

HERTS

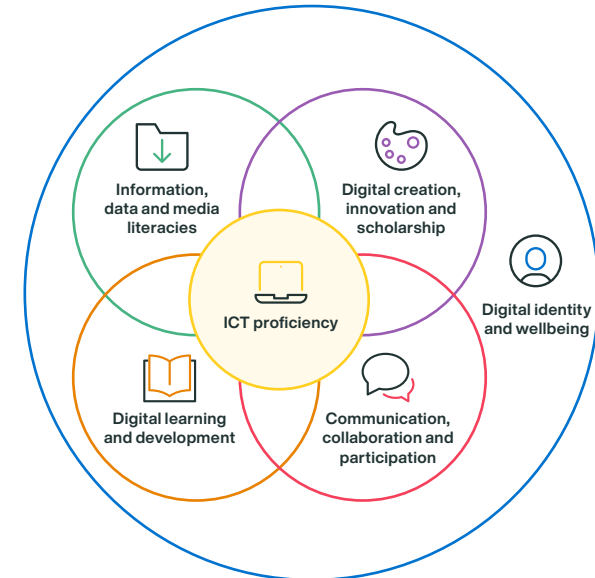


DIGITAL LEARNER PROFILE



This profile is designed to support you to develop the digital skills you will need as you progress through your studies at Herts and progress in your career.

This profile reflects the Jisc Six Elements of Digital Capability. Jisc works with UK universities, to understand the digital skills requirements of educators, students and employers.



Digital capabilities: the six elements, by Jisc, <https://digitalcapability.jisc.ac.uk/what-is-digital-capability>

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Depending on your area of study and career aspirations, some elements of digital capability will currently be of greater importance to you than others.

How to use this profile

Use the profile descriptors on pages 8–15 to self-assess your current knowledge and skills.

Using the profile descriptors in this profile, you can use the Know, Want, Learn, Action (KWLA) sheet on pages 20–22 to summarise your current knowledge and skills and priorities for learning, to record what you have learned and the actions that you have taken to put your learning into practice.

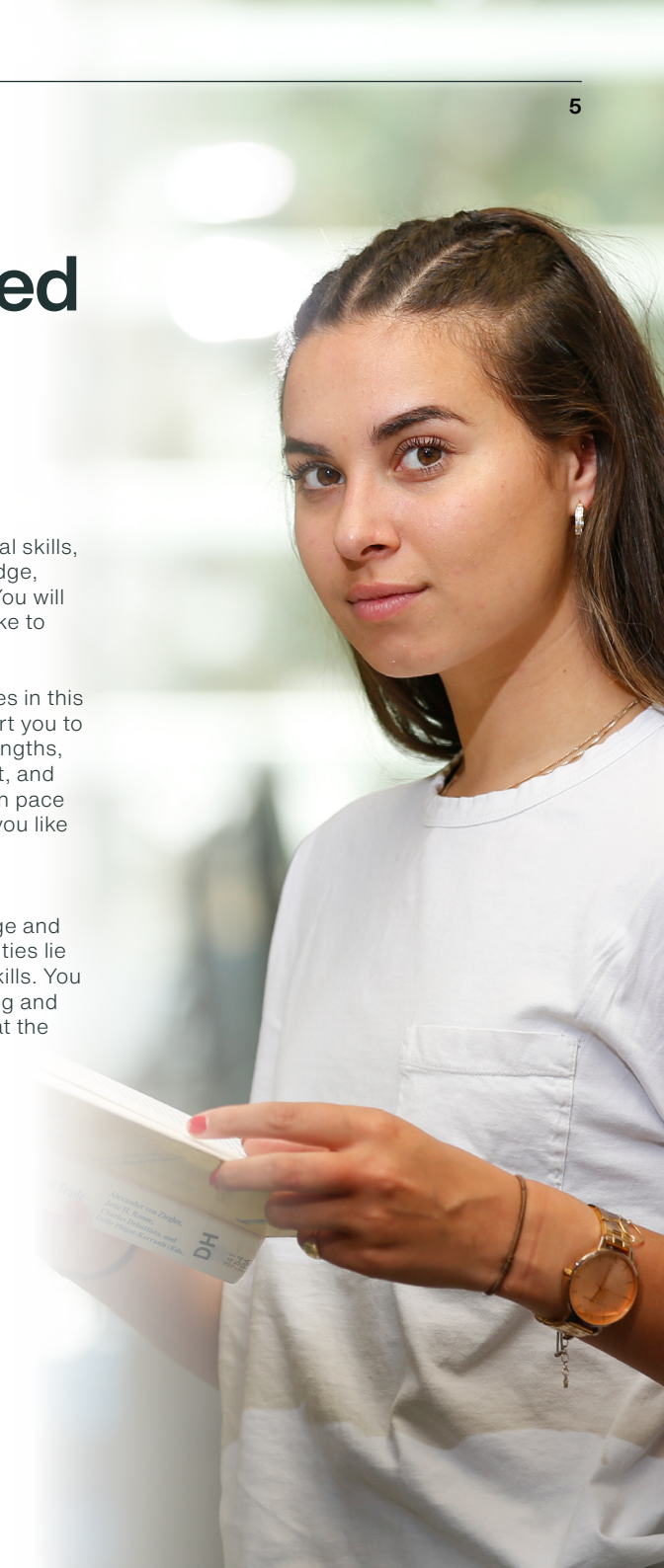
If you have any questions about using this profile or any of the resources signposted from it, contact the team: digital@herts.ac.uk

