUDENT FRAMEWORK PURPOSE

For the purpose of embedding digital capability into curriculum design, some high level capabilities need to be contextualised for different disciplines.

For implementation at course/subject level, the framework capability areas can be used to inform writing of intended learning outcomes and are a prompt to consider how each outcome will be progressed through specific learning activities, and assessed and demonstrated within specific subjects and across year levels.

Proficiency levels for each capability area are not included within the Framework in order to keep it flexible, as the demands for digital literacies vary significantly across different subjects and year levels. This means the Framework has a high level focus on attitudes, capability and opportunity.

FRAMEWORK FOR STUDENTS

DIGITAL ATTITUDES



**LA TROBE
GRADUATES**

What each attitude might look like in practice

CONFIDENT

Try new devices, applications and services and new digital approaches

CURIOUS

Explore devices and services beyond their basic functionality

RESILIENT

Cope with regular change in the digital environment and finding solutions to routine technical difficulties

REFLECTIVE

Use digital devices to record learning events for revision and review

In order to develop these attitudes, La Trobe students will have opportunities to:

Use their personal devices to access networks and services on our campuses

Access institutional computers and printing facilities and other hardware necessary to complete their course

Produce, edit and share digital documents

Capture, copy, edit and share digital images

Produce digital presentation materials (live or online)

Make use of spreadsheets, databases or other data tools

Practice using up-to-date technologies (hardware and software) of their chosen subject area

Develop a repertoire of digital practices across different devices and applications

Create an e-portfolio or other personal learning record



FRAMEWORK FOR STUDENTS

DIGITAL CAPABILITIES



COMMUNICATION AND COLLABORATION

La Trobe graduates are:

Highly networked

Culturally and inter-culturally aware, respecting different norms and communicating effectively across cultures

Generous, recognising and supporting the contributions of others

In order to develop these capabilities, La Trobe students will have opportunities to:

Communicate with staff, students and specialists using a range of digital media, e.g. email, presentations, blog posts, video conference, text, twitter, online forums

Participate in authentic networks of practice (professional, subject-specialist etc.) using twitter, linked-in, subject specialist communities, blogs or other social media

Experience different norms for communicating, e.g. personal, social, academic, professional

Design digital communications for different purposes, e.g. to persuade, inform, entertain, guide and support

Work in a digital team to produce shared outcomes using, for example, file sharing, shared writing/drawing tools, project management tools, shared calendars and task lists

Take part in collaborative online environments, e.g. webinars, discussion groups, flash meetings

Participate online with people from different cultural, social and language backgrounds

Share digital resources, e.g. links, bookmarks, images, presentations, text documents

Take the lead in digital interactions, e.g. facilitating, supporting, prompting, summarising, amplifying messages across networks



DIGITAL IDENTITY

La Trobe graduates are:

Knowledgeable about being safe in digital spaces where the boundaries of public and private information may be unclear

Respectful of others in digital spaces where distance and/or anonymity may encourage negative behaviours

Socially and globally responsible, acting as a digital citizen and online advocate for their values

In order to develop these capabilities, La Trobe students will have opportunities to:

Set up and manage a digital profile in a professional or academic setting

Build a CV or portfolio of work, and/or a personal blog with links to learning achievements, in a format accessible to potential employers

Consider the risks of cyberbullying, flaming and other damaging online behaviours and how to avoid or redress them

Consider legal, ethical and security implications of the use of digital data in their subject specialist or professional field

Consider environmental and sustainability implications of emerging digital practices in their subject specialist or professional field

Track and use personal or learning data to help them learn more effectively

Use digital media to engage in actions that have an impact beyond La Trobe, e.g. grand challenges, citizenship research, community actions, volunteering, political and environmental actions





INFORMATION, DATA AND MEDIA LITERACY

La Trobe graduates are:

Critical, selecting and evaluating resources according to the needs of the situation

Enquiring, posing questions and looking for meaningful answers

Analytical, seeing patterns in data and using information to solve problems

In order to develop these capabilities, La Trobe students will have opportunities to:

Information

Formulate questions and search terms as starting points for their own digital research

Find relevant digital information using, for example, search engines, filters, indexes, tag clouds

Organise information using, for example, files, bookmarks, reference management software, tagging

Judge whether information is trustworthy and relevant, e.g. by querying its provenance, authorship, date, host site, contextual cues

Distinguish different kinds of information, e.g. academic, professional, personal, and political

Re-present or apply information in new contexts, e.g. for assignments or presentations, in summaries or analyses, for problem solving or argumentation

Media

Make sense of messages in a range of digital media, e.g. text, graphical, video, animation, audio, haptic, multimedia

Edit, curate and repurpose digital media

Data

Collate, manage, access and use digital data in databases, spreadsheets or other data-based media

Interpret data in databases or spreadsheets by running queries, data analyses and reports

Visualise and find patterns in data

All literacies

Use curation tools such as pin boards, social bookmarking, personal aggregators to collate and re-present digital materials

