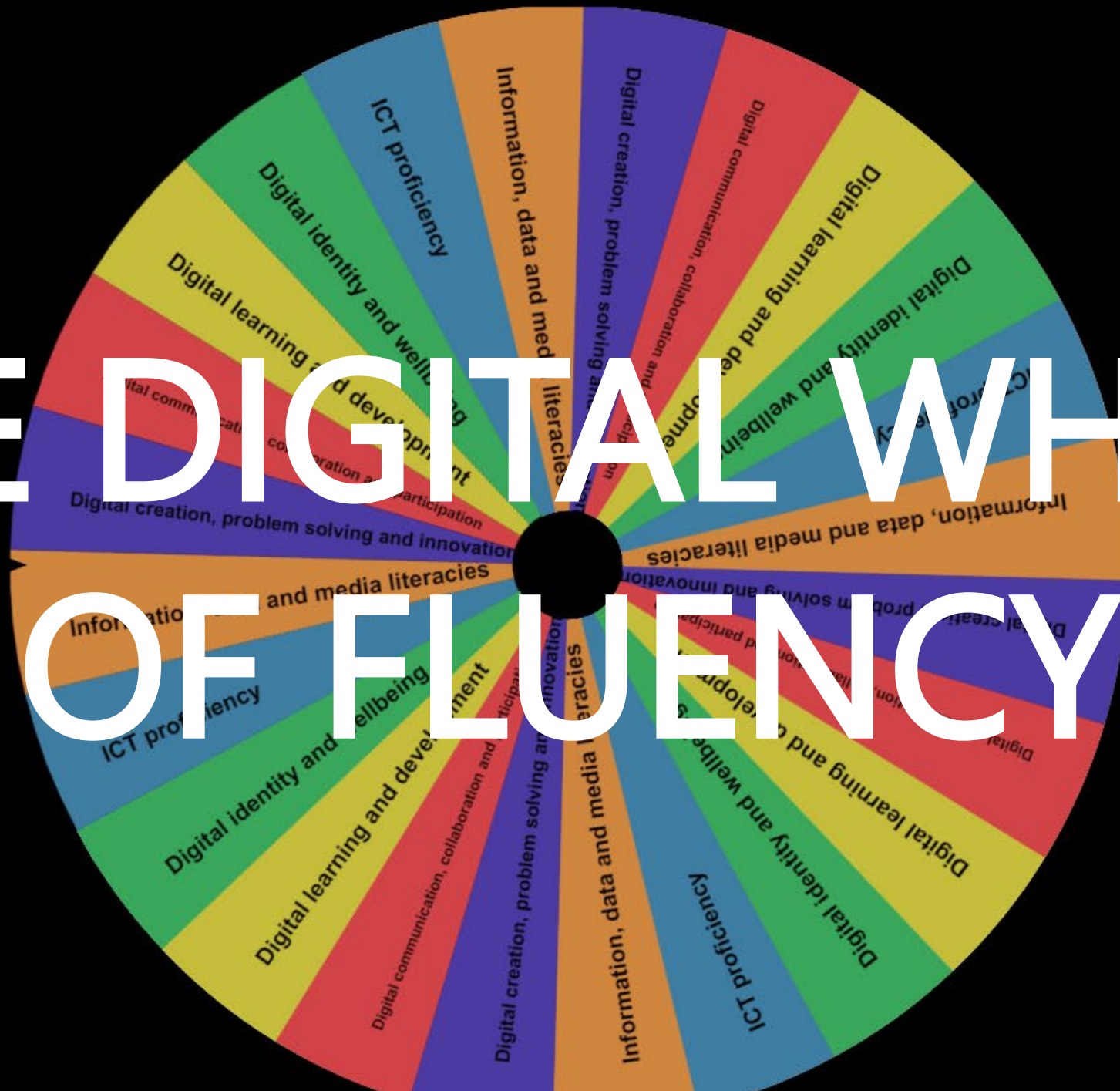


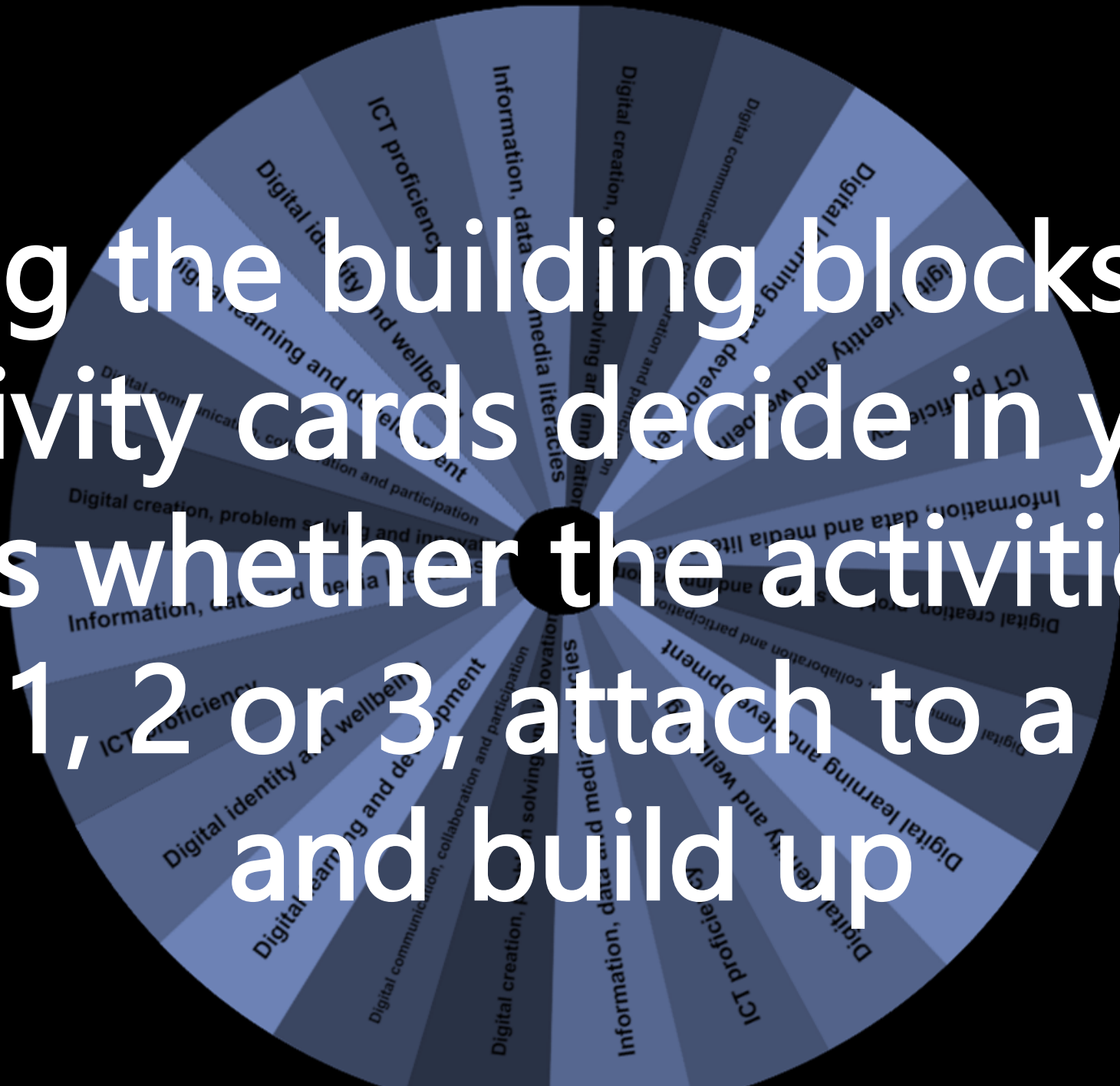
# THE DIGITAL WHEEL OF FLUENCY



1 Crystal  
50/50 option  
ask the host  
pass to the other team  
buy a brick



Using the building blocks and activity cards decide in your teams whether the activities are year 1, 2 or 3, attach to a block and build up



Consider your student in the activities, what might need to be changed and what will work well?



## Session Title

### Digital Wheel of Fluency

## Overview of session

Groups joined the room armed with crystals and a learner profile, of who they had to navigate through the curriculum maze.

In the Digital Wheel of Fluency room, the group was split into 2 teams of 4 people. Each team spun the wheel to determine which category question they received from the six JISC digital capability elements:

- ICT proficiency
- Information, data and media literacies
- Digital creation, problem solving and innovation
- Digital communication, collaboration and participation
- Digital learning and development
- Digital identity and wellbeing

The team answered a question on that element. For each correct question they won the related element in the form of a 'curriculum block', which was an example of an activity that could be used to build the element into the curriculum.

