Title: **Developing excellence in teachers for the digital institution: using the Professional Associations' Guide to the UK Professional Standards Framework (UKPSF)**

Presenters: **Carole Baume and David Baume**

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:
- Make productive links between digital fluency and excellence in teaching and learning
- Plan to enhance the digital fluency of teachers in their institution informed by the Professional Associations' Guide to the UKPSF

Session Outline

Key issues to be addressed are:

Digital literacy and digital fluency. Digital literacy "defines those capabilities which fit an individual for living, learning and working in a digital society." (Beetham, 2010) Whilst 'literacies' may be comfortable usage for students, it may not be comfortable for staff. One of the proposers has suggested, as a step on from digital literacy, 'digital fluency' – "I am digitally fluent when I confidently, critically and appropriately select, and skilfully use, digital technologies to achieve my goals." (Baume 2012)

Digital fluency and the UKPSF. The proposers have been commissioned by JISC to produce a Professional Associations' Guide to the UK Professional Standards Framework. This work will be complete by July 2012. The Guide will have input from HELF, HEDG, ODHE, SDF, ALDinHE, ALT, AUA, SCAP, SCONUL and Vitae, partners in the JISC Developing Digital Literacies Programme. The Guide is likely to include a statement of the UKPSF and its purpose; summary accounts of digital literacies and their implications for the development of teaching and learning in higher and further education; accounts of digital literacy opportunities and needs in each dimension and element of the UKPSF; an overview of other relevant professional standards, including SCONUL, ALT and SEDA, in relation to digital literacies; and a summary of each professional association's work relevant to the development of digital literacies. Workshop participants will receive a copy of The Guide.

Competence and excellence. Digital literacies, as defined above, imply competence rather than excellence. Digital fluency, again as defined above, describes criteria for high-level performance, and provides a possible component of excellence, both in teaching and in learning. Workshop participants will explore and spell out, for their own settings, digital fluency as an element of teaching excellence, supported by the Guide.

Session Activities and Approximate Timings

00.00 Welcome and introductions
00.10 Overview of the UKPSF and The Guide
00.20 Presentation - Beyond digital literacy: digital fluency as a component of excellence for staff and students
00.30 Activity in pairs - What does your current PGCert / MA in Learning, Teaching and Assessment / staff development programme do with regard to digital literacy / fluency?
00.40 Activity in small groups with plenary feedback – How can you adopt and adapt ideas from The Guide to enhance the digital literacy / fluency elements of your programme?
01.00 Presentation of examples of teaching excellence in the digital institution
01.05 Activity in pairs – Action planning – What will you do next week?
01.25 Sharing key ideas
01.30 Close

Evaluation

By follow-up email after three weeks on actions planned and undertaken.

References

Baume, D. (2012). "Approaches for Developers to Digital Literacies and Digital Fluency." Educational Developments **13**(2), June 2012 – Accepted for publication

Beetham, H. (2010). Review and Scoping Study for a cross-JISC Learning and Digital Literacies Programme: Sept 2010. Bristol, JISC.