LinkedIn Learning resources mapped to a selection of discovery tool question sets

Many subscribers to the discovery tool also subscribe to LinkedIn Learning resources. This document offers those organisations some suggestions for how they could link to the LinkedIn Learning resources using their institutional resources records. The LinkedIn resources are mapped to three question sets used in the discovery tool:

1. Explore your overall digital capability for staff
2. Teaching question sets (FE and HE)
3. Explore your overall digital capability for current students (FE and HE)

# Selection principles

This mapping is not meant to be comprehensive as new titles are added and some content may be discontinued. It is important that organisations take careful consideration of which resources to use.

### Audience and level

We have identified the audience and level in many instances as some of the content is quite specific to these audiences. So although some of the content identified may be of value to a general audience we would recommend institutions check the content for appropriateness to their particular audience.

Examples: Content aimed at businesses may not be very relevant to staff or students in a UK educational context (unless they are studying business and marketing). Content aimed at senior leaders may be less relevant to include in a resource list for all staff.

### International content

The majority of content is designed for a global audience. Some content has a US focus and may not be relevant to a UK educational audience, particularly in relation to terminology, cultural norms and legislation.

Examples: Content focusing on US legislation (eg accessibility and copyright, data protection) and would not be relevant or may be misleading. (We have not included some obvious examples of these.)

### Information overload

One of the principles applied in the discovery tool resource banks and reports is to limit the number of resources to prevent overload for users.

Some of the sections (eg media literacy in table 1) have a lot of references and we would recommend that users in institutions remove some resources to keep lists less daunting and more focused.

Ideas include:

* Choose not to  include content with a narrow audience - eg content aimed at marketing staff
* Choose not to include content that is not focused on digital capabilities – eg writing good learning objectives for teachers
* Choose not to include very specialised  - eg content around SEO (search engine optimisation) for websites

### How to use this document

This mapping provides links to individual courses and videos in the LinkedIn Learning collection. Organisations could add these links in their own institutional resource records (see this [**guide for instructions**](https://www.linkedin.com/learning/drawing-vector-graphics-laboratory?id=1Jrnb1EM8qd06tm11StrVy0naaxfykSlY1voRes-G-04)). Organisations can also create their own LinkedIn Learning playlists which collate resources by subject which means they would only need to include one link in their resource records.