Personalised learning

When it comes to learning new digital skills, everyone will have different knowledge, experience and confidence levels. You will also have preferred ways that you like to learn.

The profile descriptors and resources in this guide have been designed to support you to understand your own individual strengths, priorities and areas for development, and work towards your goals at your own pace through activities that suit the way you like to learn.

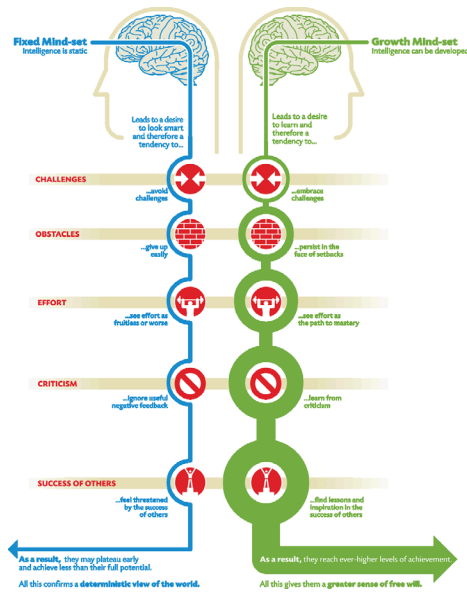
Factors such as your programme requirements and existing knowledge and skills will influence where your priorities lie and how and when you learn new skills. You can take control of your own learning and development, and there is support at the University to enable you to do so.



Developing the right approach to learning

It will never be possible to learn everything about all of the digital tools that you will use in your lifetime. A valuable skill is to develop an appropriate mindset to learning when you encounter a new digital tool or way of working. Developing this mindset will not only help you to assess, prioritise and engage in learning new digital skills, but can also help you to develop appropriate strategies for all of your learning and where you encounter new challenges.

Carole Dweck developed the concept of a Growth Mindset (Dweck, 2012). People who demonstrate a Growth Mindset recognise that challenge and obstacles to learning are part of the effort of mastering a new skill. This diagram summarises the characteristics Carol Dweck identifies as features of a Growth Mindset and Fixed Mindset. Focus on developing a Growth Mindset is extremely helpful to approaching digital skills development as you progress through your studies and career.

