



Digital Literacy



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What Does It Mean to Have Digital Literacy Skills?

Digital literacy skills means “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information; and developing digital citizenship and the responsible use of technology” (Museum and Library Services Act of 2010, Pub. L. 111-340, 22 Dec. 2010).

Digital literacy is much more than proficiency with discrete computer skills. Certainly, these foundational skills are critical; however, the crux of what is meant by digital literacy is the recognition of these skills’ relevance in specific contexts and one’s ability to creatively apply them (International Society for Technology in Education, 2016; Jacobs & Castek, 2018; Vanek, 2017). Also important to note, digital literacy is often referred to as one

monolithic construct, but it is really one that encompasses several groups of competencies. In their foundational work on the topic, Lankshear and Knobel (2008) suggested that successful functioning in digital spaces and with digital media requires a plurality of proficiencies, starting with text literacy and technical skills and extending to include the cognitive and sociocultural strengths. Drawing on both foundational

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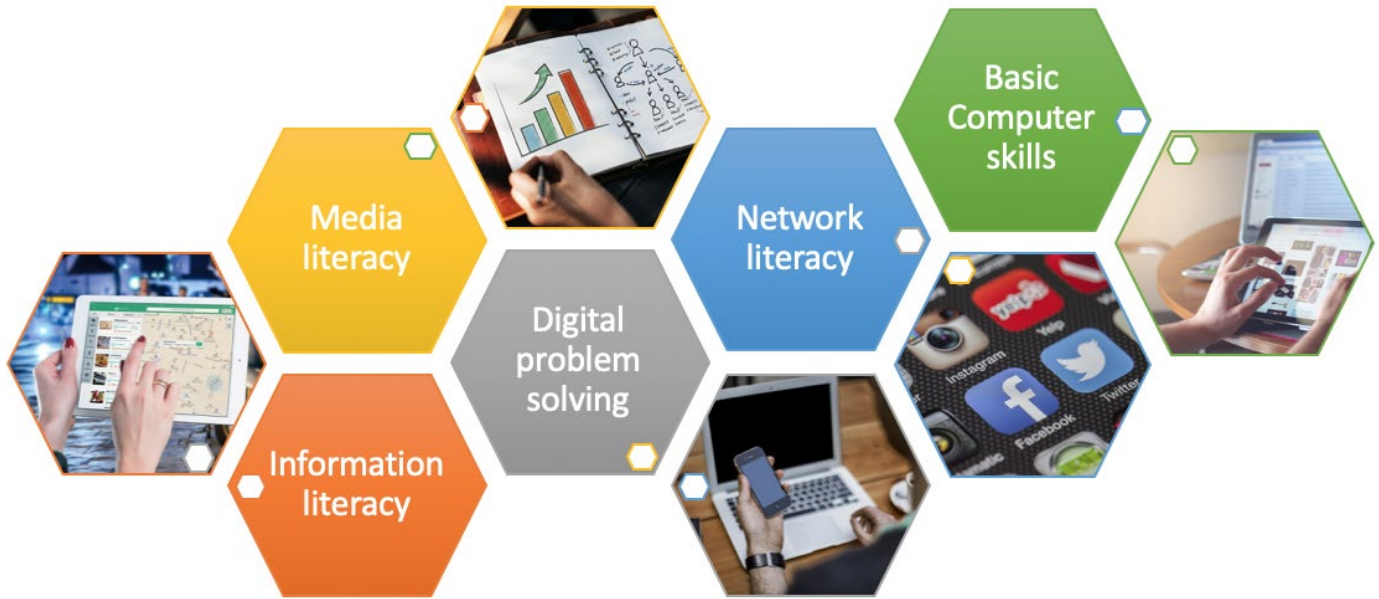
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and more current research literature addressing digital literacy (Eshet-Alkalai, 2004; Harris, 2015; Pegrum, 2010; Siemans, 2004) highlights a multitude of proficiencies that can be illustrated as below.



