



Digital Literacy and MOOCs: A Refugee Perspective

John Traxler & Timothy Read

University of Wolverhampton UK

UNED Spain







The importance of digital literacy



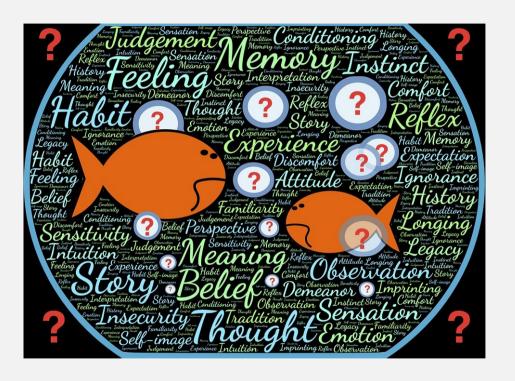


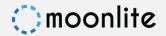






Contextual factors for refugees







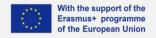




Toward a digital literacy curriculum



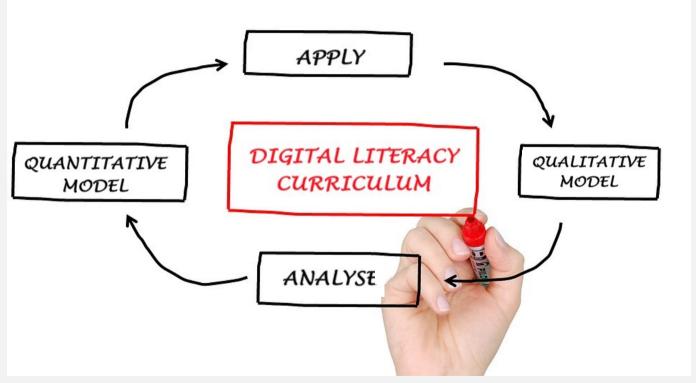








How can a DLC be developed?











MOONLITE project (2016 – 19)



(Massive Open Online courses eNhancing Linguistic and TransvErsal skills for social inclusion and employability)

(Ref.: 2016-1-ES01-KA203-025731)









MOONLITE partners



from Germany, Greece, Holland, Malta, Spain, Sweden & UK

Project Partners















MOONLITE objectives



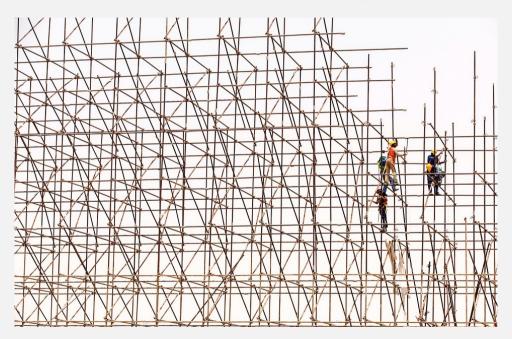
- 1. MOOC opportunities & barriers.
- 2. (cross)Institutional scenarios.
- 3. New scaf. ed. pathways for refugees.
- 4. CBA for providers and institutions.
- 5. MOOC for RSG etc.
- 6. Viable strategic role of MOSL in EHEI.







Scaffolding MOOCs for mobile deployment for refugees





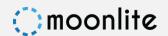






Toward a qualitative model: refugee support group interviews











Thankyou, any questions?



For more information: John.Traxler AT wlv.ac.uk and tread AT lsi.uned.es

(Many thanks to pixabay.com for all CC0 images used here)

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

