Setting up criteria for the selection of digital resources:

Availability, Access and Ability

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Availability, access and ability

The use of digital resources within the classroom is based on three prerequisites:

Digital resources that are suitable for a specific topic need to either exist already or, if not, be created; students and teachers need to have access to the hard- and software required to interact with them and have the necessary abilities to use them successfully.

Access and availability

Educators should ensure that the digital resource they are planning on using is available to them and their learners.

Firstly, this means that educators and learners need to have physical access to the devices necessary to use a specific digital resource, for instance via a computer or phone.

Secondly, while there are many free digital resources, for some digital resources there may be a need to purchase a licence key or a subscription.

Availability

Availability can also refer to the existence of appropriate digital resources. As was outlined earlier, it is futile or even counterproductive to use digital resources solely for the sake of working digitally, when these specific resources do not support a predefined learning outcome.

If there are no suitable digital resources available online, educators may need to readjust their approach or create these digital resources themselves.

Required skill level

Digital resources require different types of skills, in particular in terms of digital literacy.

These skills include but are not limited to knowing how to navigate a digital resource or device and use it to carry out a task, communicate via digital channels and creating or modifying a digital resource.

If learners do not possess the skills necessary to interact with a digital resource, this can hinder them from completing a given task and leave them feeling defeated.
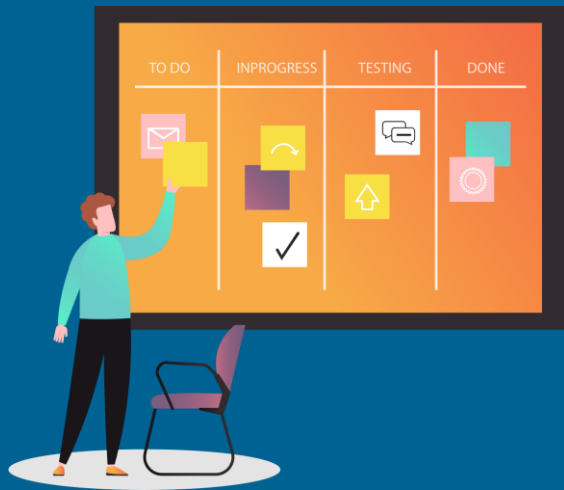
Familiarity

Before using a digital resource in a lesson, educators should ensure that they are familiar enough with it to be able to answer potential questions and help with technical difficulties.

Tutorials can be found online, for example on video platforms such as YouTube or in the form of articles.

If learners are expected to be entirely unfamiliar with a new digital resource, additional time should be planned to allow them to familiarise themselves with it.

Questions to ask: Availability, access and ability

- Is there a digital resource available for what I am intending to achieve with my lesson?
- What skills are required to use this digital resource? Do my learners possess these skills?
- How familiar are my learners and I with this type of digital resource? Would I be able to help them with technical difficulties?
- Do my learners and I have access to the specific devices needed to use this digital resource?

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