# LinkedIn Learning - Jisc digital competencies mapping

## Table 1. Explore your overall digital capabilities (staff)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Competency** | **Description** | **Courses** | **Audience** | **Level** |
| ICT (digital) proficiency | Digital proficiency | Digital proficiency is the ability you have to use digital devices, applications, software and services. How quickly do you pick up new tools and skills? Do you cope when technology doesn’t work first time, do you explore beyond the basic functions, and can you work things out for yourself? Proficiency concerns digital mindset more than the mastery of specific tools, but of course you can only gain that mindset by using different applications and developing your range. | [Digital Transformation](https://www.linkedin.com/learning/psychological-safety-clear-blocks-to-innovation-collaboration-and-risk-taking/psychological-safety-clear-blocks-to-problem-solving-and-innovation) | Business leaders | Advanced |
| [Digital Technologies Case Studies: AI, IOT, Robotics, Blockchain](https://www.linkedin.com/learning/digital-technologies-case-studies-ai-iot-robotics-blockchain/why-focus-on-emerging-technologies) | Leaders | Beginner |
| [RPA, AI, and Cognitive Tech for Leaders](https://www.linkedin.com/learning/designing-a-digital-magazine/creating-the-pan-and-zoom-image) | Senior leaders | Beginner |
| [Introducing AI to Your Organization](https://www.linkedin.com/learning/introducing-ai-to-your-organization/what-is-ai) | Senior leaders | Beginner |
| [The Digital Transformation of Learning](https://www.linkedin.com/learning/teaching-techniques-project-based-learning) | Trainers/leaders | Beginner |
| [Learning Cyber Incident Response and Digital Forensics](https://www.linkedin.com/learning/learning-cyber-incident-response-and-digital-forensics/what-you-should-know-before-taking-this-course) | IT staff | Beginner |
| [Computer Science Principles: Digital Information](https://www.linkedin.com/learning/elearning-essentials-instructional-design/building-your-elearning-chops) | General | Beginner |
| [Effectively Leading Digital Transformation](https://www.linkedin.com/learning/effectively-leading-digital-transformation/leading-enterprise-digital-transformation) | Leaders/managers | Intermediate |
| [Digital Strategy](https://www.linkedin.com/learning/the-digital-transformation-of-learning/the-digital-transformation-of-learning) | Business leaders | Advanced |
| [Building Your Technology Skills](https://www.linkedin.com/learning/learning-cyber-incident-response-and-digital-forensics/what-you-should-know-before-taking-this-course) | IT staff | Beginner |
| Digital productivity | Digital productivity is how you use your digital skills to get things done in the real world. Can you choose the right devices, applications, software and systems for the job at hand? Can you adapt the tools available to your own needs and those of other people? A digitally productive person can multi-task in a complex digital environment but can also deal with distraction and overload. | [Enhancing Your Productivity](https://www.linkedin.com/learning/enhancing-your-productivity/welcome) | General |  |
| [Productivity Tips: Finding Your Productive Mindset](https://www.linkedin.com/learning/learning-the-adobe-creative-cloud-2019/unleash-your-creative-potential) | General | Beginner |
| [Getting Things Done](https://www.linkedin.com/learning/getting-things-done/benefits-of-getting-things-done) | General | Beginner |
| [Top 10 Apps for Enhanced Productivity](https://www.linkedin.com/learning/creative-inspirations-bert-monroy-digital-painter-and-illustrator) | General | Beginner |
| [Productivity Tips: Taking Control of Email](https://www.linkedin.com/learning/productivity-tips-taking-control-of-email) | General | Beginner |
| [Productivity Principles to Make Time for What’s Important](https://www.linkedin.com/learning/building-your-professional-network) | General | Beginner |
| [Productivity Tips: Using Technology](https://www.linkedin.com/learning/productivity-tips-using-technology/leveraging-technology-for-time-management) | General | Beginner |
| [Managing Your Calendar for Peak Productivity](https://www.linkedin.com/learning/learning-personal-branding-2/your-most-powerful-marketing-tool) | General | Beginner |
| [How to Slow Down and Be More Productive](https://www.linkedin.com/learning/how-to-slow-down-and-be-more-productive/slowing-down-in-a-fast-world) | General | Beginner |
| [Extreme Productivity (Blinkist Summary)](https://www.linkedin.com/learning/internet-safety-for-students) | General | Intermediate |
| [Taking Charge of Technology for Maximum Productivity](https://www.linkedin.com/learning/business-etiquette-phone-email-and-text) | General | Intermediate |
| [Post-Production Productivity](https://www.linkedin.com/learning/post-production-productivity/welcome-to-post-production-productivity) | General |  |
| [Productivity Tips: Setting Up Your Workplace](https://www.linkedin.com/learning/balancing-work-and-life) | General | Beginner |
| [Becoming Indistractable](https://www.linkedin.com/learning/becoming-indistractable/welcome-by-arianna-huffington) | General | Beginner |
| [Improving Your Focus](https://www.linkedin.com/learning/guy-kawasaki-on-how-to-rock-social-media/how-to-rock-social-media) | General | Beginner |
| [Time Management Fundamentals with Microsoft Office](https://www.linkedin.com/learning/time-management-fundamentals-with-microsoft-office) | General |  |
| [Deep Work: Rules for Focused Success in a Distracted World (Blinkist Summary)](https://www.linkedin.com/learning/camtasia-advanced-elearning-editing/welcome) | General | Beginner |
| Information, media and data literacy | Information literacy | Information literacy is your ability to find, evaluate, organise and share information, whether you are using it for academic or professional purposes, or as a learner. Information specialists recommend we are creative in how we find information, but critical in how we judge its value and credibility. Everyone in education needs a broad understanding of information-based rules such as copyright, referencing, and avoiding plagiarism. | [Information Literacy](https://www.linkedin.com/learning/information-literacy/books-ebooks) | General | Beginner |
| Media literacy | Media literacy covers all the ways you receive and respond to messages in digital media, including text, graphics, video, animations, audio, and media such as web sites, simulations and games. Most of us also share and produce messages of our own, and that means we need to understand issues such as audience, accessibility, user design and impact. As with information, media users need to ask why messages are designed as they are, how they affect us – and particularly how different media can be used for learning. | [Digital Media Foundations](https://www.linkedin.com/learning/how-to-network-when-you-don-t-like-networking) | Media staff | Beginner |
| [Learn Social Media Monitoring](https://www.linkedin.com/learning/learn-social-media-monitoring) | Small business | Intermediate |
| [Social Media Marketing for Small Business](https://www.linkedin.com/learning/cybersecurity-awareness-safer-digital-communications) | Small business | Beginner and intermediate |
| [Social Media Marketing Tips](https://www.linkedin.com/learning/flipping-the-classroom/introduction) | Businesses | Beginner |
| [Public Relations Foundations: Media Training](https://www.linkedin.com/learning/public-relations-foundations-media-training/welcome) | Public relations staff | Intermediate |
| [SEO for Social Media](https://www.linkedin.com/learning/teaching-techniques-project-based-learning) |  | Intermediate |
| [Creating Web Media](https://www.linkedin.com/learning/creating-web-media) | Web developer | Intermediate |
| [Motion Graphics for Social Media](https://www.linkedin.com/learning/transitioning-from-manager-to-leader/learn-to-innovate) |  | Beginner |
| [Learning to Write Marketing Copy](https://www.linkedin.com/learning/learning-to-write-marketing-copy) | Marketing staff | Beginner |
| [Lead Generation: Social Media](https://www.linkedin.com/learning/taking-charge-of-technology-for-maximum-productivity) | Businesses | Advanced |
| [Social Media for Video Pros](https://www.linkedin.com/learning/social-media-for-video-pros) | Video producers | Beginner |
| [Advertising on Facebook](https://www.linkedin.com/learning/android-app-development-localization-and-internationalization) | Businesses | Beginner |
| [Talking Eyes Media: Multimedia Social Activism](https://www.linkedin.com/learning/talking-eyes-media-multimedia-social-activism) | General |  |
| [Social Media in the Classroom](https://www.linkedin.com/learning/cybersecurity-awareness-safer-digital-communications) | Teachers | Intermediate |
| [Graphic Design Foundations: Ideas, Concepts, and Form](https://www.linkedin.com/learning/getting-your-website-online) | General | Beginner |
| [Graphic Design Tips & Tricks Weekly](https://www.linkedin.com/learning/graphic-design-tips-tricks-weekly) |  | Intermediate |
| [Introduction to Graphic Design](https://www.linkedin.com/learning/rpa-ai-and-cognitive-tech-for-leaders/your-digital-ops-journey) |  | Beginner |
| [Learning Graphic Design: Presentations](https://www.linkedin.com/learning/learning-graphic-design-presentations) |  | Beginner |
| [Social Media for Graphic Designers](https://www.linkedin.com/learning/learning-study-skills) | Graphic designers | Beginner |
| [Creative Video Editing Techniques](https://www.linkedin.com/learning/creative-video-editing-techniques) | General | Beginner |
| [Content Marketing: Videos](https://www.linkedin.com/learning/teaching-techniques-writing-effective-learning-objectives) | Marketing staff | Intermediate |
| [Learning Video Live Streaming](https://www.linkedin.com/learning/learning-video-live-streaming/welcome) | General | Beginner |
| [Creating Fun and Engaging Video Training: The How](https://www.linkedin.com/learning/business-collaboration-in-the-modern-workplace) | Trainers | Beginner |
| [SEO: Videos](https://www.linkedin.com/learning/social-media-marketing-for-small-business) | Marketing staff | Intermediate |
| [Animation Foundations: Fundamentals](https://www.linkedin.com/learning/animation-foundations-fundamentals) |  | Beginner |
| [Motion Graphic Design: Animation](https://www.linkedin.com/learning/core-strategies-for-teaching-in-higher-ed/welcome) |  | Intermediate |
| [Audio Mixing Master Class](https://www.linkedin.com/learning/audio-mixing-master-class) |  | Intermediate |
| [Building a Small Business Website with WordPress](https://www.linkedin.com/learning/problem-solving-techniques/mind-maps) | Small business | Beginner |
| [Getting Your Website Online](https://www.linkedin.com/learning/getting-your-website-online) |  | Beginner |
| [Advanced SEO: Developing an SEO-Friendly Website](https://www.linkedin.com/learning/communicating-with-confidence/speaking-with-confidence) |  | Advanced |
| [Improve SEO for Your Website](https://www.linkedin.com/learning/improve-seo-for-your-website) | Businesses | Intermediate |
| [Game Design Foundations: 1 Ideas, Core Loops, and Goals](https://www.linkedin.com/learning/microsoft-collaboration-sharepoint-teams-and-groups) |  | Beginner |
| [Email Marketing: Drip Campaigns](https://www.linkedin.com/learning/email-marketing-drip-campaigns) | Businesses | Beginner |
|  | Data literacy | Data literacy is how you handle data as a special form of information. Data is used in diverse ways in education, from monitoring key performance indicators to generating new theories. Our own data – personal and organisational - can also be used, sometimes in ways we might not want. We all need a basic understanding of legal, ethical and security issues when we handle data, and good habits of personal data security. | [Learning Data Analytics](https://www.linkedin.com/learning/teacher-tech-tips-weekly/improve-writing-and-citation-skills-using-online-resources) | General | Beginner |
|  |  |  | [Picking the Right Chart for Your Data](https://www.linkedin.com/learning/excel-market-research-strategies/performing-marketing-analytics-in-excel) |  | Beginner |
|  |  |  | [Data Fluency: Exploring and Describing Data](https://www.linkedin.com/learning/data-fluency-exploring-and-describing-data/gather-greater-insight-and-make-better-decisions-with-your-data) |  | Beginner |
|  |  |  | [Data Analytics for Business Professionals](https://www.linkedin.com/learning/talking-eyes-media-multimedia-social-activism) | Businesses | Intermediate |
|  |  |  | [Learning Data Science: Tell Stories With Data](https://www.linkedin.com/learning/learning-data-science-tell-stories-with-data/welcome) | General |  |
|  |  |  | [Learning Data Governance](https://www.linkedin.com/learning/creating-an-amazing-life) | General |  |
|  |  |  | [Managing and Analyzing Data in Excel (Office 365/Excel 2019)](https://www.linkedin.com/learning/managing-and-analyzing-data-in-excel-office-365-excel-2019/become-efficient-and-effective-with-your-data-in-excel) |  | Intermediate |
|  |  |  | [Data Visualization for Data Analysts](https://www.linkedin.com/learning/personal-branding-on-social-media-2) |  | Intermediate |
|  |  |  | [Data Curation Foundations](https://www.linkedin.com/learning/data-curation-foundations/data-curation-in-data-science) |  | Intermediate |
|  |  |  | [How Marketers Collect and Use Your Data](https://www.linkedin.com/learning/problem-solving-for-web-professionals) |  | Beginner |
|  |  |  | [Balanced Scorecard and Key Performance Indicators](https://www.linkedin.com/learning/balanced-scorecard-and-key-performance-indicators) | Businesses | Beginner |
|  |  |  | [Excel: Implementing Balanced Scorecards with KPIs](https://www.linkedin.com/learning/picking-the-right-chart-for-your-data/welcome) | Businesses | Intermediate |
|  |  |  | [Human Resources: Protecting Confidentiality](https://www.linkedin.com/learning/data-science-analytics-career-paths-certifications-first-steps-3) | Human resources staff | Beginner |
|  |  |  | [Data Ethics: Managing Your Private Customer Data](https://www.linkedin.com/learning/data-ethics-managing-your-private-customer-data) | Businesses | Beginner |
|  |  |  | [GDPR Compliance: Essential Training](https://www.linkedin.com/learning/design-thinking-data-intelligence) |  | Beginner and intermediate |
|  |  |  | [Security Matters (To Everyone)](https://www.linkedin.com/learning/security-matters-to-everyone) |  | Beginner and intermediate |