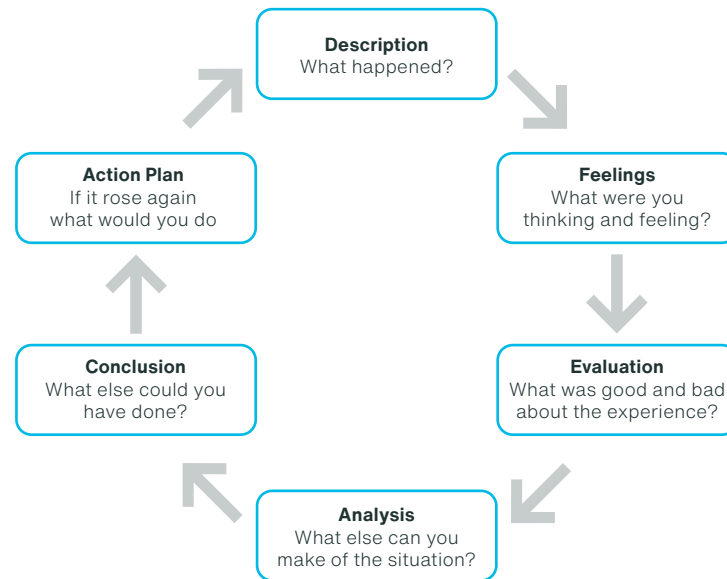


Holmes, N (2015) *Two Mindsets*, Online image, viewed 9 April 2021, <https://fs.blog/2015/03/carol-dweck-mindset/>

[Learn more about Growth Mindset in this TED Talk from Carol Dweck](#)

Reflecting on what you've learned is also an important part of being an effective learner and developing digital skills. Gibbs' Reflective Cycle (Gibbs, 1988) provides a model to support personal assessment of a learning activity or challenge you have encountered, to help you to make sense of it and understand where you need to go next. This Digital Learner profile uses reflection, self-assessment and action planning to support the ongoing process of acquiring new digital skills.

[Learn more about Gibbs' Reflective Cycle in this short video](#)



University of Hertfordshire (2021), adapted from Gibbs *Reflective Cycle*, Gibbs, G (1988) *Learning by doing: a guide to teaching and learning methods*, p50, Further Education Unit, Oxford.

Digital Learner Profile descriptors



Interactive section

In this section you are invited to self-assess your current knowledge and skills. Download this document, check the boxes, and don't forget to hit 'Save'.

Be sure to revisit and update the checklist regularly.

Digital identity and wellbeing

I can...

Manage my digital profiles carefully and make sure they are suitable for different networks e.g. personal, professional, academic.

Consider my digital reputation when I am posting and communicating online.

Manage privacy settings carefully.

Maintain a current digital CV or portfolio of my work, and/or a personal blog with links to my achievements.

Make sure outcomes of my learning and other achievements are accessible in digital forms e.g. to employers.

Use digital technologies in ways that support my well-being and safety and respect the wellbeing and safety of others.

Act positively against cyberbullying and other damaging online behaviours.

Consider the rights and wrongs and the possible consequences of online behaviour.

Use digital media to support community action, volunteering, political action and/or other things I care about.

Recognise that digital information and media can cause distraction and stress.

Manage my time and attention and I switch off when I need to.

Manage online and real-world interactions in ways that support healthy relationships with other people.

ICT Proficiency

I can...

Complete all of the tasks on the Get Started with Herts Digital checklist.

Use or find appropriate online help to use ICT based devices (laptops, tablets, smartphones, desktop computers, digital instruments and equipment).

Use a mouse, keyboard, touch screen, voice control and other forms of input.

Use screens, microphones, headsets and other appropriate forms of audio visual input and output devices.

Use basic productivity software such as text editing, presentation, spreadsheet and basic image editing.

Use a web browser and search engines.

Use or find appropriate online help to use simple video editing software.

Store and access my work in cloud shared spaces including Office 365.

Use digital tools to manage my learning and work efficiently, using calendars and task lists.

Decide whether to adopt new devices and software/services/apps based on their value to me.

Find solutions or workarounds when things go wrong, by using appropriate online help, as necessary.

(At higher levels) Understand computational ways of working e.g. algorithms, coding, software/app development.

Information, data and media literacies

I can...

Information literacy

Search using search engines, indexes or tag clouds with appropriate search terms.

