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Digital literacy for healthcare lecturers

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Contents

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01

What this module is about

Purpose

This OER helps healthcare educators use simple digital tools to enhance teaching so that they can engage learners quickly and confidently.

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Why we are doing this

Educators need simple and effective ways to integrate digital tools into teaching practice within existing constraints.

What this helps with

- Addresses mixed digital literacy among lecturers;
- Supports use of digital tools in limited time;
- Helps integrate tools into real teaching contexts.

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Why digital literacy matters

Challenges in healthcare teaching

- Rapid growth of digital healthcare technologies;
- Different levels of lecturer digital confidence;
- Limited time for redesigning teaching;
- Students expect interactive and digital learning environments.

Why digital literacy matters

- Supports flexible teaching approaches;
- Improves engagement and participation;
- Helps lecturers model digital confidence;
- Prepares students for digital healthcare environments.

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What this means for you

You will leave able to

- Design a teaching activity using a digital tool in a clinical scenario;
- Select a digital tool relevant to healthcare practice;
- Identify 1–2 priority areas for developing digital teaching practice using DigComp;
- Reflect on safe and effective use of digital tools.

Why start small

- Builds confidence gradually;
- Supports consistent tool use;
- Works with different skill level.

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What are the areas of digital teaching practice

Area	Examples
Communication	LMS announcements, discussion boards
Interaction	polls, quizzes, collaborative tasks
Content creation	videos, slides, AI-generated materials
Assessment	digital quizzes, formative feedback
Reflection	peer review, self-assessment

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What to focus on using DigComp in teaching

Focus areas

- Digital communication;
- Content creation;
- Problem solving;
- Safety and responsible use;
- Reflective practice.

Digital literacy is not only technical skill, it includes confidence, reflection, and responsible use.

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02

Who this is for and what they need

Audience & Needs

For:

- Lecturers in healthcare, nursing, medicine, or health sciences programmes at any institution

Needs

- Integration of digital tools into teaching
- A structured teaching approach
- Activities linked to healthcare practice
- Materials that support practical implementation

A one-minute story

A group of healthcare lecturers attend a workshop on using digital tools in teaching. Some feel confident, while others are unsure how to apply the tools in their own sessions.

What should the facilitator do next?

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What you will be able to do

What you will be able to do

01 **Guide** lecturers through a short digital tool activity step-by-step

02 **Identify** development needs using DigComp

03 **Support** Lecturers with different levels of digital skills during the activity

04 **Reflect** on what worked and adjust the approach for future sessions

Why this approach works (the evidence)

What we see in practice

- Lecturers gain confidence when starting with simple tools;
- Structured activities support use within limited time;
- Mixed digital skill levels require guided support;
- Real teaching scenarios improve relevance;
- Reflection supports improvement in teaching practice.

What the literature and case studies show

Research shows that digital literacy is essential for effective teaching. Educators benefit from structured approaches to integrating digital tools. Case studies show that using tools in realistic teaching scenarios, supported by guided activities and reflection, helps lecturers build confidence and apply digital methods in their teaching practice.

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Pedagogical integration of digital tools

- Active learning
  When lecturers have high self-efficacy in using digital tools, they tend to integrate technology more effectively into their pedagogy. Therefore, meeting outcomes, increasing learning, and influencing readiness.
- Higher order skills
  Effective use of digital tools enables lecturers to support skills such as critical thinking, data analysis, and collaboration, which are essential for digital healthcare practice.

Confidence-driven digital integration

- Modelling behaviour
  Lecturers who are confident in navigating digital environments implicitly teach students to be comfortable and proactive with technology. This builds the participants' digital self-confidence, a key driver of digital readiness in professional settings

Sources

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What are the common digital teaching activities

Examples

- Create a quiz in LMS;
- Use AI to generate discussion questions;
- Build a short collaborative task;
- Use polling during lectures;
- Review digital case studies.

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04

How this session runs

How the session runs: Explain → Do → Reflect

Explain → Do → Reflect

A short digital literacy activity → guided tool use → reflection on teaching practice

Explain:

- Use of digital tools in teaching (e.g. LMS for materials)
- Show one example of how it is used (e.g. AI for quiz generation)
- Explain activity (e.g. create a short digital task)

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How the session runs: Explain → Do → Reflect

Practice activity

Participants Do:

- create a short digital learning task;
- test a tool;
- adapt the activity for healthcare teaching;
- reflect on accessibility and engagement

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How the session runs: Explain → Do → Reflect

Reflection

Reflect:

- What worked well?
- What was difficult?
- What would you change next time?

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What are the inclusion and equity criteria

Consider

- Different levels of digital confidence;
- Limited access to devices or internet;
- Language and literacy barriers;
- Cognitive overload;
- Clear instructions.

Good Practice

- Short activities;
- Simple interfaces;
- Guided support;
- Flexible participants.

Digital teaching should increase participation and confidence, not create additional barriers.

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Sources and references

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