

Competences, capabilities and personal attributes, from a range of frameworks¹, mapped to stages of development

Creative appropriation	<p>Active participation and identity management in (multiple) communities</p> <p>Social entrepreneurialism</p> <p>Devising original, authentic projects and research questions</p> <p>Developing personal learning environments and contexts</p> <p>Digital fluency, aspects of personal style enacted digitally</p> <p>Original creative production in a range of media including hypermedia</p> <p>Critical stance in relation to media including awareness of audience, purpose, genres, means of production</p> <p>Critical technical literacy, i.e. capacity to critique affordances of particular technologies</p> <p>Exercising judgement in relation to online sources, environments, opportunities</p> <p>Awareness of digital rights and responsibilities; acting ethically in contexts where the digital is blurring boundaries</p> <p>Planning long-term learning journey</p> <p>Resilience and/or adaptability to changing technology, media and social environment</p>		
	Digital literacy (examples)	Learning literacy	Information and media literacy
Practices (ways of thinking and acting)	<p>Using technologies to support learning across boundaries of time and place</p> <p>Using technologies to support learning across boundaries of real/virtual, formal and informal</p> <p>Choosing, using and blending tools to suit own purposes and tastes</p> <p>Exploring extended capabilities of tools; personalising tools</p> <p>Using software and devices not recommended by course/tutor</p>	<p>Task focus: capabilities brought to bear on specific learning activities</p> <p>Participation in learning communities and groups; sharing ideas</p> <p>Managing distractions, information overload</p> <p>Reflection, personal development planning, self-diagnosis of learning needs, managing learning pathway</p> <p>Developing own study practices independently</p>	<p>Sharing information, collaborative knowledge-building, commenting etc</p> <p>Managing multiple channels of information</p> <p>Choosing and using a variety of media for information and communication</p> <p>Managing different modes of communication (e.g. academic, professional) appropriately</p> <p>Aggregation and re-aggregation</p> <p>Repurposing, remixing, re-editing</p>
	<p>'Digital skills' e.g.</p> <p>Using search engines</p> <p>Accessing and using online services</p> <p>Using data, data analysis</p> <p>Using professional and academic (subject-specific) tools</p> <p>Using a range of media-capture devices</p> <p>Using a range of editing applications</p> <p>Using communication and presentation tools</p>	<p>'Study skills' or 'academic skills', e.g.</p> <p>Problem solving</p> <p>Following and constructing arguments</p> <p>Note-taking, concept mapping</p> <p>Time and task management</p> <p>Evidencing, citing, referencing</p> <p>Academic reading and writing skills</p> <p>Numeracy</p> <p>Communicating ideas</p>	<p>'Information skills', e.g.</p> <p>Locating and accessing information</p> <p>Comparing, evaluating, selecting from information resources</p> <p>Organising and managing resources</p> <p>Applying resources to problems, questions</p> <p>Communicating across a range of media</p> <p>Analysing and synthesising information</p>
Functional access	<p>Access to networked computer + range of apps</p> <p>Access to online networks e.g. via membership</p> <p>Access to wireless/mobile and other digital devices e.g. camera, phone</p> <p>Access to any specialist hardware or software required for learning</p>	<p>Access to learning locations</p> <p>Access to learning resources</p> <p>Access to peers and learning groups</p> <p>Access to teachers and experts</p> <p>Resources (time, funding) for learning</p> <p>Language (native speaker?)</p>	<p>Access to information sources and services</p> <p>Access to learning content in a range of media</p> <p>A social context in which knowledge is valued and circulated</p>

¹ See LLiDA: <http://www.caledonianacademy.net/spaces/LLiDA/index.php?n=Main.CompetenceFrameworks>