|  |  |  | [Introduction to Digital Twins](https://www.linkedin.com/learning/powerpoint-for-teachers-creating-interactive-lessons/high-tech-teaching-in-a-low-tech-classroom) | General |  |
|  |  |  | [Understanding and Prioritizing Data Privacy](https://www.linkedin.com/learning/understanding-and-prioritizing-data-privacy/welcome-2) | General |  |
| Digital communication, collaboration and  participation | Digital communication | Digital communication is any communication using digital media and networks. The ability to communicate well includes using different channels such as video and instant messaging, photo sharing and chat. But it also includes an awareness of different audiences, different norms and needs, and the changing boundaries between public and private communication. | [Digital Body Language](https://www.linkedin.com/learning/introduction-to-digital-twins) | General |  |
| [SharePoint and Digital Transformation: Sites for Collaboration and Communication](https://www.linkedin.com/learning/sharepoint-and-digital-transformation-sites-for-collaboration-and-communication) |  | Intermediate |
| [Learning to Run Webinars](https://www.linkedin.com/learning/improving-your-focus/what-you-should-know-before-watching-this-course) |  | Beginner |
| [Charlene Li on Digital Leadership](https://www.linkedin.com/learning/charlene-li-on-digital-leadership) | General |  |
| [Using Video to Convey Your Passion and Personality](https://www.linkedin.com/learning/picking-the-right-chart-for-your-data/welcome) | Marketing staff | Beginner |
| [Leading Virtual Meetings](https://www.linkedin.com/learning/elearning-essentials-instructional-design/building-your-elearning-chops) | Leaders | Beginner and intermediate |
| [Digital Networking Strategies](https://www.linkedin.com/learning/digital-networking-strategies) |  | Beginner |
| [5G Technology Strategy: Next-Generation Mobile Networking](https://www.linkedin.com/learning/learning-digication-eportfolios) |  | Beginner |
| [Effectively Leading Digital Transformation](https://www.linkedin.com/learning/effectively-leading-digital-transformation/leading-enterprise-digital-transformation) | Leaders/managers | Intermediate |
| [Storytelling for Business Video](https://www.linkedin.com/learning/organizing-and-storing-digital-photos-and-videos) | Businesses | Beginner |
| [Video Strategies for High Engagement](https://www.linkedin.com/learning/sketch-ux-for-instructional-design/welcome) | Businesses | Beginner |
| [Learning Instagram](https://www.linkedin.com/learning/learning-instagram-2) | General | Beginner |
| [Learning Skype for Business](https://www.linkedin.com/learning/learning-the-adobe-creative-cloud-2019/unleash-your-creative-potential) |  | Beginner |
| [Learning VoIP and Unified Communications](https://www.linkedin.com/learning/learning-voip-and-unified-communications) | IT staff | Beginner |
| [Skype for Business Essential Training](https://www.linkedin.com/learning/outlook-com-essential-training-2/an-introduction-to-skype-instant-messaging) | General |  |
| [Microsoft Teams Essential Training](https://www.linkedin.com/learning/microsoft-teams-essential-training-5/access-the-full-version-of-teams) | General | Beginner and intermediate |
| [Microsoft Teams Tips and Tricks](https://www.linkedin.com/learning/marketing-foundations-social-media/facebook) | General | Intermediate |
| [Flickr: Sharing Photos](https://www.linkedin.com/learning/cert-prep-adobe-certified-associate-indesign/properties-for-print-web-and-digital-publishing) | General | Intermediate |
| [Customer Service: Serving Customers Through Chat and Text](https://www.linkedin.com/learning/customer-service-serving-customers-through-chat-and-text/the-difference-between-chat-and-text) | Businesses | Intermediate |
| [Learning WhatsApp](https://www.linkedin.com/learning/flipping-the-classroom) |  | Beginner |
| [Yammer Essential Training](https://www.linkedin.com/learning/yammer-essential-training-2) |  | Beginner |
| [Writing Email](https://www.linkedin.com/learning/illustrator-digitizing-and-refining-sketches) | General |  |
| [Tips for Writing Business Emails](https://www.linkedin.com/learning/tips-for-writing-business-emails/selecting-the-audience-for-your-email) | General |  |
| [Communication Foundations](https://www.linkedin.com/learning/teaching-online-synchronous-classes) |  | Beginner |
| [Business Etiquette: Phone, Email, and Text](https://www.linkedin.com/learning/business-etiquette-phone-email-and-text) |  | Beginner |
| Digital collaboration | Digital collaboration is the ability to take part in digital teams and working groups to meet specific goals, using shared tools and media. Even when participants are physically in the same organisation, digital collaboration can be an efficient way to produce shared materials, to plan and run a project, or to work effectively across various boundaries and differences. | [Business Collaboration in the Modern Workplace](https://www.linkedin.com/learning/learning-adobe-s-line-and-sketch-apps/project-creating-digital-portraits) | Businesses | Intermediate |
| [SharePoint and Digital Transformation: Sites for Collaboration and Communication](https://www.linkedin.com/learning/marketing-on-facebook-managing-a-company-page) |  | Intermediate |
| [Learning to Teach Online](https://www.linkedin.com/learning/learning-to-teach-online-2) |  | Beginner |
| [The Digital Transformation of Learning](https://www.linkedin.com/learning/productivity-tips-finding-your-productive-mindset/stop-perfectionism-from-hurting-productivity) |  | Beginner |
| [Managing Virtual Teams](https://www.linkedin.com/learning/managing-virtual-teams-4) |  | Beginner and intermediate |
| [Leading Virtual Meetings](https://www.linkedin.com/learning/learning-whatsapp) |  | Intermediate |
| [Working Remotely](https://www.linkedin.com/learning/working-remotely-2/the-value-of-working-remotely) | General |  |
| [Leading at a Distance](https://www.linkedin.com/learning/giving-and-receiving-feedback/the-five-feedback-steps) | Leaders | Beginner and intermediate |
| [OneNote for Team Collaboration](https://www.linkedin.com/learning/onenote-for-team-collaboration/welcome) |  | Intermediate |
| [Microsoft Collaboration: SharePoint, Teams, and Groups](https://www.linkedin.com/learning/management-tips-weekly/tips-for-dealing-with-pressure-at-work) |  | Intermediate |
| [Creative Collaboration](https://www.linkedin.com/learning/creative-collaboration) | General |  |
| [Team Collaboration in Office 365](https://www.linkedin.com/learning/business-development-foundations-researching-market-and-customer-needs) | General |  |
| Digital participation | Digital participation means taking part in a more open-ended way than collaboration, over a longer time, and in a range of different settings. This is how you join, facilitate and build digital networks, take part in a shared social and cultural life using digital services, build contacts and share ideas. Digital participation should always be safe and respectful. | [Digital Citizenship](https://www.linkedin.com/learning/educational-technology-for-student-success) |  | Beginner |
| [Learning to Run Webinars](https://www.linkedin.com/learning/learning-to-run-webinars) |  | Beginner |
| [Digital Networking Strategies](https://www.linkedin.com/learning/elearning-techniques-visual-design/welcome) |  | Beginner |
| [Learning Facebook](https://www.linkedin.com/learning/learning-facebook-3) |  | Beginner |
| [Facebook for Creative Pros](https://www.linkedin.com/learning/teaching-with-technology) | General |  |
| [Guy Kawasaki on How to Rock Social Media](https://www.linkedin.com/learning/guy-kawasaki-on-how-to-rock-social-media/how-to-rock-social-media) | General |  |
| [Learning Video Live Streaming](https://www.linkedin.com/learning/managing-brand-reputation) |  | Beginner |
| [Personal Branding on Social Media](https://www.linkedin.com/learning/personal-branding-on-social-media-2) | Beginner |  |
| [Learning Instagram](https://www.linkedin.com/learning/teaching-techniques-making-accessible-learning) | General | Beginner |
| [Building a Creative Online Community](https://www.linkedin.com/learning/building-a-creative-online-community/create-an-online-community-worth-noticing) | Businesses | Beginner |
| [Marketing on Instagram](https://www.linkedin.com/learning/learning-with-your-mobile-device/using-mobile-devices-for-workforce-skills) | Businesses | Beginner |
| [Marketing on Twitter](https://www.linkedin.com/learning/business-innovation-foundations/creating-digital-innovations) | Businesses | Beginner |
| [Social Media Marketing: Managing Online Communities](https://www.linkedin.com/learning/social-media-marketing-managing-online-communities) |  | Intermediate |
| Digital creation, problem solving and innovation | Digital creation | Digital creation is a term we use to cover all kinds of digital production, from coding new apps to making digital images and web sites. Digital creatives have special techniques of digital production, but we all create digital artefacts as a side effect of thinking and participating in a digital world. Mind maps, digital sketches, Facebook pages, even selfies can be seen as expressions of digital creativity. | [Talking Eyes Media: Multimedia Social Activism](https://www.linkedin.com/learning/learning-to-teach-online-2/skills-you-will-need-to-teach-online) | General |  |
| [3ds Max: Game Prop Creation](https://www.linkedin.com/learning/3ds-max-game-prop-creation) |  | Intermediate |
| [Android App Development: Animations and Transitions with Java](https://www.linkedin.com/learning/computer-science-principles-digital-information) |  | Intermediate |
| [Creating Your First Android App with Kotlin](https://www.linkedin.com/learning/creating-your-first-android-app-with-kotlin) |  | Beginner |
| [Learning the Adobe Creative Cloud (2019)](https://www.linkedin.com/learning/spss-for-academic-research) |  | Beginner |
| [Coding for Visual Learners: Learning JavaScript from Scratch](https://www.linkedin.com/learning/coding-for-visual-learners-learning-javascript-from-scratch) |  | Beginner |
| [Android App Development: Localization and Internationalization](https://www.linkedin.com/learning/digital-media-foundations) |  | Intermediate |
| [Digital Imaging for Business Professionals](https://www.linkedin.com/learning/digital-imaging-for-business-professionals) | Businesses | Beginner |
| [Introduction to Web Design and Development](https://www.linkedin.com/learning/microsoft-teams-tips-and-tricks) |  | Beginner |
| [Getting Your Website Online](https://www.linkedin.com/learning/html-for-educators/welcome) |  | Beginner |
| [Designing Websites for Performance](https://www.linkedin.com/learning/designing-websites-for-performance) |  | Intermediate |
| [Advanced SEO: Developing an SEO-Friendly Website](https://www.linkedin.com/learning/how-to-slow-down-and-be-more-productive/slowing-down-in-a-fast-world) |  | Advanced |
| [Digital Marketing Trends](https://www.linkedin.com/learning/digital-marketing-trends/keeping-up-with-digital-marketing-trends) |  | Beginner |
| [Illustrator: Digitizing and Refining Sketches](https://www.linkedin.com/learning/taking-charge-of-technology-for-maximum-productivity) |  | Intermediate |
| [Learning Digital Painting](https://www.linkedin.com/learning/learning-digital-painting) |  | Beginner |
| [Sketch Essential Training: The Basics](https://www.linkedin.com/learning/communication-foundations-2) |  | Beginner |
| [Sketch for UX Design](https://www.linkedin.com/learning/sketch-for-ux-design-2) |  | Beginner |
| [Sketch and InVision Design System Manager: Website Design](https://www.linkedin.com/learning/teaching-techniques-making-accessible-learning) |  | Intermediate |
| [Marketing on Facebook: Managing a Company Page](https://www.linkedin.com/learning/marketing-on-instagram) | Businesses | Intermediate |
| [Facebook for Creative Pros](https://www.linkedin.com/learning/facebook-for-creative-pros) | General |  |
| [Artists and Their Work: Conversations about Mograph VFX and Digital Art](https://www.linkedin.com/learning/graphic-design-foundations-ideas-concepts-and-form) | General |  |
| [Creative Collaboration](https://www.linkedin.com/learning/creative-collaboration) | General |  |
| [Enhancing Images with Artificial Intelligence (AI)](https://www.linkedin.com/learning/leading-virtual-meetings/welcome-to-better-virtual-meetings) |  | Beginner and intermediate |
| Digital research and problem-solving | Digital problem-solving is your ability to solve problems and answer questions, either using digital evidence, or using digital environments (such as simulations and virtual worlds) to test out solutions. Digital scholars have many specialist digital methods available, depending on their research area, but all of us take part in digital problem solving every day. | [Learning Design Research](https://www.linkedin.com/learning/learning-design-research) | Designers | Beginner |
| [Marketing Foundations: Qualitative Research](https://www.linkedin.com/learning/social-media-for-graphic-designers-2) | Businesses | Intermediate |
| [SPSS for Academic Research](https://www.linkedin.com/learning/spss-for-academic-research) | Researcher | Beginner |
| [UX Foundations: Research](https://www.linkedin.com/learning/content-marketing-videos) |  | Beginner |
| [Market Research Foundations](https://www.linkedin.com/learning/market-research-foundations/primary-and-secondary-research) | Marketing staff | Beginner |
| [Business Development Foundations: Researching Market and Customer Needs](https://www.linkedin.com/learning/teaching-techniques-creating-effective-learning-assessments) | Businesses | Intermediate |
| [Excel: Market Research Strategies](https://www.linkedin.com/learning/building-elearning-games-in-captivate/welcome) | Marketing staff | Intermediate |
| [Take a More Creative Approach to Problem-Solving](https://www.linkedin.com/learning/take-a-more-creative-approach-to-problem-solving/john-cleese-get-your-team-in-touch-with-their-best-hunches) |  | Beginner |
| [Problem Solving Techniques](https://www.linkedin.com/learning/learning-infographic-design/what-is-a-motion-graphic) |  | Beginner |
| [Customer Service: Problem Solving and Troubleshooting](https://www.linkedin.com/learning/customer-service-problem-solving-and-troubleshooting/welcome) |  | Beginner and intermediate |
| [A3 Problem Solving for Continuous Improvement](https://www.linkedin.com/learning/building-a-small-business-website-with-wordpress/build-a-small-business-website) | Manager | Beginner |
