

Unconnected and vulnerable	Mainstream pragmatists	Intensive and specialist enthusiasts
<p>Learners' specific access needs are not taken into account.</p> <p>Technologies introduced are unfamiliar.</p> <p>Social stigma associated with not having access to technology.</p> <p>Online submission of assessed work is mandatory.</p> <p>Rural areas with reduced bandwidth.</p> <p>Assumptions are made about learners' skills. Either assuming skills that are not yet developed or assuming low expectations of vulnerable learners e.g. disabled learners frequently make intensive and specialist use of technology.</p> <p>Induction is limited to Week 1.</p> <p>Learning Resource Centre is closed.</p> <p>English/literacy skills are too weak to read instructions or navigate tools.</p>	<p>Lecturers lack time to experiment, funding to purchase kit or confidence to try using unfamiliar technologies.</p> <p>Assessment boards do not support use of technology.</p> <p>Access to college systems is not available from home.</p> <p>Technologies used in college are not the same as those used in life and employment e.g. E stream rather than YouTube.</p> <p>Lack of funding limits innovation.</p>	<p>Learners' attempts to appropriate personal and social uses of technology for learning purposes are dismissed or ignored.</p> <p>Learners are not connected e.g. logged out of wifi after set period.</p> <p>Infrastructure is not reliable and robust.</p> <p>Learners are not permitted to use their preferred hardware and software.</p> <p>Hardware, software and infrastructure provided by the organisation is not up to date e.g. old operating systems, slow wifi.</p> <p>Learner expectations exceed what colleges/providers have the resource to provide.</p> <p>Learners are not aware of relevant apps support their study.</p>