After the question round, teams then had to build a curriculum for their learner from the example blocks won, using Lego. Thought needed to be given to at what point in the students journey each of the activities would appear, either year 1, 2 or 3, crystals were won for teams who could justify their placement and explanation. Crystals could be spent to buy extra curriculum blocks if required, or for help with questions – 50/50, ask the host or ask the other team. Bonus crystals could also be won if participants suggested why a curriculum block related, or required adapting, to the requirements of their learners'.

## Resources used on the day

- Instruction slides (PPT) *Link in email attachment*
- [Link to digital wheel](https://wheeldecide.com/) (create your own Digital Wheel decider: <https://wheeldecide.com/>)

## Further reading/learning

- Six elements of the [JISC digital capabilities framework](#)
- [JISC digital capability service](#)



**Digital creation, problem-solving and innovation**  
Inspired by a human geography website (followthings.com) this activity has students explore the material and/or social history of a digital device. How is it designed, made, marketed, transported and consumed? Findings and reflections can be produced as a blog post or web page.

#### ICT Proficiency

Design a simple app to collect data e.g. via survey questions, digital monitoring, video capture. Best done in groups with marks for paper prototype as well as final app. Use a free or low-cost platform. Reflect on benefits/ disadvantages of using apps to collect data.

#### Digital learning and development

Learners share key points from a topic on a pin-board app such as Padlet. Encourage the inclusion of links, references, diagrams, maps, quizzes etc.

#### Digital learning and development

Learners produce their own quizzes for using a free quizzing tool or learning d. Grade them on content selection, di questions, overall design, learning ex

#### Digital learning and development

Learners engage with material in a live lecture using polls (clickers or personal devices - these are sophisticated enough now to include short word answers, scales, word clouds etc.). Or doing live quizzes or internet 'missions'.

#### ICT Proficiency

Learners share their preferences for making notes e.g. using a mind-mapping tool/process, an online curation tool (app), or with written (typed, speech-to-text) notes. During a lecture they try their favoured approach and on a given signal switch to a different one. Be aware of potential disadvantages for some learners.

#### Digital communication, collaboration and participation

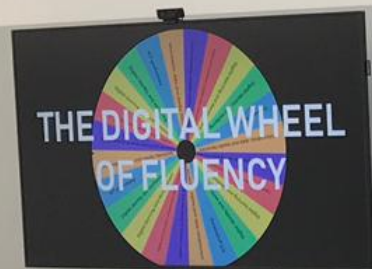
Learners share an assignment in progress using a digital format (could be video, presentation, audio, code, spreadsheet...). Other learners provide comments, annotations, links and peer review. You may need to provide guidelines and examples of constructive annotation.

#### Information, data and media literacies

Information scavenges from school can be made tougher for HE students, e.g. identify the quotation (include enough key words to build a search); link clues from e-journal to e-journal; items that can only be found with advanced search methods; fact checking.

**Digital learning and development**  
Set up the use of an e... for critical reflection f... elements of the students learning journey.

e





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**Information, data and media literacies**  
Ask students to visual a data set. How many ways can you find of visualising the same data set? What different perspectives are revealed? How can data be made more persuasive?

**Digital learning and development**  
Learners produce their own quizzes for each other using a free quizzing tool or learning design app. Grade them on content selection, distractor questions, overall design, learning experience.

**Digital identity and wellbeing**  
Research and present back ideas on what digital wellbeing is to your learners. Add flexibility in allowing them to present in any format they require (written, presentation, video etc.)

**Digital creation, problem-solving and innovation**  
Select a Wikipedia page relevant to your students' topic or research area, ideally with a rich 'talk' or 'history' page. Point students to Wikipedia's contributing guidelines. Working in groups, students research and agree amendments and make edits or additions to the page.

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**Digital learning and development**  
Learners share key points from a topic on a pin-board app such as Padlet. Encourage the inclusion of links, references, diagrams, maps, quizzes etc.

**Digital learning and development**  
Learners engage with material in a live lecture using polls (clickers or personal devices - these are sophisticated enough now to include short word answers, scales, word clouds etc.). Or doing live quizzes or internet 'missions'.

**Digital learning and development**  
Set up the use of an ePortfolio tool for critical reflection for different elements of the students learning journey.