

Building the Digital Capabilities of Staff who Teach at TU Dublin

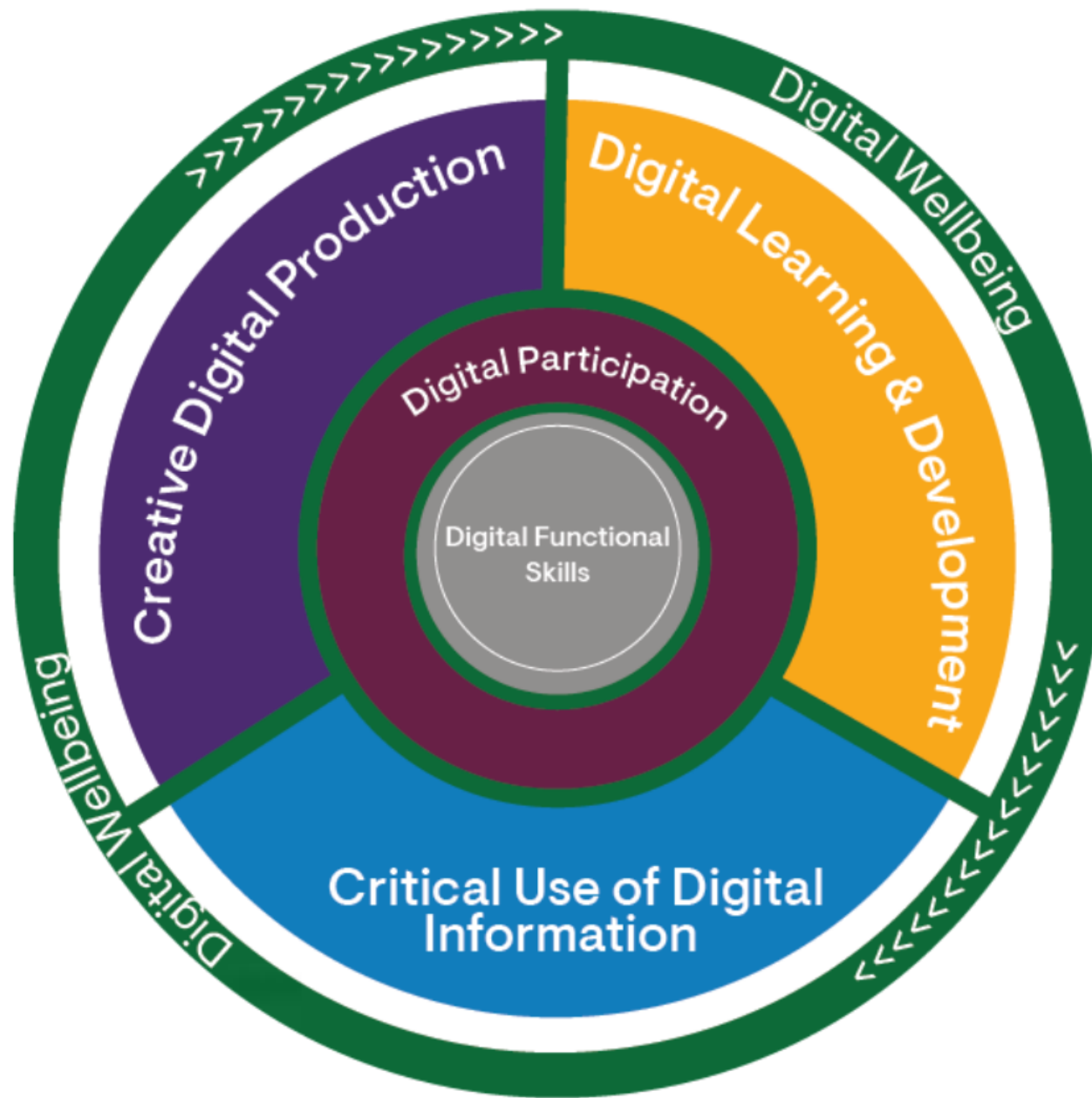


Developing our staff to reach their full potential is a key objective of TU Dublin. In an increasingly digital society where digital education is a central component of learning, teaching and assessment, building the digital capabilities of staff who teach is a vital aspect of this development work.

The Digital Capabilities Framework for Those Who Teach provides the scaffolding around which we can build the digital capabilities of our teaching staff. It sets out the skills, literacies, competencies and attitudes identified internally as being important on both a personal and professional level. The framework can also be used by staff as an aid to map their own digital capabilities against those required for their role.

Companion resources, which help you self assess your capabilities, explain each capability in more detail, and signpost appropriate training, supports and professional development opportunities available to staff, can be accessed from within the [Digital Capabilities Frameworks Support Module](#) in Brightspace under the 'Training' tab.





Framework Visualisation

A digitally capable TU Dublin staff member who teaches, should be able to...

