
Leadership Perspectives of Digital Learning and Digital Literacy Adoption at Rural Community Colleges

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The objective of the study explored community college leaders' perceptions of learning technology (LT) and digital literacy (DL) on their campuses and to understand the leadership approach of transformation theory might address these concepts at two rural community colleges located in the Southeastern United States. The study reveals institutions have certain DL standards and guidelines for the faculty. The leadership is aware of the need for digital learning development and continuous faculty and personnel DL training. Moreover, digital learning and DL are no longer an option; institutions have to prepare students for today's business and commercial community that work in a digital technology environment. Keywords: digital learning, digital literacy, transformational leadership theory, digital literacy self-efficacy, dimensions of digital learning, digital learning benchmarks

Digital technologies serve those who use the devices and whose behavior is consequently changed (Bennett, 2010). Advances in technology are changing the way faculty teach and students learn (Prior, Mazanov, Meacheam, Heaslip, & Hanson, 2016). Technology affects leadership and faculty learning technology (LT) interpretation, altering the type and degree of adoption used during instruction. The format of information delivery changed with the emergence of digital learning, digital literacy (DL), and digital information literacy (Selwyn & Facer, 2014).

Digital learning is a method of information delivery using technology to convey instruction for learning experiences (e.g., a learning management system [LMS], curation tools, web browsers,