Use appropriate referencing for digital materials: know the rules of digital copyright and open alternatives such as Creative Commons

Upload, tag and share digital materials (information, media and data)



SCHOLARSHIP

La Trobe graduates are:

Scholarly, respecting values of open enquiry, open sharing and peer review in digital settings

In order to develop these capabilities, La Trobe students will have opportunities to:

Collect research data using digital tools, e.g. data capture, video, audio

Design and administer online surveys

Analyse research data using qualitative and quantitative tools

Discuss how digital technologies are changing research and practice in the subject area



INNOVATION AND CREATIVITY

La Trobe graduates are:

Creative, using digital tools and media to create new artefacts and express new ideas

Innovative, actively exploring new ways of using digital technologies

Enterprising and entrepreneurial, considering how digital technologies could be used for social or economic benefit

In order to develop these capabilities, La Trobe students will have opportunities to:

Create

Design and create new digital materials, e.g. posts, podcasts, web pages, wiki entries, digital video, digital stories, presentations, infographics, posters

Capture, edit and produce digital media, e.g. video and audio

Design apps, games and interfaces, and/or code new interactive elements (advanced)

Innovate

Use digital technologies to complete learning tasks and assignments in new ways

Discuss how digital technologies used in study could be of benefit in terms of employability and enterprise

Explore and recommend new apps or digital tools to other students



IT PROFICIENCY

La Trobe graduates are:

Active and self-directed, seeking out digital resources and participating fully in digital learning opportunities

Self-managing, developing strategies for independent study that reduce digital distractions and enhance digital benefits

Self-aware, using digital technologies to suit personal learning preferences and needs

In order to develop these capabilities, La Trobe students will have opportunities to:

Access high quality digital learning materials in their chosen subject area

Use digital technologies to participate actively in learning, e.g. voting, quizzes

Take part in virtual learning experiences with other students, e.g. webinars, online discussions, virtual and gaming worlds

Submit assignments and receive feedback digitally; present work to other students in digital media

Use digital tools to develop independent habits of study, e.g. note-taking, curation, digital capture, reference management, virtual research

Use digital quizzes and diagnostic tools to better understand their own learning needs and preferences.



THE FRAMEWORK FOR STUDENTS IN PRACTICE

Developing life-long learners who have the confidence to continue to learn and thrive in a digital society is a key role and ongoing challenge for universities (Johnson et al., 2015). The digitally literate La Trobe University graduate has the understanding, capabilities and attitudes to live, learn and work in a digitally connected world. The Framework for students outlines what these characteristics look like and the sort of learning opportunities students need to develop digital literacies for the future. It is intended to be used by teaching staff to support development of subject learning outcomes and assessment rubrics as part of curriculum design and development.

The capabilities in the framework for students are also a starting point for academic and professional staff developing contextualised educational resources for students. Even digitally prolific students need support, and learning resources aligned with the framework will provide students with practice opportunities outside their usual experience. Employability is an obvious driver for developing students' digital literacies. Improved graduate knowledge and digital capabilities will build the capacity urgently required by employers (Bowles, 2013).



DIGITAL LITERACIES FRAMEWORK

SKILLS FOR A DIGITAL WORLD

This framework was developed by the La Trobe University Digital Literacies Framework Reference Group and Helen Beetham, Higher Education Consultant, UK, in 2015 and subsequently updated in 2019. The Framework is based on the outcomes of an audit of digital practices at La Trobe University in 2015.

DIGITAL LITERACIES ADVISORY GROUP

In 2019 the Digital Literacies Advisory Group was established to continue to support and promote the development of staff and student capabilities. The Group is chaired by the University Librarian and more information is available by contacting library@latrobe.edu.au.

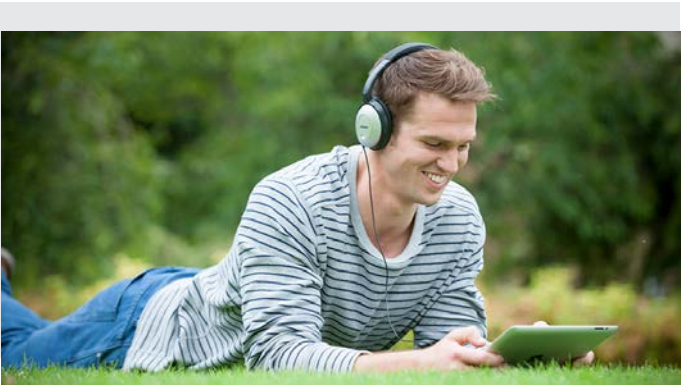
OTHER RELATED STRATEGIES

In addition to the University's strategic focus on digital capabilities, the La Trobe University Digital Literacies Framework supports the following La Trobe University strategy documents:

- *Strategic Plan 2018–2022*
- *Learning & Teaching Plan 2018–2022*
- *Research Plan 2018–2022*
- *Library Plan 2018–2022*
- *Digital Research Strategy 2015–2020*

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