- Basic Computer Skills:** These are the skills needed to control digital devices and use them to accomplish simple tasks. Harris (2015) identified them as “turning [digital devices] on and off; keyboarding; using a mouse; using a touchpad; right- and left-clicking; double-clicking; and long-pressing ... knowing how to create, save, locate, and edit computer files as well as how to open, use, and close a variety of computer applications” (p. 13). Basic applications include e mail, Internet browsers, search sites (e.g., Google.com), maps, and calendars. Harris noted that use of these applications requires some proficiency with language and literacy.
- Network Literacy:** Network literacy emerged from the concepts of search literacy and information literacy, focusing on the skills required to access and curate information as required by social networks (Pegrum, 2010). It is based on the concept of connectivism, which views knowledge as social and distributed across networks. Access to and participation in the construction of knowledge requires this new skill, as Siemens (2004) contends in his online blog by noting that “The capacity to form connections between sources of information, and thereby create useful information patterns, is required to learn in our knowledge economy.” Social media including Facebook, LinkedIn, SnapChat, and other social websites, has lent weight to one’s knowledge of online social networks, how to learn from them and through them, and how to use them to access and disseminate information.
- Digital Problem Solving:** Jacobs and Castek (2018) define this as one’s “ability to navigate and use multiple digital resources to accomplish goals across domains, including work, personal interests, educational pursuits, social and professional networking, civic participation, and for future uses not yet conceptualized ” (p. 681). The definition expands on the well-known Problem Solving in Technology-Rich Environments, defined as “ ... using digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks (Organisation for Economic Co-operation and Development, 2009, p. 9). An important distinction in the former is that it recognizes proficiency employing what they call “everyday literacies” like asking questions, making meaning, and drawing on an experience using technology to support future encounters in other contexts.



- **Information Literacy:** The American Library Association (1989) defines information literacy as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” We expand this definition in digital literacy as using technology to enhance information. Information literacy has become more complex as the technologies that are used to organize and disseminate information (e.g., library websites, databases, Internet search applications) have become more sophisticated and as more information is available online.
- **Media Literacy:** Much like information literacy, media literacy focuses on finding, evaluating, using, and communicating information; however, it emphasizes the range of media found online “from print to video to the Internet,” (n.d.) according to the Center for Media Literacy. Media literacy also takes into account production skills, including production of original content and remix, through which learners contribute to the body of information found online (Bigelow, Vanek, King, & Abdi, 2017; Knobel & Lankshear, 2008).

Why Is Digital Literacy Important?

Digital literacy development is a critical component of adult basic education instruction. ABE classrooms are filled with adults who may have had interrupted formal education, who might be developing literacy for the first time, or who may be struggling with numeracy or English language proficiency. For these learners, digital literacy can support or accelerate the acquisition of knowledge and the development of proficiency in a range of academic contexts (Harris, 2015). This means that the role of an ABE teacher is two-fold with respect to digital literacy: (1) to ensure that learners have foundational computer skills, and (2) to leverage those skills and provide ample scaffolded opportunities to use them in learning. In this way, teachers can not only support the achievement of academic content goals but also can support students’ resilience, better preparing learners to nimbly and fluently use technologies as they move through their day.

The need is great. A National Skills Coalition study concerning the foundational skills required to perform entry-level service work reported that 73% of workers in these positions lacked digital problem-solving skills (Bergson-Shilcock, 2017, p. 9) and “... two out of three workers who struggle to use computers are using them on the job anyway” (Bergson-Shilcock, 2017, p. 16). The picture becomes more concerning when expanding this employability lens to middle skills jobs, jobs that require less than a bachelor’s degree and yet generally pay a living wage. According to Burning Glass Technologies, these jobs represent 46% of current labor demand, and 82% of them require digital skills like mastery of spreadsheets and word processing. Furthermore, the study found that middle skills jobs that require use of digital technologies pay more and provide a career pathway into middle- and high-skill jobs (Burning Glass Technologies, 2017, p. 3).

If these adults do not have the opportunity to learn how to use and then actually make use of the Internet while participating in adult basic education programming, they may not have ANY opportunity to do so.

A recent Pew Center for Research study hints at the importance of digital literacy outside of the workplace. Although all but 10% of Americans use the Internet, those who do not have Internet access at home tend to have less than a secondary education and live in households earning less than \$30,000 a year (Anderson, Perrin, Jiang, & Kumar, 2019). These demographic facts about Internet holdouts align with the demographic data of adults with basic skills and learning needs; because they lack a secondary credential, many adult learners are unemployed or underemployed and do not earn family-sustaining wages. If these adults do not have the opportunity to learn how to use and then actually make use of the Internet while participating in adult basic



education programming, they may not have ANY opportunity to do so. In addition, lack of digital literacy skills will hamper adult learners at the workforce entry level and may impede or prevent their advance to the middle-skill work so critical to an upwardly mobile career pathway.

