

Name: Collins Montgomery

Name of Degree: MSc Technology and Learning

Title of Dissertation: An assessment of the efficacy of a collaborative technological intervention on the literacy and information literacy skills of a group of JCSP students

Name of Supervisor: Sharon Kearney

Year: 2017

Abstract:

This research explores the relationship between literacy and information literacy skills in a group of Second Year Junior Cert students. Literacy skills were measured before and after a teaching intervention was implemented. The teaching intervention was focussed on the content area of religious Education and designed to explore the possible effects of information and communications technology on the literacy skills of the group.

Questionnaires were used to assess religious affiliation and practice, as well as perceptions of ICT use. Focus groups were conducted following the intervention and literacy tests in order to explore themes that were highlighted during the research. In general, the findings showed no discernible change in students' literacy skills following the intervention. This indicates the complexity of the relationship between literacy, information literacy, and ICT. Multiple interventions may be required in order to provide a more robust ICT learning support to enhance literacy and information literacy skills.