Although only a few students participated in the focus group, I received a range of responses from students from all undergraduate year groups.

Regarding access to the module, the students were all in favour of an optional module on Moodle, using the same structure as others being developed by the Library and ISS. They were also interested in the interactive activities created using Xerte that would allow the module to adapt easily to other courses and fit in with the work being done by the Library and ISS. They all also seemed to approve of the module being used by some lecturers as compulsory course preparation, especially since it might convince them to complete the whole module. Although the whole module would have to be completed to receive the Digital Skills Certificate, the students felt that completing the smaller sections of the module should receive some kind of recognition, especially if used by lecturers. They also felt that the information on the module should be recognised as the agreed rules across the department, as it would be confusing if it only applied to some. They were also concerned that generally, lecturers are negative about them using the Internet for their studies, especially concerning electronic sources and learning methods. This seems to be rather confusing and worrying for a university that is trying to keep up to date with technological advances and the generation of ‘digital natives’. Thus, it is important that in embracing the use of the Internet as part of a module, that lecturers also have an input into its creation and complete the module in order to understand the position of their students in regards to digital literacy.

The students also suggested a link on the iLancaster App that would take them to useful pages such as referencing, country-specific newspapers and key information. This would make it quicker and easier for them to decide which sources to use and how to use them in their course work.

Topics suggested by the students include:

* a list of newspapers for each language, detailing political affiliations and cultural significance
* keyboard shortcuts and how to change the computer keyboard into a French/German/Spanish one
* research terms to use in search engines to narrow down searches
* information on Google Scholar and other alternative search engines
* how to use Wikipedia e.g. looking at the references used for the article
* how to tell if a source is credible or not and how to talk about this in an essay if used
* how to reference books found online
* how to use the library to find sources – specific to languages
* information on databases accessible via the university e.g. LexisNexis

Overall, what is important to the students seems to be accessibility, recognition for their efforts, relating the module specifically to languages and giving them more information than they obtained at A Level.

From this, the next steps should be to get the input of lecturers through a focus group or survey and look in more detail at the feedback from previous digital skills workshops as to whether it gives students more information than they knew at A Level.