Finally, digital literacy is a focus in the College and Career Readiness Standards (CCRS), used in adult education programming. Learners need 21st century skills in key areas such as critical thinking, problem solving, communication, and collaboration supported by the creative application of digital technologies to succeed at school and work. These skills are articulated throughout the anchor standards and benchmarks of the CCRS (U.S. Department of Education, 2013).

How Do You Implement the Skills That Matter for Digital Literacy?

Digital literacy proficiency is needed to fully participate in economic, civic, work, and daily life in the United States. ABE programs are well-situated to support the development of digital literacy by ensuring that learners have basic digital literacy skills and know how to nimbly leverage them to accomplish real-world work and academic tasks. In addition, the skills that matter across the range of content areas covered in ABE programs will serve to support digital literacy development if they are integrated into the goals of classroom instruction. These skills and an interpretation of how they are represented in the context of digital literacy are described here:

- **Critical thinking**—Students must have the skills and knowledge necessary to draw on inductive and deductive reasoning, systems thinking, and analysis so that one can evaluate evidence, opinions, and information and synthesize, critique, evaluate, and interpret information to draw conclusions, communicate information, or complete a task, employing relevant technologies in support of each step (Partnership for 21st Century Learning, 2019). These skills can be developed in classrooms that weave digital literacy into research projects that scaffold information literacy skills as learners build confidence finding and evaluating information they find online. When handing out directions for an assignment, a teacher may include a list of questions that students should ask themselves about the reliability and validity of various websites they visit as they do their work to remind students to think critically about the information they find online.
- **Communication**— Students must have the skills and knowledge necessary to express oneself creatively for a variety of purposes in diverse contexts using the appropriate platforms, tools, styles, formats, and digital media necessary to reach different communication goals. In the classroom, teachers can teach essential computer skills like using word processing and presentation software (among other technologies) and then help learners discern what technology to use for what purpose, the conventions and expectations for use, and how to share with others. For example, if teaching Microsoft word, it would be important to not only teach basic formatting, but also how to search for and select templates for different communication purposes (e.g., résumé cover letter, general business letter, brochure).
- **Processing and analyzing information**— This is a ‘big tent’ skill in the area of digital literacy because information online abounds. Students must have the skills and knowledge necessary to understand how and why digital media and information are constructed, for what purposes, and how individuals interpret messages differently depending on their values and points of view. They also must have the skills and knowledge necessary to recognize how media can influence beliefs and behaviors, how to consciously make decisions about ethical and legal issues surrounding the access and use of technology, and how to synthesize to make connections and draw conclusions based on analysis of information found online (Partnership for 21st Century Learning, 2019). In the classroom, media literacy activities that provide support on identifying bias should be woven into any lessons about internet search. Also important are classroom activities that help learners use software like Excel to organize and analyze numerical data.



- **Self-awareness**—Students must have the skills and knowledge necessary to sense one’s own competency in choosing and leveraging technology best suited for demonstrating the achievement of learning goals, problem solving or in working with a new technology; to draw on knowledge of one’s own skills; to seek support when needed (International Society for Technology in Education, 2019); and to monitor one’s progress toward goal completion and alter course when a new approach or technology is required (OECD, 2009; Vanek, 2017). Each student in a class might have a folder that contains a checklist of skills and knowledge; the teacher can provide students time to review and update the checklist on a monthly basis, checking off the skills that they gained over the previous month.
- **Problem-solving**— Students must have the skills and knowledge necessary to complete non-routine tasks by drawing on familiar technologies, complete routine tasks by drawing on new technologies or, if needed, new tasks requiring use of new technologies (OECD, 2009; Vanek, 2017). The classroom should provide opportunities to practice digital problem-solving, to “navigate and use multiple digital resources in order to accomplish goals across domains including work, personal interests, educational pursuits, social or professional networking, civic participation, and for future uses not yet conceptualized” (Jacobs & Castek, 2018, p. 681). Open-ended problem-based learning activities that support students’ use of a broad range of technologies can help them develop problem-solving in the comfort of a classroom. Learners can be asked to identify a problem in their community, guided to use survey technologies to better understand a range of opinions on the issue, and then instructed to collaborate using technology to craft a presentation on the issue and possible solutions. In this example, not only is the goal of activity focused on a problem, but the integration of each technology employed likely requires untangling minor problems caused by use of the technology.
- **Navigating systems**—Students must have the skills and knowledge necessary to understand where to find information and how to use it to accomplish a predetermined goal or solve a problem using digital media and text, online learning tools, and social media resources (Partnership for 21st Century Learning, 2019; Wyatt, 2018). As is possible, classroom activities should include authentic internet-based resources. For example, if you are working with an English Language Arts class on social media, have the learners examine their own networks to better understand audience and purpose of each. If you are helping students learn how to use mapping technologies, ask them to identify actual destination and modes of transport they are likely to use, then create worked examples to get them to practice finding places. A teacher might create an activity that requires students to use technology to map public transit routes from their home or school to relevant locations (e.g., doctor’s office, American One Stop, library) for arrival at a specific time, for example, “Find the dentist nearest your home; figure out how to get there for an appointment on [date] at [time].”

