

What does the research say?

Findings from the FE Digital Student Literature Review

Learners who are	Unconnected and vulnerable	Mainstream pragmatists	Intensive and specialist enthusiasts
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Described by the Becta study 'The Learner and their Context' as:	Family and/or personal circumstances prevent them from having access and ownership to technology. They lack opportunities and resources for study, for participation in the online world of their peers and for developing technology skills.	Regularly use technology in their home for a range of purposes. Share and accumulate a range of technology practices. Regard technologies as instrumental in achieving goals. Some may have had negative experiences and be ambivalent, even resistant.	Present themselves as highly engaged, adaptable and collaborative learners of technological processes and behaviours. Develop trajectories of personal technology interest that have implications for area of study and employment.
	Technology as?	Technology as necessary tool	Technologies as personal, engaging and interesting.
Experience the digital environment as	 Dominated by issues of access Do not necessarily take advantage of access offered through college. 	 Dominated by pedagogy Without support from teacher, use technology passively e.g. Use to research information and improve appearance of work. Enjoy teacher-led creative uses of technology e.g. multimedia in classroom 	 Dominated by their own approaches to using tech Make original and effective use of technology. Engage in inventive and multitasking approaches while learning. Embrace both formal and informal learning opportunities.
Expect from the digital environment	All students expect: Their learning to be enhanced by the college's use of technology e.g. VLE, online submission and assessment, mobile learning. To have anywhere, anytime, any device access to course materials To have access to both formal and informal (e.g. social media) supports on and off campus To learn at college how technology is used in the workplace To be asked about their views and for them to make a difference		
Are challenged when	Their specific access needs are not taken into account. Technologies introduced are unfamiliar.	Lecturers lack time to experiment, funding to purchase kit or confidence to try using unfamiliar technologies.	Their attempts to appropriate personal and social uses of technology for learning purposes are dismissed or ignored.
Are best supported when	Solutions are developed for their specific needs e.g. portable classrooms, use of mobiles and tablets, gaming, kindles,	Lecturers encourage use of technology to develop relevant skills e.g. criticality, self-management and skills for employment.	Technology use is under their control, without restrictions. Their choices are valued and supported.