| [Project Management: Solving Common Project Problems](https://www.linkedin.com/learning/project-management-solving-common-project-problems) | Manager | Beginner |
| [Crafting Problem and Solution Statements](https://www.linkedin.com/learning/managing-your-design-career) | Businesses | Beginner |
| [Design Thinking: Data Intelligence](https://www.linkedin.com/learning/design-thinking-data-intelligence) |  | Intermediate |
| [Problem Solving for Web Professionals](https://www.linkedin.com/learning/managing-your-calendar-for-peak-productivity/set-up-your-calendar) |  | Intermediate |
| [Solving Optimization and Scheduling Problems in Excel](https://www.linkedin.com/learning/solving-optimization-and-scheduling-problems-in-excel) |  | Intermediate |
| [Learning Cyber Incident Response and Digital Forensics](https://www.linkedin.com/learning/sharepoint-and-digital-transformation-sites-for-collaboration-and-communication) |  | Beginner |
| [Learning Computer Forensics](https://www.linkedin.com/learning/digital-transformation-2/employee-skills-needed-for-digital-transformation) |  | Beginner |
| [Operating System Forensics](https://www.linkedin.com/learning/operating-system-forensics) | IT staff | Intermediate |
| [Incident Response: Evidence Collection in Windows](https://www.linkedin.com/learning/productivity-tips-setting-up-your-workplace/does-your-workspace-promote-productivity) | IT staff | Advanced |
| [SOLIDWORKS: Simulation for Finite Element Analysis](https://www.linkedin.com/learning/solidworks-simulation-for-finite-element-analysis) | General |  |
| [SOLIDWORKS: Advanced Simulation](https://www.linkedin.com/learning/learning-data-governance/data-governance-definition-and-basics) | Teachers | Beginner |
| [Gamification of Learning](https://www.linkedin.com/learning/gamification-of-learning/welcome) |  | Beginner |
| Digital innovation | Digital innovation describes your willingness to try new practices with digital technology, take calculated risks, and look for new solutions | [Introduction to Digital Twins](https://www.linkedin.com/learning/deep-work-rules-for-focused-success-in-a-distracted-world-blinkist-summary/multitasking-does-not-equal-productivity) | General |  |
| [Leading with Innovation](https://www.linkedin.com/learning/leading-with-innovation) |  | Beginner |
| [Learning Digital Business Analysis](https://www.linkedin.com/learning/photoshop-for-teaching-and-learning/welcome) |  | Intermediate |
| [Digital Technologies Case Studies: AI, IOT, Robotics, Blockchain](https://www.linkedin.com/learning/digital-technologies-case-studies-ai-iot-robotics-blockchain/why-focus-on-emerging-technologies) | Leaders | Advanced |
| [Balancing Innovation and Risk](https://www.linkedin.com/learning/excel-implementing-balanced-scorecards-with-kpis) |  | Intermediate |
| [Business Innovation Foundations](https://www.linkedin.com/learning/social-media-marketing-tips/next-steps) | General |  |
| [Enhancing Team Innovation](https://www.linkedin.com/learning/enhancing-team-innovation) |  | Intermediate |
| [Service Innovation](https://www.linkedin.com/learning/advanced-seo-developing-an-seo-friendly-website) |  | Advanced |
| [Innovative Customer Service Techniques](https://www.linkedin.com/learning/innovative-customer-service-techniques) |  | Intermediate |
| [Mapping Innovation: A Playbook for Navigating a Disruptive Age](https://www.linkedin.com/learning/motion-graphics-for-social-media/motion-graphics-for-social-media) | General |  |
| [Psychological Safety: Clear Blocks to Innovation, Collaboration, and Risk-Taking](https://www.linkedin.com/learning/psychological-safety-clear-blocks-to-innovation-collaboration-and-risk-taking/psychological-safety-clear-blocks-to-problem-solving-and-innovation) | Leaders | Intermediate |
| [CMO Foundations: Driving Innovation](https://www.linkedin.com/learning/lead-generation-social-media/online-lead-generation-made-easy) |  | Intermediate |
| [Effectively Leading Digital Transformation](https://www.linkedin.com/learning/effectively-leading-digital-transformation/leading-enterprise-digital-transformation) |  | Beginner |
| Digital learning and self development | Digital learning | Digital learning is the ability to turn digital opportunities into personal learning gains. In many ways this depends on our general readiness and motivation to learn, but in some ways digital learning makes particular demands. Habits of successful digital learners include: using new media such as apps, games and quizzes; participating in open courses and learning networks; using digital tools to plan, reflect and showcase learning; monitoring and self-assessing; managing time and tasks. | [The Digital Transformation of Learning](https://www.linkedin.com/learning/captivate-9-essential-training/creating-timeline-animations) | Trainers | Beginner |
| [Learning to Teach Online](https://www.linkedin.com/learning/advanced-seo-developing-an-seo-friendly-website) | Teachers | Beginner |
| [Learning How to Increase Learner Engagement](https://www.linkedin.com/learning/learning-how-to-increase-learner-engagement) | Teachers | Beginner |
| [Learning Schoology](https://www.linkedin.com/learning/how-marketers-collect-and-use-your-data/concerning-times-and-current-issues) | Teachers | Beginner |
| [Learning Moodle 3.8](https://www.linkedin.com/learning/learning-moodle-3-8) | Teachers | Beginner |
| [Educational Technology for Student Success](https://www.linkedin.com/learning/arianna-huffington-s-thrive-02-learning-how-to-unplug-and-recharge) | Teachers | Beginner |
| [Tips for Learner Engagement](https://www.linkedin.com/learning/business-innovation-foundations/welcome) | Trainers | Beginner |
| [Gamification of Learning](https://www.linkedin.com/learning/gamification-of-learning/welcome) |  | Beginner |
| [Flipping the Classroom](https://www.linkedin.com/learning/learning-with-your-mobile-device/learn-with-your-mobile-device) | Teachers | Beginner |
| [Keynote for Educators](https://www.linkedin.com/learning/keynote-for-educators) | Teachers | Beginner |
| [Captivate 9: Quizzes](https://www.linkedin.com/learning/digital-media-foundations) | Teachers | Intermediate |
| [Moodle: Assessing Learning](https://www.linkedin.com/learning/moodle-assessing-learning) | Teachers | Intermediate |
| Digital teaching | Digital teaching is the ability to support and develop others in digital settings. This might mean working in a teaching role or as part of a teaching team, or it might mean supporting development much less formally, eg as an appraiser or mentor. As with digital learning, the underlying commitment to development must be there, but the digital tools for realising it present new opportunities and challenges. | [Teaching Online: Synchronous Classes](https://www.linkedin.com/learning/teacher-tech-tips/discover-teaching-resources-on-the-edutopia-website) | Trainers/teachers | Intermediate |
| [Learning to Teach Online](https://www.linkedin.com/learning/learning-to-teach-online-2) | Teachers | Beginner |
| [Teaching Techniques: Creating Multimedia Learning](https://www.linkedin.com/learning/skype-for-business-essential-training/welcome) |  | Intermediate |
| [Teaching Techniques: Blended Learning](https://www.linkedin.com/learning/teaching-techniques-blended-learning) | Teachers | Intermediate |
| [Teaching Techniques: Making Accessible Learning](https://www.linkedin.com/learning/wordpress-for-education) | Teachers | Intermediate |
| [Teaching with LinkedIn Learning](https://www.linkedin.com/learning/microsoft-project-tips-weekly/set-up-a-calendar-day-with-partial-nonworking-time) | Teachers | Beginner |
| [Teaching Techniques: Developing Curriculum](https://www.linkedin.com/learning/teaching-techniques-developing-curriculum) | Teachers | Intermediate |
| [Teaching with Technology](https://www.linkedin.com/learning/information-literacy/books-ebooks) | Teachers | Beginner |
| [PowerPoint for Teachers: Creating Interactive Lessons](https://www.linkedin.com/learning/powerpoint-for-teachers-creating-interactive-lessons) | Teachers | Intermediate |
| [Teaching Techniques: Project-Based Learning](https://www.linkedin.com/learning/writing-email/using-email-as-a-communication-tool) | Teachers | Intermediate |
| [Teaching Complex Topics](https://www.linkedin.com/learning/teaching-complex-topics) | Teachers | Intermediate |
| [Teaching Techniques: Writing Effective Learning Objectives](https://www.linkedin.com/learning/cinema-4d-r20-essential-training-motion-graphics/what-are-motion-graphics) | Teachers | Intermediate |
| [Teaching Online: Synchronous Classes](https://www.linkedin.com/learning/teaching-online-synchronous-classes) | Teachers | Intermediate |
| [Teaching Techniques: Creating Effective Learning Assessments](https://www.linkedin.com/learning/creating-fun-and-engaging-video-training-the-how) | Teachers | Intermediate |
| [Teaching Future-Ready Students](https://www.linkedin.com/learning/balancing-innovation-and-risk/challenge-your-risk-tolerance) | Teachers | Intermediate |
| [Teaching Techniques: Data-Driven Instruction](https://www.linkedin.com/learning/teaching-techniques-data-driven-instruction) | Teachers | Intermediate |
| [Teaching Techniques: Classroom Cloud Strategy](https://www.linkedin.com/learning/the-digital-transformation-of-learning/the-digital-transformation-of-learning) | Teachers | Intermediate |
| [Learning Microsoft Teams for Education](https://www.linkedin.com/learning/learning-microsoft-teams-for-education) | Teachers | Beginner |
| [Teaching Technical Skills Through Video](https://www.linkedin.com/learning/mentoring-others) | Teachers | Intermediate |
| Digital identity and wellbeing | Digital identity and wellbeing | Digital identity is how you develop and project a digital identity – or several identities – and how you manage your digital reputation. Most of us have identities distributed across a range of platforms and media. Do you keep these separate, or aim to make them work together? How do you manage assets such as profiles, records of achievement, contacts and networks to achieve your personal goals? | [Repairing Your Reputation](https://www.linkedin.com/learning/repairing-your-reputation/welcome-to-repairing-your-reputation) | General |  |
| [Managing Brand Reputation](https://www.linkedin.com/learning/teaching-techniques-making-accessible-learning/digital-access) | Businesses | Beginner |
| [Creating Your Personal Brand](https://www.linkedin.com/learning/creating-your-personal-brand) | General | Beginner |
| [Learning Personal Branding](https://www.linkedin.com/learning/game-design-foundations-1-ideas-core-loops-and-goals) | General |  |
| [Creating Brand Identity Assets](https://www.linkedin.com/learning/creating-brand-identity-assets) | Designers | Intermediate |
| [Employer Branding on Linkedin](https://www.linkedin.com/learning/powerpoint-for-teachers-creating-interactive-lessons/welcome) | Businesses | Intermediate |
| [Developing Brand Identity Collateral](https://www.linkedin.com/learning/creative-collaboration) | Designers | Intermediate |
| [Rock Your LinkedIn Profile](https://www.linkedin.com/learning/rock-your-linkedin-profile) | General | Intermediate |
| [LinkedIn Profiles for Social Business Success](https://www.linkedin.com/learning/making-quick-decisions/collaborate-appropriately) |  | Beginner |
| [Personal Branding on Social Media](https://www.linkedin.com/learning/personal-branding-on-social-media-2) |  | Beginner |
| [Guy Kawasaki on How to Rock Social Media](https://www.linkedin.com/learning/designing-websites-for-performance)n | General | Beginner |
| [Digital Networking Strategies](https://www.linkedin.com/learning/digital-networking-strategies) |  | Beginner |
| [Personal Branding on Social Media](https://www.linkedin.com/learning/learning-to-teach-online-2) |  |  |
| [Social Media for Video Pros](https://www.linkedin.com/learning/social-media-for-video-pros) | Video producers | Beginner |
| [How to Network When You Don't Like Networking](https://www.linkedin.com/learning/learning-instagram-2) |  | Beginner |
| Digital wellbeing | Digital wellbeing is how you look after your personal health, safety, relationships and work-life balance in digital settings. Do you use your data and devices in pursuit of positive personal goals (eg health and fitness)? Do you participate in online activities and networks that make you feel good? We all need help sometimes to manage digital stress, workload and distraction. We could all learn to use digital tools with more concern for each other and for the wider world. | [Thriving @ Work: Leveraging the Connection between Well-Being and Productivity](https://www.linkedin.com/learning/thriving-work-leveraging-the-connection-between-well-being-and-productivity) |  | Intermediate |
| [Arianna Huffington's Thrive 02: Learning How to Unplug and Recharge](https://www.linkedin.com/learning/user-experience-for-web-design/welcome) | General |  |
| [Taking Charge of Technology for Maximum Productivity](https://www.linkedin.com/learning/human-resources-protecting-confidentiality) |  | Intermediate |
| [Managing Anxiety in the Workplace](https://www.linkedin.com/learning/managing-anxiety-in-the-workplace/when-anxiety-needs-clinical-attention) | General |  |
| [Computer and Text Neck Stretching Exercises](https://www.linkedin.com/learning/gdpr-compliance-essential-training/definitions) |  | Beginner |
| [Building Professional Relationships](https://www.linkedin.com/learning/building-professional-relationships) |  | Beginner |
| [Building Business Relationships](https://www.linkedin.com/learning/android-app-development-animations-and-transitions-with-java) |  | Beginner and intermediate |
| [Balancing Work and Life](https://www.linkedin.com/learning/balancing-work-and-life/welcome) | General |  |
| [What to Do When There's Too Much to Do](https://www.linkedin.com/learning/productivity-tips-setting-up-your-workplace/does-your-workspace-promote-productivity) | General |  |
| [Becoming Indistractable](https://www.linkedin.com/learning/becoming-indistractable/welcome-by-arianna-huffington) | General |  |
| [Improving Your Focus](https://www.linkedin.com/learning/learning-to-run-webinars) | General |  |
| [Deep Work: Rules for Focused Success in a Distracted World (Blinkist Summary)](https://www.linkedin.com/learning/deep-work-rules-for-focused-success-in-a-distracted-world-blinkist-summary/multitasking-does-not-equal-productivity) | General |  |