What Are Some Tips for Teaching Digital Literacy Skills in Your Classroom?

- **Support foundational skills.** Although the goal is to integrate digital literacy work into academic activities, it is important not to ignore the reality that some learners will have little or no foundational skill. To help these learners develop self-awareness about their competencies and to determine how to support discrete skill building, assess students to find baseline skills. Foundational computer skills are the basis for all digital literacy. Provide support—including direct instruction of foundational skills—as needed; then move quickly to put these newly learned skills into use in relevant tasks using “worked examples” in activities that emphasize focused digital technologies. Eventually, the instructor can shift from worked examples to the use of authentic skills learners need to complete tasks of their own choosing.
- **Teach the vocabulary of computer skills.** Learners need to understand and use the language of computer skills if they are to apply those skills in settings where the primary mode of instruction is in English (Vanek, in press).



- **Integrate technology.** Provide ample opportunities for use of technology both in class and out of class. Blended learning programs in any academic content area make this possible; providing low-stakes reasons for using new digital literacy skills (Rosen & Stewart, 2015; Vanek, Simpson, Johnston, & Petty, 2018).
- **Emphasize access.** Make use of the devices that learners own so that they can develop comfort using them in new ways. Teachers must attend to issues of Internet access. Although more than 95% of adults in the United States have access to mobile devices, not all have smartphones and even fewer adults have data plans (Pew Research Center, 2018). Provide computer labs; offer location information for area libraries or community-based organizations that have computer labs; establish Wi-Fi hotspot lending programs.
- **Use relevant technologies.** Determine what learning management system or other workforce or educational technology is used in targeted postsecondary programs or sites of apprenticeship or employment. Teachers should use these technologies in their instructional programming so that learners can become comfortable with them and to support learners' transition to college and careers.

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What Are Best Practices in Digital Literacy?

- **Begin with direct instruction for computer skills development but quickly move beyond it and require relevant use of instructed skills in support of other learning.** Traditional explanation, modeling, and controlled activities can help students understand and develop basic skills. If they do not have a chance to use the skills, they will likely not be able to transfer the skills to relevant contexts outside of the classroom.
- **Ensure that students know relevant vocabulary to support their computer use.** If students are to understand instructions, ask questions, and follow directions when using computers and other technologies, they need to know the vocabulary associated with computer components and software, their functions, and the tasks accomplished by their use.
- **Allow ample opportunity for self-directed work that enables students to make choices when applying their computer skills and dealing with challenges that arise.** Although direct instruction on discrete skills can be helpful, the teacher should quickly provide relevant application activities.
- **Meet students where they are, offering opportunities to learn new computer skills or work toward higher-level digital literacy competencies as they become ready.** Many adults do not access the internet in their daily lives due to perceived lack of relevance ([Pew Center for Research Survey, 2013](#)). Instruction in a group setting must be highly differentiated to overcome students' feeling that computer skills are not for them. You can get a sense of a student's skills by administering modules from the Northstar Digital Literacy Assessment (which are available at no cost) or another similar assessment or by using a checklist of essential classroom computer skills. This will allow you to focus your work with students on the particular skills they need, and you can update the checklist as students demonstrate the skills on the initial list.