Find information in wikis, blog posts, scholarly journals, e-books and online.

Organise information using files and bookmarks, and record and manage information for future use and access.

Judge whether information is trustworthy and relevant to my needs.

Use information for creating assignments and presentations.

Share information with other students and with people in my subject area.

Use curation tools such as pinboards, social bookmarking, personal aggregators to bring information together in new ways.

I know the rules around copyright and plagiarism and alternatives such as creative commons licensing and I use appropriate referencing for digital materials.

Data literacy

Collate, manage, access and use digital data in spreadsheets and other media.

Ensure that my personal data is secure and use privacy settings appropriately.

Use legal, ethical and security guidelines when I am using other people's data.

(At higher levels) Interpret data in databases and spreadsheets running queries, data analyses and reports.

Share information with other students and with people in my subject area.

Use curation tools such as pinboards, social bookmarking, personal aggregators to bring information together in new ways.

I know the rules around copyright and plagiarism and alternatives such as creative commons licensing and I use appropriate referencing for digital materials.

...continued

I can...

Media literacy

Collate, manage, access and use digital data in spreadsheets and other media.

Ensure that my personal data is secure and use privacy settings appropriately.

Use legal, ethical and security guidelines when I am using other people's data.

(At higher levels) Interpret data in databases and spreadsheets running queries, data analyses and reports.



Digital creation, innovation and scholarship

I can...

Digital creation

Design and create new digital material, such as online posts, podcasts, video, presentations and infographics.

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

(At higher levels) Code and design apps/applications and interactive elements.

(At higher levels) Design digital games, virtual environments and interfaces.

Share information with other students and with people in my subject area.

Use curation tools such as pinboards, social bookmarking, personal aggregators to bring information together in new ways.

I know the rules around copyright and plagiarism and alternatives such as creative commons licensing and I use appropriate referencing for digital materials.

Digital Innovation

Find and promote new ways of doing things with digital tools, apps and media.

Identify opportunities that arise from digital developments.

(At higher levels) Act as a digital change agent or champion in my peer group or subject area.

Digital research and scholarship

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

Use existing data sets relevant to my subject area.

Design and administer online surveys.

Analyse research data using qualitative and quantitative tools.

(At higher levels) Can make new discoveries and generate new hypotheses and ideas, and share scholarly and professional ideas in a range of digital media.

Digital communication, collaboration and participation

I can...

Digital communication

Communicate with other people in a range of digital media e.g. email, presentations, blog posts, video conference, photo sharing, text, twitter, online forums, understanding the differences between these media.

Respect the different ways of communicating in different media and in different spaces e.g. personal, social, academic, professional.

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

Respect others in all my public and private digital communications, recognising that digital media can be used to intimidate, shame and harass and that it is my responsibility not to engage or allow others to engage in these activities.

Digital Collaboration

Work in digital teams, groups and projects to produce shared outcomes or meet shared goals.

Use collaborative tools e.g. 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, meetings.

Work comfortably online with people from different cultural, social and language backgrounds.

Digital participation

Participate in a range of online networks to do with my subject of study and my personal interests.

Share digital resources e.g. links, bookmarks, images, text. I post reviews, comments, 'likes' etc on public forums.

Build, value and manage my online contacts.

(At higher levels) Build networks and collaborative opportunities e.g. facilitate online exchanges, answer questions, collate answers, welcome new participants, launch new sites/groups, open up new connections and conversations.

Digital learning and personal/ professional development

I can...

Identify and participate in digital learning opportunities e.g. online courses, podcasts, tweetfests, discussions.

Identify and use digital learning resources e.g. quizzes, online tutorials, simulations, open lectures.

Use digital media to take part in dialogue with tutors and other students; use digital tools (personal or organisational) to support learning; use digital tools to organise, plan and reflect on learning; record learning events/data and use them for self-analysis, reflection and showcasing of achievement; undertake self-assessment, participate in other forms of digital assessment.

Manage my own time and tasks; I manage my attention, engagement and motivation to learn in digital settings.




