DIGITAL COMPETENCE
Methodology and Tools

Slavi Stoyanov & José Janssen
Questionnaire I

• Data collection
  – Brainstorming Questionnaire
    • Questback

• Data Analysis
  – Grounded Theory
    • Weft QDA
  – Card sorting
    • Websort
Questback Overview

Quest Designer
Create and edit questions for your Quest.

Quest Settings
Set the properties and choose the appearance of your Quest.

Languages
Set the default language and add translations to your Quest.

Distribution
Invite respondents to your Quest.

Notifications
Notify someone when receiving response, or when a particular answer is given.

Test & Publish
Validate, test and publish your Quest.

Results
Analyze the responses and share your findings.

Feedback
Follow-up with your respondents.
Quest Settings

Texts

Quest Language: Default language: 🇬🇧 English

Quest Name: DIGITAL COMPETENCE

Quest Introduction:

learning, work, leisure, everyday life and participation in society. Prior to this activity some demographic questions are set up. Your answers will be kept confidential and will be used for research purposes only. The questionnaire will not take

Thank You Note:

Thank you very much for your time and effort.
Quest Designer

 DIGITAL COMPETENCE

2. You are:

3. What is your age?

4. Educational background

5. You are involved in: (More than one option can be selected)

6. Professional Experience

Question Text:
You are involved in: (More than one option can be selected)

Answer Alternatives:
- Academia
- Business
- Public

Also Include the Following Answer Alternatives:
- I don’t know
- Other

<table>
<thead>
<tr>
<th><strong>Distribute by E-mail Invitation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>When distributing the Quest by e-mail invitation, the respondents will receive an e-mail containing a link to your Quest. The e-mail invitations are distributed the moment you publish the Quest (from the Test &amp; Publish page). If you add respondents to an already published Quest, they will receive the invitation instantly.</td>
</tr>
</tbody>
</table>

| **Sender Name:** | José Janssen |
| **Sender E-mail:** | jose.janssen@ou.nl |
| **Send Invitation to:** | 4 respondents in list (Add Respondents) |
| **E-mail Format:** | Plain text e-mail (not supported by older e-mail clients) |
| **Language:** | Default language: English |
| **Invitation Subject:** | EU Online Consultation for a Framework on Digital Competence |
| **Invitation Body:** | Dear colleague, Digital competence - the confident and critical use of Information Society Technology for work, leisure, and communication - is of key Design HTML |

**Reminder:** The invitation has automatic e-mail reminders
Respondent List

**Respondent list**

Please remember to close this window when finished.

**DIGITAL COMPETENCE**

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent's e-mail</th>
<th>Added to list</th>
<th>Inv. sent</th>
<th>Answered</th>
<th>Excluded</th>
<th>Resend</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><a href="mailto:jose.janssen@ou.nl">jose.janssen@ou.nl</a></td>
<td>06.12.2011 16:51</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><a href="mailto:kees.pannekoek@ou.nl">kees.pannekoek@ou.nl</a></td>
<td>06.12.2011 16:51</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><a href="mailto:peter.sloep@ou.nl">peter.sloep@ou.nl</a></td>
<td>09.12.2011 15:19</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><a href="mailto:slavi.stoyanova@ou.nl">slavi.stoyanova@ou.nl</a></td>
<td>08.12.2011 12:05</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The text is sorted by e-mail address.

Centre for Learning Sciences and Technologies
WEFT QDA
Concept Mapping Example

Adaptive models, modes and controls

Definition of adaptation

Adapting to instruction

Differences in learning outcomes

Adapting to learners

Differences in learners’ traits

Modeling adaptation

Preferential adaptation

Compensation adaptation

Adaptive mode

Adaptive model

Adaptive control

Design-time adaptation

Run-time adaptation

Pre-assessment

Embedded

Level constructs

Style constructs

Differences in learners’ traits

Differences in learners’ traits

Adaptive model

Adaptive mode

Adaptive control

Design-time adaptation

Run-time adaptation

Pre-assessment

Embedded

Centre for Learning Sciences and Technologies

Open Universiteit

celstec.org
WebSort Settings

This free study is limited to 10 participants. Upgrade now.

