



Mapping Digital and Media Literacy Competences in Distant Collaborative Work Practices.

The case of ICT-supported office work.

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- CONTEXT -

The spreading of **ICT** in a digital era implies **new ways of working together**.

Two growing phenomena in knowledge societies are worth investigating: **teleworking** and **remote collaboration**.

Interests in investigating how new media uses modify
→ **distant collaborative practices**
→ **digital and media literacy competences**

Aim: mapping users' competences in order to identify how to facilitate or support their development.

- RESEARCH QUESTIONS -

- (1) How can we **define the digital and media literacy (DML) competences** that are called for and developed by ICT-supported teamwork practices?
- (2) How do DML competences foster cooperative practices ?
- (3) How do DML competences affect workers' empowerment ?

- SCOPE & DATA COLLECTION -

- Distant teamwork practices through ICT-supported key activities
- Observations at **MICRO LEVEL** (individual)



ADOPTING THE WORKER'S PERSPECTIVE:
Describing their distant teamwork **practices**
↓ ↓ ↓
Inferring their **DML competences**



60 office workers

- Semi-structured interviews & workplace guided tours (Malone, 1983)
- Ethnographic observation at team level
- Camera-recorded & field notes

- KEY ACTIVITIES & DIMENSIONS -

Activities:

Authoring a document collectively
Sharing a collection of documents
Managing outgoing information
Managing incoming information
Using others to find information
Making collective decisions
Managing one's tasks in relation with others
Planning a meeting
Planning the team's activity
Working synchronously in the distance with others
Organizing one's workspaces for collaboration

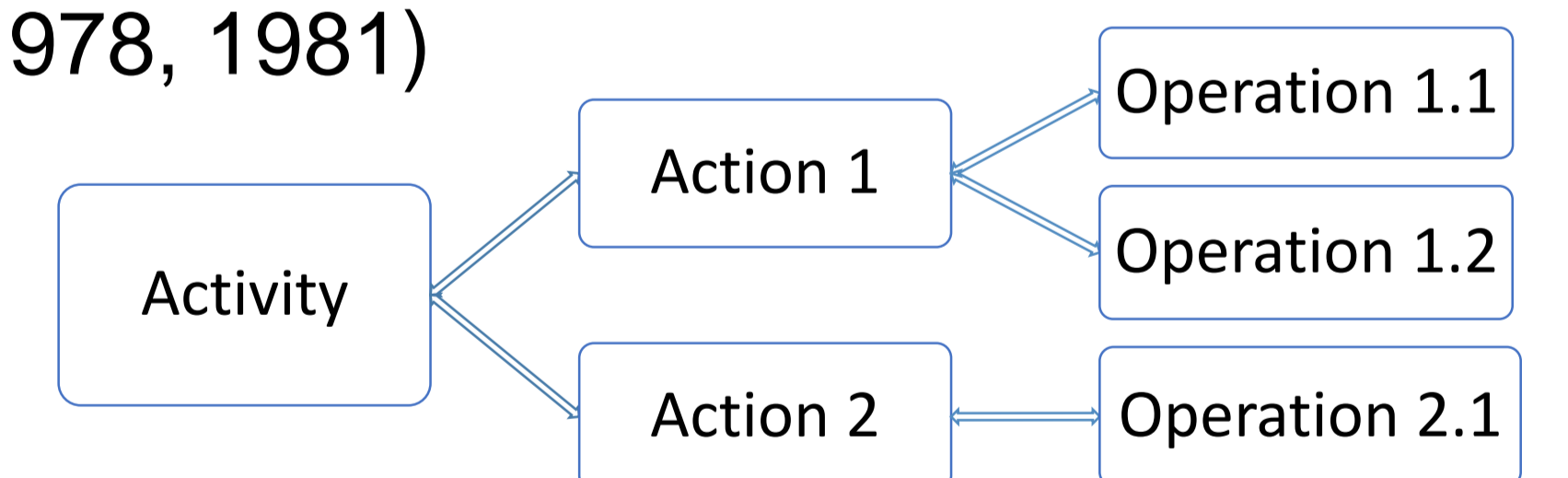
... broken down into dimensions

- Task management
- Time management
- Space and distance management
- Information management
- Mutual awareness
- Collective decision making
- Reflexive tool use
- Comprehension of "sociomatics"

- ANALYSIS -

2017-2018

- Unfolding the practices through fine-grained qualitative analysis
- Combining deductive and inductive coding of interview transcripts and observation notes
- Method informed by:
 - phenomenography (Marton, 1986): **interpretive approach**
 - grounded theory (Charmaz, 2006): **inductive coding principles**
 - activity theory (Leontiev, 1978, 1981)



- EXPECTED FINDINGS -



RESEARCH EFFORT

- definition of the digital media and information competences related to teamwork and distant work;
- articulate these competences with technology-supported collaborative practices;
- identify competence indicators.

RESOURCE FOR PROFESSIONALS

- provide indicators and landmarks about necessary competences for workers in changing work environments.

RESOURCE FOR POLITICAL ACTORS

- developing educational and training initiatives designed to foster workers' employability and empowerment.