

A review of staff engagement with digital technologies on an undergraduate language programme

It is often unsurprising to notice a mismatch between theory and practice when it comes to implementation of digital technologies in education.

This presentation presents the results of a review of staff engagement with digital technologies on an undergraduate language programme in a British higher education institution. It is based on a series of interviews aiming at highlighting issues such as barriers to technology uptake, perceptions of usefulness, and discussing incentives and constraints with regards to policy and curriculum.

Looking at technologies such as virtual learning environments, interactive whiteboards and social media, this study concludes by suggesting elements contributing to the design of a Digital Literacy strategy for languages in higher education.