



# Digital competencies of literacy educators and the effective use of an innovative search engine

Kholin, M., Weiss, Z., Holz, H., Meurers, D., Jambor-Fahlen, S., Mayer, N., Becker-Mrotzek, M., Schrader, J., & Schröter, H.

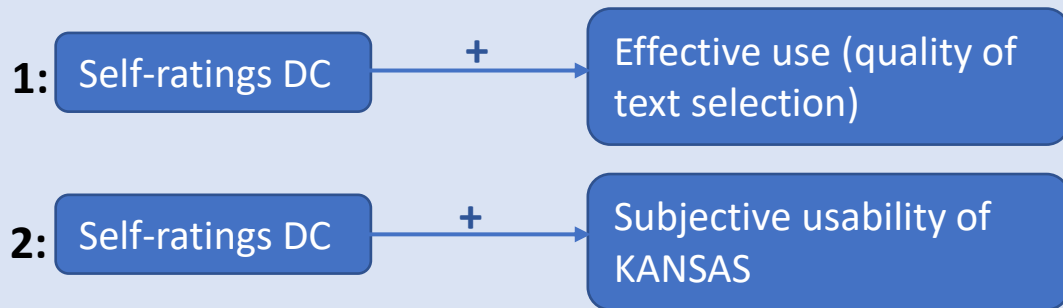
## Research problem statement

- **KANSAS:** open-access search engine for literacy educators
- **Purpose:** find suitable reading material
  - content, complexity, linguistic characteristics
- **Role of digital competencies (DC):** influence on effective use and attitudes towards a digital tool<sup>1</sup>

## Research Question

Under which conditions do educators best benefit from KANSAS when searching for appropriate texts for a defined target group?

## Hypotheses



- Incremental effects beyond gender, age, professional experience

## Method

- **Online evaluation study** with 27 literacy teachers
- **Procedure:** Participants searched for reading material and drafted lesson plans based on chosen text
- **Online assessment** of DC<sup>2</sup> and usability<sup>3</sup>
- **Predefined quality criteria** for lesson plans, two ratings
- **Analyses:** Hierarchical regression analyses

## Results

- **1: Effective use:**
  - High subjective value of digital media for educational purposes → selection of texts with more appropriate content (.37\*\*)
- **2: Subjective usability:**
  - Higher overall DC → higher usability ratings (.42\*\* to .49\*\*)

## Conclusions

- DC has impact on effective use and usability ratings
- Trainings for DC could enhance positive effects of digital tools

<sup>1</sup>Bonnes et al., 2020, <sup>2</sup>Schmidt-Hertha, 2017, <sup>3</sup>EN ISO 9241-110