Resources to support your digital skills development

Microsoft Office 365

All students at Herts have access to an Office 365 account. Office 365 consists of the common Microsoft applications that you may use during the completion of your studies and are used in many workplaces. When using Office 365 you can access your documents and Outlook email from anywhere online. Your work is safely stored online and you can share it securely with your tutors and other students.

 **Get started with Office 365 at Herts**

 **Microsoft Office 365 Help Centre**
Help with using Word, PowerPoint, Excel, OneNote, Teams, Outlook from the most basic to more advanced functions.

Canvas Student Guides and Help

Canvas is the online learning environment used at Herts. Your tutors will use Canvas Module sites to share learning materials, resources and activities with you. Alongside accessing documents, videos and other resources, you may use the discussion, quizzes, assignments, record media or calendar functions. If any of your taught sessions are online, the links to those sessions on either Teams or Zoom are accessed via Canvas. Quick guides and videos for students can also be found via Help on the Canvas Help menu or on Ask Herts.

 **Get started with the Canvas Student App**

 **All Canvas Student Guides**

StudyNet and Ask Herts Help


StudyNet is the University intranet for students. On My StudyNet you can find your timetable, your Student Record, the online library/your library account, links to your Canvas module sites, University News, the Careers and Employment service and more. You can search Ask Herts from StudyNet.

Find answers to your questions and details of university services on Ask Herts. You can search on the desktop from StudyNet, directly from ask.herts.ac.uk or use the Herts Mobile App.

 **Get started with StudyNet**

 **Get started with Ask Herts**

 **Get started with the Herts Mobile App**

 **Software at Herts**
Details of all software provided at the University and used on programmes of study, and how to access it.

Teams and Zoom Help Centre

Teams and Zoom are used for online meetings and taught sessions at Herts. You can use either of these tools to organise your own meetings with other students and your tutors. Your Module Leader will tell you which platform is used on your Programme, and links to taught sessions are accessed on your Canvas Module or Programme site.

 **Get started with Teams or Zoom at Herts**

 **Teams Help Centre**

 **Zoom Help Centre**

When you are a fully registered student at Herts, you will have access to more self-guided learning resources and university support to assist you to develop your digital skills.

Library SkillUP

Library SkillUP is a Canvas module for all Herts students to use at their own pace as and when you need it. The module is particularly helpful to support the development of digital and information literacy skills.

Access Group sessions and 1:1 support with the library team and Student Technology Mentors.

Library SkillUP information on Ask Herts

Jisc Digital Discovery Tool

Complete the Discovery Tool to create a personalised report, which contains a range of Herts, Jisc and resources from other organisations to support the six areas of digital capability. Once you've completed the Discovery Tool, you'll have access to a searchable learning Resources section.

Jisc Digital Discovery Tool information on Ask Herts

Go Herts Award – Digital Skills for Employment

This unit on the Go Herts award site allows you to work towards building evidence for your award. It is aimed for those students who are in their final year of studying with us at the University or for those who want to explore more advanced digital skills. The unit is focused on digital skills that employers are looking for in graduates as well as helping you to prepare yourself to compete in the job market. Not only are there resources in this unit to work through, but you will also have opportunities to attend workshops and gain external accreditation.

Go Herts Award information on Ask Herts

Careers and Employment Service

The careers and employment service offers support, advice and training to develop your online CV and manage your digital profile to develop your career and gain employment.

Careers and Employment on Ask Herts

Know, Want, Learn, Action

Interactive section

Use this section to plan your development activities and log progress. Download this document, complete the fields, and don't forget to hit 'Save'. Be sure to revisit and review your progress regularly.

What I know

What I want to learn?
What resources will I use and what activities will I complete to enable me to learn?

What have I learned?

What action will I take now?

Digital identity and well-being

ICT proficiency

Information, data and media literacies

What I know

What I want to learn?
What resources will I use and what activities will I complete to enable me to learn?

What have I learned?

What action will I take now?

Digital creation, innovation and scholarship

Digital communication, collaboration and participation

Digital learning and personal/professional development

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