- Study is Active
- Max participants: 0
- Close after
- Randomize order of items
- Allow unsorted items
- Delete this study

- Login prompt for identification
- Participant login label:
- Email Address:
- Language: English
- Logo: websortlogo.png

Instructions

the Threads Validation workshop with experts from OUNL. Click on the items to drag them onto the empty white area in the middle of the screen. A category will appear, and the item will be placed inside it. Group the statements for how similar in meaning they are to one another. Do not group the statements according to how important they are, how high a priority they have, etc. There is no right or wrong way to group the statements. You will probably find that you could group the statements in several sensible ways. Pick the arrangement that feels best to you. Do not put one statement into two groups at the same time. Each statement must be put into only one

When participants are finished

- Send them to an external page
- Display a 'Thank You' message

Thank you for your time and participation. You may now close this browser window.
### Web Sort Statements

#### Items

**Handover**
- create new study

**Categories**
- This free study is limited to 10 participants. [Upgrade now](#)

**Settings**
- View Your Study
- Share results
- RSS feed
- Delete

**Results (3)**

---

**Label**
- TB locks complicated for healthc...
- Lack of link between the content...
- Need for basics information: what...
- Show where the best practices a...
- Think about users that will develop...
- If I did not know the purpose is h...
- Too internet dependent.
- How to select what to "read".
- When assessing the site, HP and...
- Provide handover scaffolding (ex...
- Web application - access and net...
- Need for expert users.
- Professionals are sometimes not...
- Users: needs a lot of work; not so...
- This is for facebook lovers, not fo...
- There is too little content in it.

**Description (optional)**
- Need for basics information: what is TB; what kind of tool can be found on this site; why is the TB made; how can a contribution be made

**Image (optional)**

---

**NOTE:** You cannot add or remove items unless you delete your existing participants. Just need to fix a label or description? Contact support@websort.net.
## Purpose
- Be very clear about for WHOM it is a toolbox. Why it is a toolbox for me and WHAT I can find there and what I can give OTHERS
- I am not sure if health professionals would like to use a platform only for handover.

## Target Group
- Need for expert users.
- Access to patients and their education (empowerment).
- Might limit usage to young generation

## Content
- Examples you can take over and adapt to local situations is important.
- TB content, like SBAR = solution for handover problem.
- There is too little content in it.

## Technology Platform

## Guidance

## Usability
- Absolutely necessary; to have a toolbox translated in all EU languages.
- Navigation is too complex to get one's very concrete needs.
- Profiles might facilitate, but require extra work (might hinder visitors to work with toolbox).
HC Analysis

Groupings based on an Average Linkage Cluster Analysis algorithm.

Number of groups: 5

- Too internet dependent.
- Web application - access and net...
- Need for basics information: what...
- Make a standard frontpage for th...
- May be beneficial to mope the "se...
- Ensure userfriendliness
  - How to select what to "read".
  - Absolutely necessary: to have a t...
- It takes a lot of time to go through...
- Sorting through posts by others m...
- Navigation is too complex to get ...
- Too much info that is not sorted i...
- Profiles might facilitate, but requi...
- With accumulating content it can...
  - Needs coordination.
  - How to communicate the structur...
  - Sorting through posts by others m...
    - How do you filter input?
  - ICT could be a major barrier. Sho...
  - TB looks complicated for healthc...
  - Users: needs a lot of work; not so...
  - When assessing the site, HP and ...
  - Access to patients and their educ...
  - Professionals are sometimes not s...
  - Think about users that will devel...
  - This is for facebook lovers, not fo...
Outcomes Questionnaire I

• Report
  – results from GTA and HCA
    • List of statements (knowledge, skills, attitudes)
    • Cross-category themes
    • Clusters with statements
  – Mind maps
Questionnaire II

- Experts get the report
- Experts comment on the report
- Experts rate statements on importance
Questionnaire II Analysis

• Experts Comments
  – GTA with WEF QDA
  – Cognitive Mapping with Decision Explorer
  – Text mining techniques with Leximancer
Cognitive mapping - Decision Explorer
Cognitive Mapping - Analysis
Leximancer Themes
Leximancer Themes
Leximancer Concepts