

A Method Combining Deductive and Inductive Principles to Define Work-Related Digital Media Literacy Competences

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The ubiquity of information and communication technologies in the workplace has fostered a surge in distant teamwork practices. The LITME@WORK project aims at defining the digital media literacy competences of office workers related to distant teamwork. Our approach is focused on the definition of competences from the point of view of workers involved in collaborative projects supported by information and communication technology (ICT). The question we propose to examine in this communication is how to infer competences from the observation of collaborative practices.

We collected qualitative data in ten Belgian public and private organisations that have introduced changes in their work environment with the intention of enhancing teamwork and/or distance work with ICT. In each organisation, we conducted six guided-tour interviews with leaders and members of two different teams. We also spent half a day in each organisation observing actual work practices.

Our method combines deductive and inductive approaches. From a deductive standpoint, we reviewed the literature on collaborative ICT-mediated work in the field of Computer-Supported Cooperative Work. This allowed us to build an interview guide based on eleven types of practices, such as authoring a document collectively, or managing one's tasks in relations with others (Collard et al., 2016). From an inductive standpoint, our analyses use principles from grounded theory and phenomenography to build a theoretical understanding of the studied experiences (Charmaz, 2006).

We examine the way workers experience (Marton, 1986) the computer-supported cooperative practices they are engaged in by confronting, for each practice, the informant's activity (what they do) with their tasks (what they are supposed to do), their goals (what they want to do), and the activity of the members of their teams (what others do). We identify their "successful practices" (when all four dimensions match) and their difficulties (when mismatches occur). We articulate these analyses in three ways: (1) by examining the relationship between the traces of each practice and the informant's discourse on it; (2) by comparing the different practices of each informant; (3) by comparing the practices of different informants. This triological articulation allows us to define digital media literacy competences and their levels in the sociotechnical context of distant teamwork.

References

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