**Digital attitudes, know-how and capabilities
for all La Trobe University teaching, research and professional staff**

Attitudes

The full version of the framework has example practices to illustrate each attitude.

- Confident
- Innovative
- Inquiring
- Ethical
- Student-focused
- Globally connected

Knowledge or understanding

The full version of the framework has links to supporting resources for each element.

- Know the technologies available to staff and students at LTU
- Know the support available to use digital technologies – institutional and personal - at LTU
- Know what other staff in your role are doing with digital technology
- Keep up to date with changes in the technology landscape
- Keep up to date with changes in learning and teaching practice and know-how
- Keep up to date with changes in research methods and scholarly communication

Capabilities

The full framework includes a range of activities that demonstrate each capability, at two different levels, 'proficient' and 'expert'. This implies three levels of self-assessed attainment and three types of feedback within each capability:

1. Not yet proficient	*Try these activities ('proficient'). Links to basic resources & support.*
2. Proficient	*Aspire to some of these activities ('expert'), choosing those relevant to your role. Links to advanced resources and examples.*
3. Expert	*You are a resource of expertise for others. Consider how you can: share your expertise; mentor others; act as an advocate, join a working group or community of practice.*

The framework assumes that 'expert' activities in particular will be role-specific.

- Basic digital proficiency
- Time and task management
- Information literacy
- Data literacy
- Media literacy
- Communication and collaboration
- Scholarship
- Creativity and innovation
- Learning and self-development
- Digital identity and wellbeing

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

This framework is designed to support curriculum design and review. For each element, example curriculum activities are given ('In this course/subject curriculum students will have opportunities to...'). These are not given levels for the different years of a course, as the demands for digital literacy vary significantly across different subjects of study. The aim is for the framework to be used by staff in cognate subject areas to define a digitally literate graduate (ideally in years 1, 2 and 3 of a Bachelor's course) and to use the framework as a curriculum design tool.

Capabilities	Associated attitudes
Basic digital confidence and capability	Is *confident* to try out new devices, applications and services and new digital approaches Is *curious*, exploring devices and services beyond their basic functionality Is *resilient*, coping with regular change in the digital environment, and finding solutions to routine technical difficulties
Learning in digital settings	Is *active* and self-directed, seeking out digital resources and participating fully in digital learning opportunities Is *reflective*, using digital devices to record learning events for revision and review Is *self-managing*, developing strategies for independent study that reduce digital distractions and enhance digital benefits Is *self-aware*, choosing and using digital resources to suit personal learning preferences and needs
Using digital information, media and data	Is *critical*, selecting and evaluating resources according to the needs of the situation Is *enquiring*, posing questions and looking for meaningful answers Is *analytical*, seeing patterns in data and using information to solve problems
Researching, creating and innovating (*maps to La Trobe Essential: innovation and entrepreneurship*)	Is *scholarly*, respecting values of open enquiry, open sharing and peer review in digital settings Is *creative*, using digital tools and media to create new artefacts and express new ideas Is *innovative*, actively exploring new ways of using digital technologies Is *enterprising*, considering how digital technologies could be used to social or economic benefit
Communicating, collaborating and participating (*maps to La Trobe Essential: global citizenship*)	Is highly *networked* and pro-active in building and maintaining connections with others Is culturally and inter-culturally *aware*, respecting different norms and communicating effectively across cultural and other boundaries Is *collegial*, recognising and supporting the contributions of others and working effectively in diverse groups
Developing a digital identity (*maps to La Trobe Essential: global citizenship and sustainability*)	Is *safe* in digital spaces where the boundaries of public <u>and</u> private information may be unclear Is *respectful* of others in digital spaces where distance and/or anonymity may encourage negative behaviours Is *socially and globally responsible*, acting as a digital citizen and online advocate for their values