## Table 2. Digital capabilities for teachers - Teaching question sets (FE and HE and Skills)

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| --- | --- | --- |
| **Competency** | **Courses** | **Videos** |
| **Planning and preparation**  the ability to think in advance about the role of digital technologies in your teaching practice. This includes choosing and using digital tools to meet different learning outcomes, being informed by relevant pedagogic principles and ideas, and adapting your approach to meet students’ individual needs. It also includes using digital tools in the planning process – e.g. mind mapping, spreadsheets, administrative systems – and planning the practicalities of implementation. | [Teaching Techniques: Developing Curriculum](https://www.linkedin.com/learning/using-video-to-convey-your-passion-and-personality)  [Core Strategies for Teaching in Higher Ed](https://www.linkedin.com/learning/teaching-with-linkedin-learning)  [Teaching Techniques: Project-Based Learning](https://www.linkedin.com/learning/teaching-techniques-project-based-learning/welcome)  [Instructional Design Essentials: Models of ID](https://www.linkedin.com/learning/computer-and-text-neck-stretching-exercises/introduction-to-the-series)  [Brain-Based Elearning Design](https://www.linkedin.com/learning/brain-based-elearning-design/welcome)  [Elearning Tips](https://www.linkedin.com/learning/captivate-9-quizzes)  [Elearning Essentials: Storyboarding](https://www.linkedin.com/learning/elearning-essentials-storyboarding/visualizing-elearning)  [Elearning Essentials: Instructional Design](https://www.linkedin.com/learning/sketch-essential-training-the-basics-3)  [Creative Insights: Renaldo Lawrence on Elearning](https://www.linkedin.com/learning/creative-insights-renaldo-lawrence-on-elearning/on-getting-started-in-educational-technology)  [Teaching Complex Topics](https://www.linkedin.com/learning/information-literacy/what-is-information-literacy)  [Teacher Tech Tips](https://www.linkedin.com/learning/seo-videos-3)  [Blackboard 9.x Essential Training: Instructors](https://www.linkedin.com/learning/blackboard-9-x-essential-training-instructors/welcome)  [Keynote for Educators](https://www.linkedin.com/learning/teacher-tips/teaching-proper-internet-use) | [Creating mind maps](https://www.linkedin.com/learning/monday-productivity-pointers/creating-mind-maps)  [Mind maps](https://www.linkedin.com/learning/learning-facebook-3/connect-with-friends-and-family-on-facebook)  [Digital technology](https://www.linkedin.com/learning/digital-transformation-2/digital-technology)  [Digital access](https://www.linkedin.com/learning/storytelling-for-business-video)  [Mind mapping while reading](https://www.linkedin.com/learning/note-taking-for-business-professionals/mind-mapping-while-reading)  [Developing curriculum using the Explain Everything app](https://www.linkedin.com/learning/illustrator-digitizing-and-refining-sketches) |
| **Learning resources**  are increasingly likely to be produced in digital media. You need an understanding of how different digital media support learning, and some idea of the design principles at work, including inclusive or user-centred design. You should be able to find, choose, adapt and recontextualise digital resources in your subject area to meet your learners’ different needs. Over time you should gain the confidence to develop digital teaching resources of your own. | [Digital Media Foundations](https://www.linkedin.com/learning/digital-media-foundations)  [PowerPoint for Teachers: Creating Interactive Lessons](https://www.linkedin.com/learning/team-collaboration-in-office-365/welcome)  [WordPress for Education](https://www.linkedin.com/learning/deep-work-rules-for-focused-success-in-a-distracted-world-blinkist-summary/multitasking-does-not-equal-productivity)  [Designing a Digital Magazine](https://www.linkedin.com/learning/designing-a-digital-magazine)  [Elearning Techniques: Visual Design](https://www.linkedin.com/learning/keynote-for-educators/welcome)  [Visual Aesthetics for Elearning](https://www.linkedin.com/learning/visual-aesthetics-for-elearning/welcome)  [Sketch: UX for Instructional Design](https://www.linkedin.com/learning/information-literacy/using-a-research-database)  [Teaching with LinkedIn Learning](https://www.linkedin.com/learning/teaching-with-linkedin-learning/your-all-in-one-learning-solution)  [Camtasia: Advanced Elearning Editing](https://www.linkedin.com/learning/learning-data-science-using-agile-methodology/add-to-organizational-knowledge)  [Learning Articulate Storyline 2](https://www.linkedin.com/learning/learning-articulate-storyline-2/welcome)  [Photoshop for Teaching and Learning](https://www.linkedin.com/learning/top-10-apps-for-enhanced-productivity)  [Teaching Techniques: Creating Multimedia Learning](https://www.linkedin.com/learning/teaching-techniques-creating-multimedia-learning)  [User Experience for Web Design](https://www.linkedin.com/learning/jquery-for-web-designers/simple-animations)  [HTML for Educators](https://www.linkedin.com/learning/taking-charge-of-technology-for-maximum-productivity)  [Learning SCORM and Tin Can API](https://www.linkedin.com/learning/learning-scorm-and-tin-can-api/welcome) | [Digital media](https://drive.google.com/open)  [Capturing and sharing learning events using digital tools](https://www.linkedin.com/learning/educational-technology-for-student-success/capturing-and-sharing-learning-events-using-digital-tools)  [Use Symbaloo to curate online resources to share with your class](https://www.linkedin.com/learning/learning-microsoft-teams-for-education)  [Prezi: Teaching best practices](https://www.linkedin.com/learning/teacher-tips/prezi-teaching-best-practices)  [Discover teaching resources on the Edutopia website](https://www.linkedin.com/learning/digital-body-language) |
| **Accessibility and diversity**  the ability to adapt your teaching to learners’ different needs, taking into account how digital tools such as assistive technologies and adaptive interfaces can help overcome barriers to access. You should also be aware of how a reliance on digital devices can introduce new barriers to inclusivity. In general, you should be aware of your responsibilities for access and inclusion, and know that digital tools can support you in meeting them. | [Educational Technology for Student Success](https://www.linkedin.com/learning/educational-technology-for-student-success/welcome?collection=urn%3Ali%3AlearningCollection%3A6590363649561415680)  [Teaching Techniques: Making Accessible Learning](https://www.linkedin.com/learning/teaching-techniques-creating-multimedia-learning)  [Inclusive Instructional Design](https://www.linkedin.com/learning/inclusive-instructional-design/design-inclusive-learning-experiences) | [Capturing and sharing learning events using digital tools](https://www.linkedin.com/learning/educational-technology-for-student-success/capturing-and-sharing-learning-events-using-digital-tools) |
| **Face-to-face teaching**  covers all the skills of teaching in a live setting such as a lecture, seminar or tutorial, or in the laboratory or field, where digital technologies are available to support the learning. As a teaching professional you will be skilled in using presentation technologies, and interactive features such as live polling. You should also be able to manage live learning activities – which may involve students going online – and help students to use the digital tools of the subject area in live settings. You should be able to blend digital and traditional learning activities, both in planning and on the fly, as the situation requires, and to help learners use their own devices for learning where this is appropriate. | [Teaching Techniques: Making Accessible Learning](https://www.linkedin.com/learning/educational-technology-for-student-success/developing-curriculum-using-the-explain-everything-app)  [Teaching Online: Synchronous Classes](https://www.linkedin.com/learning/teaching-online-synchronous-classes)  [Teaching Techniques: Blended Learning](https://www.linkedin.com/learning/leading-with-innovation/digital-transformation)  [Flipping the Classroom](https://www.linkedin.com/learning/developing-brand-identity-collateral)  [Social Media in the Classroom](https://www.linkedin.com/learning/social-media-in-the-classroom/welcome)  [Teaching Techniques: Project-Based Learning](https://www.linkedin.com/learning/leveraging-neuroscience-in-the-workplace/activating-your-brain-to-innovate) | [Facilitate discussions and learning](https://www.linkedin.com/learning/how-to-design-and-deliver-training-programs/facilitate-discussions-and-learning)  [High-tech teaching in a low-tech classroom](https://www.linkedin.com/learning/teacher-tech-tips-weekly/use-symbaloo-to-curate-online-resources-to-share-with-your-class) |
| **Online teaching**  covers all the skills of teaching online, including designing, facilitating and assessing online activities, whether learners are studying a fully online course, a mainstream (blended) programme, or some other setting e.g. work-based. As an online educator you should be confident supporting learning in a synchronous or asynchronous environment, in a closed setting or with open, third-party services (where this is appropriate), in a text-based environment or one incorporating video, audio, screen-sharing and other channels. | [Teaching Online: Synchronous Classes](https://www.linkedin.com/learning/teaching-online-synchronous-classes)  [Teaching Technical Skills Through Video](https://www.linkedin.com/learning/what-to-do-when-there-s-too-much-to-do-getabstract-summary)  [Teaching Techniques: Classroom Cloud Strategy](https://www.linkedin.com/learning/teaching-techniques-classroom-cloud-strategy)  [Learning to Teach Online](https://www.linkedin.com/learning/advertising-on-facebook-2)  [Gamification of Learning](https://www.linkedin.com/learning/gamification-of-learning/welcome)  [Building Elearning Games in Captivate](https://www.linkedin.com/learning/internet-safety-for-students/digital-citizenship)  [Elearning Essentials: Instructional Design](https://www.linkedin.com/learning/digital-transformation-2) | [Teaching with elearning](https://www.linkedin.com/learning/teaching-with-linkedin-learning/teaching-with-elearning) |
| **Assessment and feedback**  the ability to use digital tools to design and deliver assessments in a variety of formats, to grade work, and to give feedback e.g. as digital audio, annotations, or data entries. You should be able to help students learn from feedback in different media, and to record, review, revise and showcase their learning in digital platforms such as an e-portfolio, online profile, or learning blog. Students may also need your help to avoid the risks of plagiarism. | [Learning Digication ePortfolios](https://www.linkedin.com/learning/instructional-design-essentials-models-of-id-2/helping-learners-learn)  [Teaching Techniques: Creating Effective Learning Assessments](https://www.linkedin.com/learning/teaching-techniques-creating-effective-learning-assessments) | [The five feedback steps](https://www.linkedin.com/learning/elearning-tips/elearning-development-tips)  [Giving feedback](https://www.linkedin.com/learning/communication-tips-weekly/giving-feedback) |
| **Supporting learners’ digital capabilities**  means having an up-to-date awareness of digital practice in your subject area and associated careers, and providing activities that help learners develop relevant digital skills. You may have direct responsibility for supporting eg information literacy, communication skills, safe and responsible behaviour online, digital research and study skills – but even if you don’t, these are issues you can address indirectly through your choice of activities and your feedback. | [Data Visualization: Best Practices](https://www.linkedin.com/learning/teaching-technical-skills-through-video)  [Teaching Future-Ready Students](https://www.linkedin.com/learning/teaching-future-ready-students/welcome)  [What is information literacy?](https://www.linkedin.com/learning/sketch-and-invision-design-system-manager-website-design/sketch-and-invision-design-system-manager-dsm)  [Cybersecurity Awareness: Safer Digital Communications](https://www.linkedin.com/learning/productivity-principles-to-make-time-for-what-s-important/optimize-your-caffeine-schedule) | [Teaching students a career skill](https://www.linkedin.com/learning/office-for-educators/teaching-students-a-career-skill)  [Teaching proper Internet use](https://www.linkedin.com/learning/motion-graphic-design-animation) |
| **Reflection and CPD**  means attending to your own development as digital technologies evolve and change educational practice. You should be able to find and take advantage of digital opportunities of all kinds - online resources, courses, networks and communities. You could also embrace digital ways of managing your professional reputation and recording your professional achievements. Sometimes you may want to update your digital skills through face-to-face approaches such as coaching, mentoring and traditional workshops. | [Coaching for Results](https://www.linkedin.com/learning/coaching-for-results)  [Mentoring Others](https://www.linkedin.com/learning/top-10-apps-for-enhanced-productivity)  [Building an Online Portfolio](https://www.linkedin.com/learning/building-an-online-portfolio/welcome)  [Communicating with Confidence](https://www.linkedin.com/learning/productivity-principles-to-make-time-for-what-s-important/optimize-your-caffeine-schedule)  [Gaining Skills with LinkedIn Learning](https://www.linkedin.com/learning/gaining-skills-with-linkedin-learning-2/adopt-a-growth-mindset)  [Writing a Compelling Blog Post](https://www.linkedin.com/learning/learn-social-media-monitoring) | [Digital Transformation](https://www.linkedin.com/learning/digital-transformation-2)  [Improve writing and citation skills using online resources](https://www.linkedin.com/learning/problem-solving-techniques)  [Employee skills needed for digital transformation](https://www.linkedin.com/learning/taking-charge-of-technology-for-maximum-productivity)  [The purpose of your online portfolio](https://www.linkedin.com/learning/designing-a-portfolio-website-with-muse-2/the-purpose-of-your-online-portfolio)  [Skills you will need to teach online](https://www.linkedin.com/learning/learning-computer-security-investigation-and-response/destroying-digital-evidence)  [Make your writing compelling and cohesive](https://www.linkedin.com/learning/writing-under-a-deadline/make-your-writing-compelling-and-cohesive) |

