Removing Barriers
to
Nursing Student Success
through
Technology Competency Training

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Government drivers

- **Increased education achievement**

- **Improved student retention**

- **Extended core delivery to distributed learners**

Waikato Institute of Technology, Hamilton New Zealand

1 of 18 ITPs

2011 - 20,000 students or 6,786 EFTS

2 areas of concern

1. Existing lack of detailed information on potential technology needs and current capabilities of students

2. Critical need for Wintec to improve processes for preparing students for ICT engagement

www.elearning.tki.org.nz/Professional-learning/e-Learning-Planning-Framework2

Google

TKI TE KETE IPURANGI | Communities | Schools

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Register ▼ | Log in | Navigate in: te reo Māori

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

enabling e-Learning | professional learning

| Home | Leadership | Teaching | **Professional learning** | Technologies | Beyond the classroom | Ministry initiatives |

Learning communities   Professional development   e-Learning Planning Framework

Principals and school leaders   Teachers

enabling e-Learning > Professional learning > **e-Learning Planning Framework**

e-Learning Planning Framework

This section contains the e-Learning Planning Framework along with supporting information and resources. These resources are designed to support you, and your school, in assessing and developing your e-capability.

The framework explained | The framework documents | School stories | Community discussion | Developing the framework | e-Learning Planning Framework Māori medium

The e-Learning Planning Framework explained

03:00

Karen Melhuish, from the Te Toi Tupu consortium, explains the e-Learning Planning Framework. She describes its purpose and how it is supported by content on the Enabling e-Learning website. The framework provides schools and teachers with:

- a self-review tool for schools to gather evidence about practice

e-Learning community discussions

Join these groups to participate in discussions with other teachers/educators about the content here, or that is relevant for you.

Enabling e-Learning
e-Learning: Leadership
e-Learning: Teaching
e-Learning: Technologies
e-Learning: Professional Learning
e-Learning: Beyond the classroom
e-Learning Planning Framework

Quick links

Virtual Learning Network (VLN)
Media gallery
News page
Research and readings
Newsletter
NetSafe
ICT PD clusters
ICT helpdesk
Software for Learning
Digistore

NET2012 Conference, Cambridge University, 4 September 2012

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5:13 p.m
27/08/20

Result

2010 - Student Technology Training programme

2011 – Recommendations

1. Mandatory

2. Extend – available pre-enrolment

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Self-assessment design

- Logical progression of general to specific – for items and sections

- If Essential items are marked No, do not progress to Proficient items

- If Essential items are marked No, divert to help information with details of foundation courses available.

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Are you ready for study?

While studying at Wintec you will use technology in a number of ways to assist your learning. The following tool will help you to think about different aspects of technology and to understand your own levels of competency. The skills included will be useful during your time as a student at Wintec. As you move through the questions you will receive feedback and suggestions as to how you can access some of the technology assistance available at Wintec.

Self-Reflective Framework

Heading: Understanding and Using Digital Technologies

The Element: Computer Competence

Essential	Proficient
I know how to use a username and password to log-on and can use a mouse to launch, navigate and close applications	I understand how to connect to a wireless network
I know the proper methods to start and exit all applications	I can connect media devices (speakers, microphone, camera) to the ports of the computer
I can toggle between different windows using the toolbar or keyboard	I can end non-responsive programmes

The Element: Operating System

Essential	Proficient
I am able to open applications and documents	I am able to navigate without the mouse
I know how to drag and drop and copy and paste within files and folders	I understand file-naming conventions and extensions
I understand the functionality of the menu options in the software I use	I am able to utilise right- and left-click mouse options

The Element: Computer Security

Essential	Proficient
I know not to share my password or personal information with others	I regularly lock my workstation (or log out) any time I step away from my computer
I know how to lock my workstation by pressing Ctrl-Alt-Del and choosing "Lock Computer"	I know how to change my password by pressing Ctrl-Alt-Del and choosing "Change a Password"
I understand and practice strategies for keeping a strong password	I know how to exit from various applications prior to closing down my computer

Heading: Understanding and Using Common Applications

The Element: File Management

Essential	Proficient
I know how to save a file from Office applications to my computer and share files with others using storage devices	I can use appropriate directory structures and associated names for my files
I know how to create or delete folders on my computer and manage individual files in these folders	I can use appropriate software to safely download and store files from the internet in appropriate folders
I know how to locate lost files or folders	I know how to add or change properties when saving a file

