

## Digital Literacy –Skills and Practices

Opportunities to practice digital skills		
<i>Staff provide authentic contexts for learners to practice digital literacy skills by designing activities which...</i>		
<ul style="list-style-type: none"> <li>• demonstrate, recognise and progress learners' digital practices and capabilities through repetition and guidance</li> <li>• enable learners to make informed choices about using appropriate technologies to fit the task</li> <li>• require learners to communicate ideas, express views, produce artefacts, analyse data and solve problems using digital technologies</li> <li>• enable learners to learn digital literacy skills from each other and participate in group and collaborative work</li> </ul>	<ul style="list-style-type: none"> <li>• enable learners to contribute to external websites as college representatives</li> <li>• enable learners to develop their own digital identity through the creation of a digital CV or e-portfolio (self-presentation)</li> <li>• enable learners to participate in online communities, e.g. through discussions, social media, blogs</li> <li>• require learners to find, evaluate, interpret and share information online</li> </ul>	
Expertise and skills include...		
<ul style="list-style-type: none"> <li>• a clear understanding of how technology, such as the VLE, can support his/her learning</li> <li>• e-safety and social networking skills</li> <li>• ict functional skills, e.g. logging on, printing, creation, editing and managing files</li> <li>• critical thinking and evaluation skills</li> <li>• collaborative skills, e.g. through presentations, wikis and glossaries</li> <li>• creative skills, e.g. digital photography, music and media</li> </ul>	<ul style="list-style-type: none"> <li>• information skills, e.g. conducting online research</li> <li>• data analysis and manipulation skills using charts and graphs, e.g. collect data for spreadsheets and graphs to display visually</li> <li>• effective communication skills, e.g. using email, blogs or presenting information online through slides or websites</li> <li>• skills focusing on specialised, subject-based tools</li> </ul>	
Opportunities already provided	Opportunities worth considering	Challenges / possible obstacles