## Table 3. Building digital capabilities for current students (HE and FE & Skills)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Competency** | **Description** | **Courses** | **Audience** | **Level** | **Videos** |
| ICT (digital) proficiency | Digital proficiency | Digital proficiency is the ability you have to use digital devices, applications, software and services. How quickly do you pick up new tools and skills? Do you cope when technology doesn’t work first time, do you explore what it can do, and can you work things out for yourself? Proficiency concerns digital ‘mindset’ more than the use of specific tools, but of course using different applications helps to develop your confidence and range. | [Computer Science Principles: Digital Information](https://www.linkedin.com/learning/improving-your-focus/what-you-should-know-before-watching-this-course) | General | Beginner |  |
| Digital productivity | Digital productivity is how you use your digital skills to get things done. Can you choose the right devices, applications, software and systems for the task? Can you adapt the tools to your own needs? A digitally productive person can manage complex digital tasks, and cope with distraction and overload. A productive learner uses institutional tools such as learning environments alongside personal devices and services to create their own effective digital environment for learning. | [Enhancing Your Productivity](https://www.linkedin.com/learning/enhancing-your-productivity/welcome) | General |  |  |
| [Productivity Tips: Finding Your Productive Mindset](https://www.linkedin.com/learning/crafting-problem-and-solution-statements/find-a-great-problem-to-solve) | General | Beginner |
| [Getting Things Done](https://www.linkedin.com/learning/getting-things-done/benefits-of-getting-things-done) | General | Beginner |
| [Top 10 Apps for Enhanced Productivity](https://www.linkedin.com/learning/design-thinking-data-intelligence/design-research-and-data-intelligence) | General | Beginner |
| [Productivity Tips: Taking Control of Email](https://www.linkedin.com/learning/productivity-tips-taking-control-of-email) | General | Beginner |
| [Productivity Principles to Make Time for What’s Important](https://www.linkedin.com/learning/employer-branding-on-linkedin) | General | Beginner |
| [Productivity Tips: Using Technology](https://www.linkedin.com/learning/marketing-on-twitter-2) | General | Beginner |
| [Managing Your Calendar for Peak Productivity](https://www.linkedin.com/learning/managing-your-calendar-for-peak-productivity/set-up-your-calendar) | General | Beginner |
| [How to Slow Down and Be More Productive](https://www.linkedin.com/learning/linkedin-profiles-for-social-business-success/choose-a-professional-profile-picture) | General | Beginner |
| [Extreme Productivity (Blinkist Summary)](https://www.linkedin.com/learning/extreme-productivity-blinkist-summary) | General | Intermediate |
| [Taking Charge of Technology for Maximum Productivity](https://www.linkedin.com/learning/building-business-relationships-2/business-relationships-are-career-currency) | General | Intermediate |
| [Post-Production Productivity](https://www.linkedin.com/learning/post-production-productivity/welcome-to-post-production-productivity) | General |  |
| [Productivity Tips: Setting Up Your Workplace](https://www.linkedin.com/learning/meeting-the-challenge-of-digital-transformation/reviewing-the-skill-sets-required-for-digital-transformation) | General | Beginner |
| [Becoming Indistractable](https://www.linkedin.com/learning/becoming-indistractable/welcome-by-arianna-huffington) | General | Beginner |
| [Improving Your Focus](https://www.linkedin.com/learning/creating-change-diversity-and-inclusion-in-the-tech-industry) | General | Beginner |
| [Time Management Fundamentals with Microsoft Office](https://www.linkedin.com/learning/time-management-fundamentals-with-microsoft-office) | General |  |
| [Deep Work: Rules for Focused Success in a Distracted World (Blinkist Summary)](https://www.linkedin.com/learning/social-media-in-the-classroom) | General | Beginner |
| [Microsoft Project Tips Weekly](https://www.linkedin.com/learning/social-media-marketing-managing-online-communities) |  |  |
| [Project Management Foundations: Schedules](https://www.linkedin.com/learning/project-management-foundations-schedules-2/welcome) |  |  |
| Information, media and data literacy | Information literacy | Information literacy is your ability to find, evaluate, organise and share information, whether you are using it for academic or professional purposes, or as a learner. Information specialists recommend we are creative in how we find information, but critical in how we judge its value and credibility. Everyone in education needs a broad understanding of information-based rules such as copyright, referencing, and avoiding plagiarism. | [Information Literacy](https://www.linkedin.com/learning/introduction-to-graphic-design-3) | General | Beginner | [What is information literacy?](https://www.linkedin.com/learning/information-literacy/what-is-information-literacy) |
| Media literacy | Media literacy covers all the ways you receive and respond to messages in digital media, including text, graphics, video, animations, audio, and media such as web sites, simulations and games. Most of us also share and produce messages of our own, and that means we need to understand issues such as audience, accessibility, user design and impact. As with information, media users need to ask why messages are designed as they are, how they affect us – and particularly how different media can be used for learning. | [Digital Media Foundations](https://www.linkedin.com/learning/mapping-innovation-a-playbook-for-navigating-a-disruptive-age-getabstract-summary/innovation-path-mapping-and-the-four-domains) | Media staff | Beginner | [Digital media](https://www.linkedin.com/learning/illustrator-package-design/digital-media)  [What are motion graphics?](https://www.linkedin.com/learning/data-visualization-best-practices)  [Adding graphics](https://www.linkedin.com/learning/video-and-audio-for-designers-with-creative-cloud/adding-graphics)  [Creating timeline animations](https://www.linkedin.com/learning/improving-your-focus/what-you-should-know-before-watching-this-course)  [Simple animations](https://www.linkedin.com/learning/building-your-technology-skills/welcome-to-building-your-technology-skills)  [Understanding the Internet and websites](https://www.linkedin.com/learning/creating-a-first-website-in-dreamweaver-cc-2017/understanding-the-internet-and-websites)  [What is a motion graphic?](https://www.linkedin.com/learning/microsoft-project-tips-weekly) |
| [Learn Social Media Monitoring](https://www.linkedin.com/learning/learn-social-media-monitoring) | Small business | Intermediate |
| [Social Media Marketing: Managing Online Communities](https://www.linkedin.com/learning/facebook-for-creative-pros) |  |  |
| [Animation Foundations: Fundamentals](https://www.linkedin.com/learning/animation-foundations-fundamentals) |  | Beginner |
| [Organizing and Storing Digital Photos and Videos](https://www.linkedin.com/learning/the-digital-transformation-of-learning/the-digital-transformation-of-learning) |  |  |
| [Digital Imaging for Business Professionals](https://www.linkedin.com/learning/digital-imaging-for-business-professionals) |  |  |
| [Learn Social Media Monitoring](https://www.linkedin.com/learning/computer-science-principles-digital-information) |  |  |
| [Learning Responsive Media](https://www.linkedin.com/learning/learning-responsive-media) |  |  |
| Creative Insights: Local Projects Interactive Media Designers |  |  |
| [Guy Kawasaki on How to Rock Social Media](https://www.linkedin.com/learning/extreme-productivity-blinkist-summary) |  |  |
| [Business Etiquette: Phone, Email, and Text](https://www.linkedin.com/learning/digital-citizenship/welcome) |  |  |
| [Learning Motion Graphics](https://www.linkedin.com/learning/learning-motion-graphics-2) |  |  |
| [Drawing Vector Graphics Laboratory](https://www.linkedin.com/learning/digital-networking-strategies) |  |  |
| [After Effects Guru: Animating Logos](https://www.linkedin.com/learning/after-effects-guru-animating-logos) |  |  |
| [Designing Websites for Performance](https://www.linkedin.com/learning/social-media-marketing-managing-online-communities) |  |  |
| Data literacy | Data literacy is how you handle data as a special form of information. Data is used in diverse ways in education, from monitoring key performance indicators to generating new theories. Our own data – personal and organisational - can also be used, sometimes in ways we might not want. We all need a basic understanding of legal, ethical and security issues when we handle data, and good habits of personal data security. | [Learning Data Analytics](https://www.linkedin.com/learning/learning-data-analytics-2/discovering-if-you-are-an-analyst) | General | Beginner | [Add to organizational knowledge](https://www.linkedin.com/learning/learning-video-live-streaming/welcome)  [Understanding data security](https://www.linkedin.com/learning/cissp-cert-prep-2-asset-security-2/understanding-data-security)  [Design research and data intelligence](https://www.linkedin.com/learning/recovering-from-a-layoff/how-to-write-an-effective-resume)  [Introduction to business intelligence](https://www.linkedin.com/learning/implementing-a-data-warehouse-with-microsoft-sql-server-2012/introduction-to-business-intelligence) |
| [Picking the Right Chart for Your Data](https://www.linkedin.com/learning/teaching-techniques-blended-learning/welcome) |  | Beginner |
| [Data Science & Analytics Career Paths & Certifications: First Steps](https://www.linkedin.com/learning/creating-your-first-android-app-with-kotlin) |  |  |
| [Data Analytics for Business Professionals](https://www.linkedin.com/learning/data-analytics-for-business-professionals/case-study-1-explanation) | Businesses | Intermediate |
| [Design Thinking: Data Intelligence](https://www.linkedin.com/learning/illustrator-package-design/digital-media) |  |  |
| Digital communication, collaboration and  participation | Digital communication | Digital communication is any communication using digital media and networks. The ability to communicate well includes using different channels such as video and instant messaging, photo sharing and chat. But it also includes an awareness of different audiences, different norms and needs, and the changing boundaries between public and private communication. | [Digital Body Language](https://www.linkedin.com/learning/digital-body-language) | General |  | [Digital communications channels](https://www.linkedin.com/learning/video-strategies-for-high-engagement/strategies-for-viral-video)  [Digital communication](https://www.linkedin.com/learning/computer-science-principles-digital-information/digital-communication)  [Reviewing the skill sets required for digital transformation](https://www.linkedin.com/learning/data-visualization-for-data-analysts)  [Telephony](https://www.linkedin.com/learning/cissp-cert-prep-4-communication-and-network-security-2/telephony)  [An introduction to Skype instant messaging](https://www.linkedin.com/learning/digital-transformation-2/the-digital-revolution)  [Using instant messaging](https://www.linkedin.com/learning/learning-skype-for-business/using-instant-messaging) |
| [Cybersecurity Awareness: Safer Digital Communications](https://www.linkedin.com/learning/introduction-to-web-design-and-development) |  | Beginner |
| [Social Media Marketing: Managing Online Communities](https://www.linkedin.com/learning/flickr-sharing-photos) | Businesses | Intermediate |
| [Giving Your Elevator Pitch](https://www.linkedin.com/learning/giving-your-elevator-pitch/welcome) |  |  |
| [Learn Social Media Monitoring](https://www.linkedin.com/learning/guy-kawasaki-on-how-to-rock-social-media) | Businesses | Intermediate |
| Digital collaboration | Digital collaboration is the ability to take part in digital teams and working groups to meet specific goals, using shared tools and media. Even when participants are physically in the same organisation, digital collaboration can be an efficient way to produce shared materials, to plan and run a project, or to work effectively across various boundaries and differences. | [Creative Collaboration](https://www.linkedin.com/learning/learning-computer-forensics-2) | General |  | [Why collaborate?](https://www.linkedin.com/learning/collaborative-design-vision-and-strategy/why-collaborate)    [Collaborate appropriately](https://www.linkedin.com/learning/incident-response-evidence-collection-in-windows) |
|  |  | [Collaboration Principles and Process](https://www.linkedin.com/learning/collaboration-principles-and-process/collaboration-yields-results) |  |  |  |
|  |  | [Learning Microsoft Teams for Education](https://www.linkedin.com/learning/solidworks-advanced-simulation) |  |  |  |
| Digital participation | Digital participation means taking part in a more open-ended way than collaboration, over a longer time, and in a range of different settings. This is how you join, facilitate and build digital networks, take part in a shared social and cultural life using digital services, build contacts and share ideas. Digital participation should always be safe and respectful. | [Cybersecurity Awareness: Safer Digital Communications](https://www.linkedin.com/learning/cybersecurity-awareness-safer-digital-communications) |  |  | [What is diversity and inclusion?](https://www.linkedin.com/learning/learning-skype-for-business) |
| [Digital Citizenship](https://www.linkedin.com/learning/digital-citizenship/welcome) |  |  |  |
| [Creating Change: Diversity and Inclusion in the Tech Industry](https://www.linkedin.com/learning/learning-digital-business-analysis) |  |  |  |
