University of Derby Digital Capability Teacher Profile

ICT Proficiency and productivity – UKPFS K4, K5

1. Use ICT-based devices, applications, software and services; use basic productivity software, web browser, and writing/ presentation software; use digital capture devices such as a camera; use digital editing; access and use institutional system.
2. Use subject-specialist ICT devices, systems, instruments and applications confidently and stay up to date with ICT as it evolves; adopt new devices, applications, software and updates into practice [*DP 5.3].
3. Work fluently across different software/apps and services, use digital tools to work productively and efficiently e.g. calendars, task lists, project and time management apps, content management systems [DP 4.1].

Information, data and media literacy – Maps to UKPFS A4, K4

1. Find, evaluate, manage, curate, organise and share digital content for learning, teaching and assessment ensuring these have been reviewed based on learner needs [DP 1.2, 2.2].
2. Support learners in their use of content, including academic, professional and open content, helping them to know the rules of copyright, referencing, plagiarism and alternatives such as creative commons licensing [DP 1.2, 1.4].
3. Collate, manage, access and use digital data in spreadsheets and other media, recording learner-related data in digital systems as required. Use data to support learning and progression of individual learners and to review teaching where appropriate.
4. Manage personal and organisational data securely, considering the requirements for GDPR.
5. Choose, evaluate and use media resources, including recording live teaching sessions, ensuring they are suitable to students' different learning needs; know how to access media and other content in alternative formats and understand what makes it more accessible for disabled learners [DP 1.3, 2.1, 2.2].

Digital creation, research, problem solving and innovation – Maps to UKPFS A2, K2, K5, V3

1. Design, create, edit, remix, repurpose and organise digital materials and media – text, images, video, audio, digital presentations, podcasts and screencasts, blog and web posts, tests, quizzes and assessment tasks – to aid learning and meet student needs [DP1.1, 2.2, 2.3, 4.1, 4.2, 4.3].
2. Design digital activities for different learning, teaching and assessment contexts [3.1, 6.2].
3. Collect, understand and use evaluation data from teaching/learning e.g. using online surveys, data capture tools, video and audio recording, social and sharing media, qualitative and quantitative data analysis tools, data visualisation.
4. Use the outcomes of digital scholarship (e.g. open data, data visualisations, infographics, e-journals) as resources for learning and teaching.

Digital communication, collaboration and participation – Maps to UKPFS K4, V1

1. Use digital communications and media to support learning (e.g. webinars, tutorials, mentoring, online lectures, email, chat) in accordance with different cultural, social, communication norms and the needs of different learners [DP 1.3 2.2, 3.3, 4.1, 4.2, 4.3].
2. Support learners to communicate effectively in academic and professional contexts and to understand the different norms of communication in different settings including using students to induct others with using digital technologies for learning [DP 5.2, 6.1].

*Items in brackets with DP refers to elements within the Digital Practice Baseline

3. Collaborate and participate in digital teams and working groups e.g. around curriculum development and review, building shared resources, wikis, web pages and presentations [DP 1.2, 1.3].
4. Support learners to collaborate using shared digital tools and media, and to work effectively across cultural, social and linguistic boundaries and help to facilitate this activity [DP 6.1].

Digital Learning and CPD – Maps to UKPFS A5

1. Use digital networks with learners to undertake professional development as a teacher and areas related to your subject area and profession e.g. Facebook, Twitter, Linkedin [5.2].
2. Identify and take up opportunities for professional development in digital learning, teaching and assessment.
3. Reflect on personal learning, teaching and assessment practices with technology, using digital tools to support reflection where appropriate and support learners to do the same [DP 5.1].

Digital Teaching practices – Maps to UKPFS K1, K2, K3, K4 and K5

1. Design and plan courses of study to include digital issues, activities, opportunities, outcomes and assessment activities, using digital tools to facilitates its development [DP 3.1, 5.3, 6.2].
2. Adapt teaching in response to feedback from learners collected or facilitated digitally (e.g. polling, learning environment data, learning analytics) [DP 6.1, 6.3].
3. Facilitate learning in digital settings (e.g. online, blended, technology-rich classrooms) [DP 6.1, 6.3].
4. Use digital technologies to support in-class learning (e.g. polling tools, live curation/sharing tools, digital presentation) DP 1.3, 3.2, 6.1, 6.3].
5. Guide learners to use their own digital devices, services and apps in support of learning, in class and independently [DP 6.4].
6. Use digital tools to record learning events/data and support learners to use these records for review and self-assessment and showcasing their achievements [DP 5.1].
7. Use digital tools in support of assessment (e.g. quizzes, polls, self-assessment, peer assessment, e-portfolio, peer review), and to give feedback (e.g. via. annotations, audio tracks) [DP5.1, 6.2].
8. Design assessment activities to progress and demonstrate learners' digital capabilities, providing them with opportunities to become partners in the assessment design [DP 3.3, 3.4, 4.3].

Digital Identity and wellbeing – Maps to UKPFS V1, A5, V2, V4

1. Develop and project a positive digital identity or identities as an educator and manage digital reputation across a range of platforms. Collate and curate professional materials (e.g. learning and teaching materials) to highlight you teaching and research experience [DP 5.2].
2. Look after personal health, safety, relationships and work-life balance in the digital organisation: model this to learners.
3. Act with respect for the health of others by participating in digital safety and cyber-bullying initiatives; address digital responsibility with learners, and the consequences of negative online behaviours [DP 6.5].
4. Ensure equality of access to digital opportunity; use digital technologies to support access and inclusion [DP 2.1, 2.2, 2.3].
5. Balance digital with real-world interactions appropriately to support learning and teaching relationships.

*Items in brackets with DP refers to elements within the Digital Practice Baseline