The Element: Office Applications

Essential	Proficient
I have a fundamental understanding of using Office applications (open, save and share) to create documents and present information	I know how to use Office applications to create a range of layouts for my assignment work
I am familiar with the features and functionalities of Microsoft Word	I have a good understanding of using spread-sheets functions to create tables and graphs.
I am able to find, replace and select text within a document	I have a good understanding of using spread-sheets (open, save, share) to store data and information

The Element: Internet Applications

Essential	Proficient
I can launch and use a browser and I am able to use a search engine and key terms to find information on the Internet	I am familiar with "common terms" used on internet such as modem, browser, server, ISP, HTML, refresh/reload.
I know how to change IE's options and preferences by choosing "Internet Options" under the "Tools" menu	I am familiar with Wintec's URL and web pages
I am familiar with a variety of Web search engines, including Google	I can print all or part of a web page

Heading: Understanding and Using Institutional Systems

The Element: MyTec – Student Portal

Essential	Proficient
I know how to set up my username and password	I am able to import and use My Timetable
I am familiar with the various parts of MyTec	I am able to make calendar entries for my own schedule and check the calendars of others
I know how to access my Outlook account and set up my files on My SkyDrive	I have created My Profile and have edited MySite

The Element: Moodle – Learning Management System

Essential	Proficient
I know how to login to Moodle and access my course and resources and calendar	I can use the tools available in Moodle (e.g. Assignments and Forums) to embed links to other resources or attach files
I know how to use the basic tools available in Moodle (e.g. Forums, Assignments)	I can use the quiz and evaluation tools available in Moodle to complete online tests and complete evaluations
I know how to create and edit My Profile	I am able to contribute to group activities such as chat or discussion forums

The Element: Computer Use

Essential	Proficient
I am familiar with Wintec's Computer Use Policy at http://www.wintec.ac.nz/about/computer-use-policy.aspx	

moodle.**isle.ac.nz**/pluginfile.php/703/mod_resource/content/2/DILSAFWintec/WintecDIL/DILSAFedit.html

The **Digital and Information Literacy Self-Assessment Framework** (*The DILSAF*F) has been designed to enable you to assess your current abilities to use computers and access information to fully participate in courses offered at the Waikato Institute of Technology.

The DILSAF interface provides you with a series of questions relating to your current skills and competencies. There are no right or wrong answers it is your self assessment of your current skills that is important.

When you have completed the self-assessment you will be able to use the Digital Information Literacy training matrix to identify the most appropriate learning support course.

DILSAF follows the format shown below.

A Header: *The header indicates the aspect to be evaluated (Using Digital Technologies). This aspect is based on an identified skill and/or competency required for you to participate successfully in courses at Wintec.*

The Elements: These are the competencies and skills we are asking you to review. You can "expand" or "collapse" the element by clicking on this title line. Essential ⬤ Proficient ⬤

The DILSAF

Understanding and Using Digital Technologies

Computer Competence	Essential ⬤ Proficient ⬤
Operating System	Essential ⬤ Proficient ⬤
Computer Security	Essential ⬤ Proficient ⬤

Understanding and Using Common Applications

File Management	Essential ⬤ Proficient ⬤
Office Applications	Essential ⬤ Proficient ⬤
Internet Applications	Essential ⬤ Proficient ⬤

Understanding and Using Institutional Systems

MyTec – Student Portal	Essential ⬤ Proficient ⬤
Moodle – Learning Management System	Essential ⬤ Proficient ⬤

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The DILSAF

Understanding and using digital technologies

Computer Competence	Essential ⬤ Proficient ⬤
File Management	Essential ⬤ Proficient ⬤

Understanding and using common applications

Office Applications	Essential ⬤ Proficient ⬤

Essential	
I have a fundamental understanding of using "Office" applications (open, save and share) to create documents and present information.	Disagree ▾
I have a good understanding of using spread-sheets (open, save, share) to store data and information.	Agree ▾
Proficient	
I know how to use office applications to create a range of layouts for my assignment work.	Strongly agree ▾
I have a good understanding of using spread-sheets functions to create tables and graphs.	Partially agree ▾

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Lessons learnt

1. Clear expectations of the tool

2. Get feedback throughout design and development

3. Revise accordingly and test

4. Don't rush

5. Staff leave

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Further development

- Specific personalised SLF capturing institutional features

- Investigate software for data capture – Tableau?

- Continue to develop instructional resources

- Test and receive feedback

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