| Digital creation, problem solving and innovation | Digital creation | Digital creation is a term we use to cover all kinds of digital production, from coding new apps to making digital images and web sites. Digital creatives have special techniques of digital production, but we all create digital artefacts as a side effect of thinking and participating in a digital world. Mind maps, digital sketches, Facebook pages, even selfies can be seen as expressions of digital creativity. | [Sculpting a Creature with ZBrush and Photoshop](https://www.linkedin.com/learning/sculpting-a-creature-with-zbrush-and-photoshop) | Animator | Intermediate | [Facebook](https://www.linkedin.com/learning/balancing-innovation-and-risk/challenge-your-risk-tolerance)  [Properties for print, web, and digital publishing](https://www.linkedin.com/learning/productivity-tips-using-technology/leveraging-technology-for-time-management)  [Creating a scrolling frame that's masked by an image](https://www.linkedin.com/learning/adobe-digital-publishing-suite-interactive-techniques/creating-a-scrolling-frame-that-s-masked-by-an-image)  [Creating the pan-and-zoom image](https://www.linkedin.com/learning/service-innovation/welcome)  [Understanding the Internet and websites](https://www.linkedin.com/learning/creating-a-first-website-in-dreamweaver-cc-2017/understanding-the-internet-and-websites)  [Testing your website's responsiveness](https://www.linkedin.com/learning/introduction-to-digital-twins)  [Creating mind maps](https://www.linkedin.com/learning/monday-productivity-pointers/creating-mind-maps)  [164 Turning a pencil sketch into digital ink](https://www.linkedin.com/learning/cmo-foundations-driving-innovation)  [Making sketches digital](https://www.linkedin.com/learning/designing-icons-for-the-web/taking-sketches-digital) |
| [Creating a beauty pass render outside of ZBrush](https://www.linkedin.com/learning/learning-to-teach-online) | Animator | Intermediate |
| [Digital Creature Creation in ZBrush Photoshop and Maya](https://www.linkedin.com/learning/digital-creature-creation-in-zbrush-photoshop-and-maya) | Animator | Intermediate |
| [Creating Your First Android App with Kotlin](https://www.linkedin.com/learning/publishing-on-linkedin-for-college-students-and-young-professionals) |  | Beginner |
| [Learning the Adobe Creative Cloud (2019)](https://www.linkedin.com/learning/artists-and-their-work-conversations-about-mograph-vfx-and-digital-art) |  | Beginner |
| [Coding for Visual Learners: Learning JavaScript from Scratch](https://www.linkedin.com/learning/coding-for-visual-learners-learning-javascript-from-scratch) |  | Beginner |
| [Creative Inspirations: Bert Monroy, Digital Painter and Illustrator](https://www.linkedin.com/learning/enhancing-images-with-artificial-intelligence-ai/what-is-machine-learning) |  |  |
| [Digital Imaging for Business Professionals](https://www.linkedin.com/learning/digital-imaging-for-business-professionals) | Businesses | Beginner |
| [Introduction to Web Design and Development](https://www.linkedin.com/learning/leading-at-a-distance) |  | Beginner |
| [Digital Painting in Photoshop: Inner City Express](https://www.linkedin.com/learning/digital-painting-in-photoshop-inner-city-express) |  | Intermediate |
| [Illustrator: Digitizing and Refining Sketches](https://www.linkedin.com/learning/ux-foundations-research/welcome) |  | Intermediate |
| [Learning Digital Painting](https://www.linkedin.com/learning/learning-digital-painting) |  | Beginner |
| Digital research and problem-solving | Digital problem-solving is your ability to solve problems and answer questions, either using digital evidence, or using digital environments (such as simulations and virtual worlds) to test out solutions. Digital scholars have many specialist digital methods available, depending on their research area, but all of us take part in digital problem solving every day. | [Problem Solving Techniques](https://www.linkedin.com/learning/digital-strategy/beware-the-digital-lipstick-syndrome) |  | Beginner | [Digital citizenship](https://www.linkedin.com/learning/managing-stress)  [Identifying digital evidence](https://www.linkedin.com/learning/learning-computer-security-investigation-and-response/identifying-digital-evidence)  [Destroying digital evidence](https://www.linkedin.com/learning/teaching-techniques-classroom-cloud-strategy)  [Researching the topic](https://www.linkedin.com/learning/writing-a-research-paper/researching-the-topic)  [Using a research database](https://www.linkedin.com/learning/a3-problem-solving-for-continuous-improvement/define-the-problem-clearly) |
| [Problem Solving for Web Professionals](https://www.linkedin.com/learning/problem-solving-for-web-professionals) | Web designers | Intermediate |
| [SPSS for Academic Research](https://www.linkedin.com/learning/productivity-tips-finding-your-productive-mindset/stop-perfectionism-from-hurting-productivity) |  | Beginner |
| [Writing a Research Paper](https://www.linkedin.com/learning/writing-a-research-paper/welcome) |  | Beginner |
| [Academic Research Foundations: Quantitative](https://www.linkedin.com/learning/writing-a-compelling-blog-post/welcome) |  | Beginner |
| Digital innovation | Digital innovation describes your willingness to try new practices with digital technology, take calculated risks, and look for new solutions As a learner it may seem that you don’t have much opportunity to innovate, but in fact you are always trying things that are new to you, and sometimes what you discover might turn out to be new for other people as well. | [Digital Transformation](https://www.linkedin.com/learning/digital-transformation-2) |  |  | [Digital transformation](https://www.linkedin.com/learning/learn-social-media-monitoring)  [Creating digital innovations](https://www.linkedin.com/learning/teaching-techniques-making-accessible-learning/welcome)  [Strategic planning at the speed of digital](https://www.linkedin.com/learning/digital-transformation-2/strategic-planning-at-the-speed-of-digital)  [Activating your brain to innovate](https://www.linkedin.com/learning/data-analytics-for-business-professionals/case-study-1-explanation)  [Innovation](https://www.linkedin.com/learning/business-analysis-foundations-competencies/innovation)  [Learn to innovate](https://www.linkedin.com/learning/marketing-foundations-integrated-marketing-strategies/digital-communications-channels)  [How to be a digital-first organization](https://www.linkedin.com/learning/strategic-agility/how-to-be-a-digital-first-organization)  [What is digital transformation?](https://www.linkedin.com/learning/diversity-and-inclusion-in-a-global-enterprise/what-is-diversity-and-inclusion)  [Digital technology](https://www.linkedin.com/learning/digital-transformation-2/digital-technology)  [The digital revolution](https://www.linkedin.com/learning/learning-schoology) |
| [Foundations of The Fourth Industrial Revolution (Industry 4.0)](https://www.linkedin.com/learning/foundations-of-the-fourth-industrial-revolution-industry-4-0/upcoming-changes-with-the-fourth-industrial-revolution) |  | Beginner |
| [Balancing Innovation and Risk](https://www.linkedin.com/learning/teacher-tech-tips/welcome-to-the-series) |  | Intermediate |
| [Psychological Safety: Clear Blocks to Innovation, Collaboration, and Risk-Taking](https://www.linkedin.com/learning/tips-for-learner-engagement/what-is-learner-engagement-in-the-real-world) |  | Intermediate |
| [Jeff Dyer on Innovation](https://www.linkedin.com/learning/jeff-dyer-on-innovation/welcome) | General |  |
| Digital learning and self development | Preparing for digital learning | Preparing for digital learning means being able to turn digital opportunities into learning gains. Preparing for digital learning might involve: setting up your digital environment (devices, apps, resources and web services) to suit your learning needs; practicing with different media such as online lectures, apps and quizzes; finding and using online resources for yourself; managing your time and tasks; looking for help online when you need it. | [Learning with Your Mobile Device](https://www.linkedin.com/learning/seo-for-social-media) |  | Beginner | [Learning how to learn](https://www.linkedin.com/learning/learning-with-your-mobile-device/learning-how-to-learn) |
| [Learning Study Skills](https://www.linkedin.com/learning/building-a-responsive-portfolio-site/testing-your-website-s-responsiveness) |  |  |
| Gaining Skills with LinkedIn Learning |  |  |
| Digital learning activities | Digital learning activities are the different ways you learn in digital spaces and with digital media. These might include participating online, using a wide range of digital media, recording and showcasing your learning, and producing digital outcomes for assessment. Effective digital learners are willing to try new approaches, but know what works for them and can be critical of technology when it is used inappropriately. | [Building an Online Portfolio](https://www.linkedin.com/learning/building-an-online-portfolio). | . | . |  |
| [Taking Charge of Technology for Maximum Productivity](https://www.linkedin.com/learning/effectively-leading-digital-transformation/what-is-digital-transformation) | . | . |  |
| Digital identity and wellbeing | Digital identity and wellbeing | Digital identity management is how you develop and project a digital identity – or several identities – and how you manage your digital reputation. Most of us have identities distributed across a range of platforms and media. Do you keep these separate, or aim to make them work together? How do you manage assets such as profiles, records of achievement, contacts and networks to achieve your personal goals? | [Digital Citizenship](https://www.linkedin.com/learning/digital-citizenship) |  |  | [Project: Creating digital portraits](https://www.linkedin.com/learning/zbrush-rendering/creating-a-beauty-pass-render-outside-of-zbrush)  [Building your professional network](https://www.linkedin.com/learning/freelancing-foundations/building-your-professional-network) |
| [Publishing on LinkedIn for College Students and Young Professionals](https://www.linkedin.com/learning/teaching-techniques-developing-curriculum). |  |  |
| [Microsoft Project Tips Weekly](https://www.linkedin.com/learning/leading-virtual-meetings/welcome-to-better-virtual-meetings) | General |  |
| [Professional Networking](https://www.linkedin.com/learning/professional-networking) |  |  |
| [Learning Facebook](https://www.linkedin.com/learning/5g-technology-strategy-next-generation-mobile-networking) |  |  |
| [Guy Kawasaki on How to Rock Social Media](https://www.linkedin.com/learning/guy-kawasaki-on-how-to-rock-social-media/how-to-rock-social-media) | General |  |
| [Building Your Professional Network](https://www.linkedin.com/learning/marketing-foundations-qualitative-research) |  |  |
| Digital wellbeing | Digital wellbeing is how you stay safe and look after yourself and others in digital settings. Do you use your digital access to help you achieve what you want in life, nurture your friendships and stay well? Do you know how to manage digital stress, distraction and information overload? A first step is to recognise online bullying, scams, and fake news. But beyond that, we need to be aware of all the ways that digital tools can impact on our lives and on people around us. | [Cybersecurity Awareness: Safer Digital Communications](https://www.linkedin.com/learning/cybersecurity-awareness-safer-digital-communications/welcome) |  |  | [Tips for dealing with pressure at work](https://www.linkedin.com/learning/deke-s-techniques/164-turning-a-pencil-sketch-into-digital-ink) |
| [Developing Self-Awareness](https://www.linkedin.com/learning/developing-self-awareness/welcome) |  |  |
| [Internet Safety for Students](https://www.linkedin.com/learning/teaching-complex-topics/welcome) |  |  |
| [Managing Stress](https://www.linkedin.com/learning/teaching-future-ready-students/welcome) |  | Beginner and intermediate |
| [Managing Stress for Positive Change](https://www.linkedin.com/learning/managing-stress-for-positive-change) | General |  |
| [Balancing Work and Life](https://www.linkedin.com/learning/problem-solving-techniques/introduction) | General |  |
| [Finding Work-Life Fit](https://www.linkedin.com/learning/finding-work-life-fit) | General |  |
| [Creating an Amazing Life](https://www.linkedin.com/learning/teaching-technical-skills-through-video) |  | Beginner and intermediate |
| [Managing Stress for Positive Change](https://www.linkedin.com/learning/managing-stress-for-positive-change) |  |  |
| Digital skills for work | Digital skills for work are all of your digital capabilities as they support you in your chosen work. Most workplaces have their own digital systems and practices: what matters is that you are able to learn them. Digital employability also covers seeking and securing work and using your digital access to progress in your chosen career, whether by upgrading your qualifications or by networking and showcasing your achievements. | [Managing Your Design Career](https://www.linkedin.com/learning/introduction-to-web-design-and-development) | Designers | Beginner | [Employee skills needed for digital transformation](https://www.linkedin.com/learning/digital-transformation-2/employee-skills-needed-for-digital-transformation)  [How to write an effective resume](https://www.linkedin.com/learning/academic-research-foundations-quantitative)  [Prepare for future data-science careers](https://www.linkedin.com/learning/future-proofing-your-data-science-career/prepare-for-future-data-science-careers)  [Using mobile devices for workforce skills](https://www.linkedin.com/learning/learning-data-analytics-2/discovering-if-you-are-an-analyst) |