Digital Functional Skills

- 1.1 Use the university VLE efficiently and effectively
- 1.2 Use approved university software and platforms e.g. screencasting tool; polling tool; Microsoft OneDrive/SharePoint; Word, PowerPoint, Excel, Sway, OneNote, Whiteboard etc.; Originality Checker; Adobe Creative Suite
- 1.3 Use the University approved video conferencing software/s and the functionality they provide so as to move seamlessly to a fully digital mode of delivery as needs arise or circumstances demand (e.g. pandemic, weather, remote demand, or other disruptive force)
- 1.4 Embed relevant digital media in module materials (video, audio, images, graphs)
- 1.5 Use information systems that underpin academic activities e.g. Programme Module Catalogue; Student Record System; Student Feedback System; library systems
- 1.6 Work fluently across different devices, applications and screens
- 1.7 Troubleshoot and resolve basic technical issues such as resetting passwords and restoring files etc., but know how to log and track a support call with Technology Services and access support resources
- 1.8 Use the JISC Discovery Tool to review and monitor digital capabilities and identify professional development needs

Digital Wellbeing

- 1.9 Manage security and privacy settings across devices, networks and accounts to keep themselves and their devices safe online
- 1.10 Take practical steps to reduce data hoarding, which contributes to global energy wastage, and manage devices and applications to minimise energy usage
- 1.11 Use calendar, diary and To-Do applications to manage time
- 1.12 Monitor screentime and keep it within healthy levels

Digital Participation

- 2.1 Use a range of digital participation and collaboration tools effectively to support teaching practice e.g. SharePoint, OneDrive; MS Teams, VLE Discussion Boards; polling tool; shared calendars
- 2.2 Use the functionality provided by approved digital technologies to engage all students online
- 2.3 Use the University approved video conferencing software/s to set up an online/hybrid event
- 2.4 Use a range of digital collaboration tools to support professional practice and networking e.g. LinkedIn
- 2.5 Set up and manage positive personal and professional digital profiles and maintain a suitable digital footprint

Digital Wellbeing

- 2.6 Limit digital distraction and/or disconnect
- 2.7 Identify and report online scams and phishing emails
- 2.8 Create an online learning environment that is safe and promotes dignity, courtesy and respect in digital interactions
- 2.9 Practice etiquette for communications and practice the right to boundaries
- 2.10 Classify data using the sensitivity labels available in Office 365

Creative Digital Production

- 3.1 Meet the needs of diverse learners by creating a culture of engagement and inclusion for all - consider accessibility, universal design, equality and sustainability in the design and creation of digital content
- 3.2 Use the discipline specific digital production tools and facilities available to their students commensurate with their discipline
- 3.3 Make discerning choices about the appropriate digital tool and media format to use for different forms of learning activity/task, and learner communication and engagement
- 3.4 Make discerning choices about the appropriate digital tool and media format to use when adapting existing content for online delivery
- 3.5 Use the university approved digital tools and platforms available to them to build pedagogically sound, engaging and interactive modules for their students and efficiently produce, edit and administer effective learning, teaching and assessment material and learning experiences
- 3.6 Combine multiple digital tools to create an output for use in their teaching practice
- 3.7 Incorporate responsible and careful use of Generative AI tools in the design of teaching sessions, materials and assessments where appropriate
- 3.8 Incorporate the use of digital tools in research gathering and data analysis e.g. software for qualitative data analysis, online survey tools, polling tools, video conferencing software
- 3.9 Recommend university approved digital research tools to their students to gather and analyse data

Digital Wellbeing

- 3.10 Set up an ergonomic workspace to increase comfort, productivity, and efficiency
- 3.11 Abide by health and safety guidelines for physical and mental wellbeing while working at a PC including the need for regular breaks, office-based exercises, and ergonomic workspace assessment

Critical Use of Digital Information

- 4.1 Find and search relevant databases on the library website using advanced smart searches and filters, generate citations, and share electronic links from the online resources to students
- 4.2 Distinguish between predatory journals and open access publishing
- 4.3 Manage personal, professional and research data securely
- 4.4 Critically assess the value, credibility and relevance of digital information and media and its source (including Artificial Intelligence (AI) generated content), and recognising bias and perspective
- 4.5 Understand copyright and open source licences as they apply to digital information and media
- 4.6 Source copyright free or open source media and content (images, media, sound) for use in teaching materials
- 4.7 Interpret and articulate the opportunities, limitations and ethical issues associated with the use of generative AI tools for learning and teaching
- 4.8 Integrate AI literacy into the curriculum and promote responsible use
- 4.9 Apply the principles of data protection (GDPR) to their work
- 4.10 Access learning analytics in the VLE to understand and monitor student engagement with learning resources, and use that information to inform practice

Digital Wellbeing

- 4.11 Respond to digital security incidents involving student data
- 4.12 Use data in a responsible and ethical manner, in line with the General Data Protection Regulation (GDPR), to keep their data, and the data of others, safe

Digital Learning & Development

- 5.1 Evaluate digital technologies from a pedagogical standpoint
- 5.2 Use approved platforms and digital tools available for the creation of digital assignments and assessments
- 5.3 Use digital tools, including responsible and careful use of Generative AI, to support and facilitate learning (their own and that of their students)
- 5.4 Identify and use digital learning resources
- 5.5 Give effective and quality digital feedback (audio feedback, inline grading etc)
- 5.6 Design and adopt different modes of learning as appropriate (e.g. self-directed, blended, online, HyFlex)

Digital Wellbeing

- 5.7 Access, and use, wellbeing services in their academic and personal lives