## Table 4. Digital skills in AI and generative AI for staff and students

|  |  |  |
| --- | --- | --- |
| **Element** | **Courses** | **Level** |
| **Responsible AI**  **Staff**  Responsible AI refers to the responsible and principled use of artificial intelligence technologies. It involves making ethical decisions throughout the development, deployment, and use of AI systems, considering factors such as fairness, transparency, accountability and the impact on individuals and society. It means ensuring that AI is used in a way that aligns with moral values and respects the rights and well-being of other people.  rights and well-being of other people.  **Student**  Responsible AI refers to the responsible and principled use of artificial intelligence technologies. It involves understanding and making ethical decisions in the use of AI systems, being fair, transparent, accountable and considering the impact on others and society. It means ensuring that AI usage aligns with moral values and respects the rights and well-being of other people and adheres to your place of study’s academic integrity rules and does not confer an unfair advantage to you. | [Foundations in Responsible AI](https://www.linkedin.com/learning/foundations-of-responsible-ai?trk=contentmappingfile)  [Apply Ethical AI Principles Using the Responsible AI Dashboard](https://www.linkedin.com/learning/apply-ethical-ai-principles-using-the-responsible-ai-dashboard?trk=contentmappingfile)  [AI Show: Deep Dive into Responsible AI Dashboard and Scorecard](https://www.linkedin.com/learning/ai-show-deep-dive-into-responsible-ai-dashboard-and-scorecard?trk=contentmappingfile)  [Responsible AI: Principles and Practical Applications](https://www.linkedin.com/learning/responsible-ai-principles-and-practical-applications?trk=contentmappingfile)  [Leading Responsible AI in Organizations](https://www.linkedin.com/learning/leading-responsible-ai-in-organizations?trk=contentmappingfile)  [Responsible AI to the Rescue](https://www.linkedin.com/learning/responsible-ai-to-the-rescue?trk=contentmappingfile)  [Introduction to Responsible AI Algorithm Design](https://www.linkedin.com/learning/introduction-to-responsible-ai-algorithm-design?trk=contentmappingfile)  [AI Show: Responsible AI Mitigations and Tracker](https://www.linkedin.com/learning/ai-show-responsible-ai-mitigations-and-tracker?trk=contentmappingfile) | Intermediate  Beginner  Intermediate  Beginner  Intermediate  Beginner  Beginner/intermediate  Intermediate |
| **AI and digital proficiency**  **Staff**  AI proficiency means having the skills and knowledge to effectively work with and use artificial intelligence technologies. It involves the ability to navigate AI tools, understand how they work, and apply them to specific tasks or problems. Proficiency concerns your mindset towards AI more than the mastery of specific tools, but of course you can only gain that mindset by using different tools and developing your digital skills.  **Student**  AI proficiency means having the skills and knowledge to effectively work with and use artificial intelligence technologies. It involves the ability to use AI tools, understand how they work, and apply them to specific tasks or problems you need to manage. Proficiency concerns your mindset towards AI more than the mastery of specific tools, but of course you can only gain that mindset by using different tools and developing your digital skills. You might ask yourself; can I cope when the AI technology doesn’t work as expected, do I explore what it can do, and can I work things out for myself? | [Leading with a Digital Mindset in the Age of AI](https://www.linkedin.com/learning/leading-with-a-digital-mindset-in-the-age-of-ai/introducing-the-digital-mindset?u=2170969)  [Introduction to Artificial Intelligence](https://www.linkedin.com/learning/introduction-to-artificial-intelligence?trk=contentmappingfile)  [Artificial Intelligence Foundations: Thinking Machines](https://www.linkedin.com/learning/artificial-intelligence-foundations-thinking-machines?trk=contentmappingfile)  [Digital Technologies Case Studies: AI, IOT, Robotics, Blockchain](https://www.linkedin.com/learning/digital-technologies-case-studies-ai-iot-robotics-blockchain?trk=contentmappingfile)  [Artificial Intelligence for Cybersecurity](https://www.linkedin.com/learning/artificial-intelligence-for-cybersecurity-22882411?trk=contentmappingfile)  [Introducing AI to Your Organization](https://www.linkedin.com/learning/introducing-ai-to-your-organization?trk=contentmappingfile)  [AI Trends](https://www.linkedin.com/learning/ai-trends?trk=contentmappingfile)  [AI and Sustainability](https://www.linkedin.com/learning/ai-and-sustainability?trk=contentmappingfile) | Advanced  Beginner  Beginner  Advanced  Intermediate  Beginner  Beginner  General |
| **AI and digital productivity**  **Staff**  Productivity using AI refers to the efficiency and effectiveness gained by integrating artificial intelligence technologies into various tasks and processes. It involves leveraging AI tools and algorithms to automate repetitive or time-consuming activities, streamline workflows, and enhance overall performance. In simple terms, AI-driven productivity means using intelligent systems to accomplish tasks more quickly, accurately, and with less manual effort, leading to increased output and improved results.  **Student**  Productivity using AI refers to how you use digital and AI tools to help you manage tasks. AI-driven productivity means using intelligent systems to accomplish your own tasks more quickly, accurately, and with less manual effort, leading to increased output and improved outcomes.  A productive learner uses AI apps alongside more traditional tools, supported by their place of study to create an effective digital environment for learning. | [Google Workspace Hacks: Unlocking Digital Productivity](https://www.linkedin.com/learning/google-workspace-hacks-unlocking-digital-productivity?trk=contentmappingfile)  [AI Productivity Hacks to Reimagine Your Workday and Career](https://www.linkedin.com/learning/ai-productivity-hacks-to-reimagine-your-workday-and-career?trk=contentmappingfile)  [ChatGPT for Project Managers: 10x Your Productivity with AI](https://www.linkedin.com/learning/chatgpt-for-project-managers-10x-your-productivity-with-ai?trk=contentmappingfile)  [Copilot in Excel: Supercharge Your Productivity](https://www.linkedin.com/learning/copilot-in-excel-supercharge-your-productivity/copilot-your-own-personal-data-advisor-now-in-excel?u=2170969)  [Generative AI Productivity Hacks with Miss Excel](https://www.linkedin.com/learning/generative-ai-productivity-hacks-with-miss-excel?trk=contentmappingfile)  [How to Boost Your Productivity with AI Tools](https://www.linkedin.com/learning/how-to-boost-your-productivity-with-ai-tools?trk=contentmappingfile)  [Supercharge Your Productivity with ChatGPT Plugins](https://www.linkedin.com/learning/supercharge-your-productivity-with-chatgpt-plugins?trk=contentmappingfile)  [Zoom AI Companion: Maximizing Your Virtual Meeting Productivity](https://www.linkedin.com/learning/zoom-ai-companion-maximizing-your-virtual-meeting-productivity?trk=contentmappingfile) | General  General  General  General  General  General  General  General |
| **AI and information and data literacy**  **Staff**  Information and data literacy in AI refers to your ability to locate, evaluate, and effectively use information within the context of artificial intelligence. It involves skills such as discerning the reliability of sources, understanding the relevance of information, and applying critical thinking to assess the value of data in AI-related contexts. It involves the skills and knowledge needed to navigate and analyse data, make informed decisions based on data insights, and understand the implications of data-driven processes in the field of AI.  **Student**  Information and data literacy in AI refers to your ability to locate, evaluate, and effectively use information within the context of artificial intelligence, whether you are using it for learning or work related purposes. It involves skills such as discerning the reliability of sources, understanding the relevance of information, and applying critical thinking to assess the value of data in AI-related contexts. It involves the skills and knowledge needed to navigate and analyse data, make informed decisions based on data insights, and understand the implications of AI data-driven processes.  When using AI, it can be useful to have a broad understanding of practices such as copyright, referencing, and avoiding plagiarism. A basic understanding of legal, ethical and security issues when handling AI generated data is also necessary. | [Information Literacy](https://www.linkedin.com/learning/information-literacy?trk=contentmappingfile)  [Data Literacy: Exploring and Describing Data](https://www.linkedin.com/learning/data-literacy-exploring-and-describing-data?trk=contentmappingfile)  [Data Driven: Harnessing Data and AI to Reinvent Customer Engagement (getAbstract Summary)](https://www.linkedin.com/learning/data-driven-harnessing-data-and-ai-to-reinvent-customer-engagement-getabstract-summary?trk=contentmappingfile) | Beginner  Beginner  General |
| **AI and digital communication**  **Staff**  The ability to communicate well includes using different channels such as video and instant messaging, and formats such as email or blog posts. Using AI for communication involves employing artificial intelligence technologies to enhance, automate, or facilitate various aspects of communication. This can include chatbots, virtual assistants, language translation tools, and sentiment analysis systems. It also includes an awareness of different audiences, different norms and needs, and the changing boundaries between public and private communication  **Student**  Using AI for communication involves employing artificial intelligence technologies to enhance, automate, or facilitate various aspects of communication. This can include chatbots, virtual assistants, language translation tools, and sentiment analysis systems. It also includes an awareness of different audiences, different norms and needs, and the changing boundaries between public and private communication. | [Amplify Your Communication Skills with Generative AI](https://www.linkedin.com/learning/amplify-your-communication-skills-with-generative-ai?trk=contentmappingfile) | General |
| **AI and collaboration and participation**  **Staff**  Collaborating with others to improve AI skills means working together with colleagues, experts, or a community to enhance your understanding and capabilities in artificial intelligence. This collaboration may involve sharing knowledge, exchanging experiences, and collectively tackling challenges related to AI. Participating with others to improve AI skills involves actively joining groups, workshops, or collaborative efforts with the goal of enhancing your abilities in artificial intelligence.  **Student**  Collaborating with others to improve AI skills means working together with other students, place of study experts, or a community to enhance your understanding and capabilities in artificial intelligence. This collaboration may involve sharing knowledge, sharing materials, planning and running a project, exchanging experiences, and collectively tackling challenges related to AI.  Participating with others to improve your AI skills involves actively joining groups, workshops, or collaborative efforts with the goal of enhancing your abilities in artificial intelligence. AI driven digital collaboration and participation should always be safe and respectful, and not exclude other people**.** | [Microsoft Teams AI Solutions: Teams Premium vs. Copilot](https://www.linkedin.com/learning/microsoft-teams-ai-solutions-teams-premium-vs-copilot?trk=contentmappingfile)  [Copilot in Teams: AI-Powered Collaboration](https://www.linkedin.com/learning/copilot-in-teams-ai-powered-collaboration?trk=contentmappingfile)  [Building a Collaborative Team Culture with AI](https://www.linkedin.com/learning/building-a-collaborative-team-culture-with-ai?trk=contentmappingfile) | General  General  General |
| **AI and digital creativity**  **Staff**  Creation using AI involves the process of generating new content, ideas, or artifacts with the assistance of AI. This could include creating art, writing, music, or other forms of output where AI algorithms play a significant role in the creative process. Digital creation with AI also brings an obligation to properly attribute source materials and creators.  **Student**  Creation using AI involves the process of generating new content, ideas, or artifacts with the assistance of AI. This could include creating art, writing, music, or other forms of output where AI algorithms play a significant role in the creative process. Digital creation with AI also brings an obligation to properly attribute source materials and creators. | [DALL-E: the Creative Process and the Art of Prompting](https://www.linkedin.com/learning/dall-e-the-creative-process-and-the-art-of-prompting?trk=contentmappingfile)  [Integrating Generative AI into the Creative Process](https://www.linkedin.com/learning/integrating-generative-ai-into-the-creative-process?trk=contentmappingfile)  [Generative AI Skills for Creative Content: Opportunities, Issues, and Ethics](https://www.linkedin.com/learning/generative-ai-skills-for-creative-content-opportunities-issues-and-ethics?trk=contentmappingfile)  [Generative AI Imaging: What Creative Pros Need to Know](https://www.linkedin.com/learning/generative-ai-imaging-what-creative-pros-need-to-know?trk=contentmappingfile) | Beginner and intermediate  General  Beginner and Intermediate  Beginner |