Implementing Best Practices at Southern Rolling Hills Adult Education, a Division of Queen Anne Community College

This case focuses on a workplace English as a Second Language (ESL) class offered by Southern Rolling Hills Adult Education. The teacher, Hannah Benson, has a few years of teaching experience, and the learners are warehouse employees of a factory in the area. The workplace is situated in an exurban region, meaning that learners must travel long distances to the ABE site when they are not working. The 30 students engaged in the 16-week blended learning course are English language learners from different South American countries, all of whom speak Spanish and have Spanish literacy proficiency. All students scored between 200

and 220 on the CASAS reading assessment, with two distinct subgroups of proficiency within that range. The information from this case study came from a recent pilot on establishing blended learning in this new workplace ESL program.

The classroom is organized to support blended learning through a station rotation format, a model of blended learning observed in educational research conducted by the [Clayton Christensen Institute](#). In the station rotation model, students rotate between stations offering different learning modalities and content. At least one of these stations involves online learning (<https://www.blendedlearning.org/models/#stat>). The different stations are used to help differentiate instruction and to offer opportunities for small-group peer-to-peer work, self-directed individual work, and teacher-led lessons simultaneously. Students have access to laptops and Wi-Fi in the classroom.

For some lessons, Hannah had two groups working at different stations focused on different skill areas, such as a language focus or a computer skills focus. With certain topics, students focused on one general skill or topic together, but Hannah also used the different stations to group students and assign relevant activities according to level.

The Best Practices in Action

A class such as Kelsey Myer's, integrating the best practices noted above and based on a station rotation blended format that offers multiple opportunities for differentiation, might provide a selection of the following station activities that support digital literacy development in different ways on any given day.

1. *Station 1. Direct instruction on high-priority English language and literacy competencies, computer skills, or other workplace skills.* Station rotation models generally provide time for teacher-led instruction and include a review or preview of new materials or an introduction to shared key vocabulary. These activities may precede a division of the entire class into groups located at different stations or can be used to support differentiation. In either case, the time is used to cover content prioritized by the instructor on the basis of demonstrated learners' needs, demands of an overarching curriculum, or needed workplace skills identified by the employer. In this case, the teacher based this time on workplace vocabulary recommended by the employer and included on descriptions of work tasks used for job evaluations. On another occasion, the teacher might use the time to demonstrate a required workplace technology (e.g., an app for tracking work tasks). Direct instruction in this case is supported by highly relevant context and an immediate need to use the skill on the job. This part of the lesson **provides some limited direct support for computer skill development and might support students' computer vocabulary knowledge.** This activity promotes **communication and adaptability and willingness to learn.**



2. *Station 2. ESL self-directed study.* Using a free online ESL curriculum in the classroom offers opportunities for learners with very limited computer skills to receive just-in-time support as they build confidence using a computer. One option is USA Learns, a free online curriculum designed to help adults learn English and prepare for U.S. citizenship. The USA Learns curriculum includes media-rich lessons covering speaking, reading, writing, listening, grammar, and vocabulary. USA Learns can be accessed via a mobile app so that learners can work by phone when not in the classroom. Note that higher level learners in this class used Khan Academy, an online learning portal, after they completed, or instead of using, USA Learns. Creating opportunities for self-directed content learning online allows students to creatively apply computer skills; doing so in class makes just-in-time support possible if students are struggling with the digital literacy skills required to engage in online learning. This part of the lesson creates ample opportunities for self-directed work that allows students to make choices on how they apply their computer skills and deal with challenges that arise, promoting **problem solving, self-awareness, and adaptability and willingness to learn.**
3. *Station 3. Computer skill building.* Using no-cost resources such as GCF Learn Free, students can work on basic computer skills. The teacher can periodically dedicate time to introducing vocabulary, demonstrating the skills, or checking on progress. This provides opportunities for direct instruction of focal computer skills. In this class, the teacher also sent learners to websites to find specific information that supported learning objectives for the day, thus creating opportunities for the application of those skills. This part of the lesson ensures that instructional content meets learners where they are and allows ample opportunities for self-directed work that lets students make choices on how they apply their computer skills and deal with challenges that arise. As in the previous station, these activities promote **problem solving, self-awareness, and adaptability and willingness to learn.**
4. *Station 4. Peer-to-peer learning.* Students can work on group projects that maximize opportunities to communicate in English. Projects can be based on learning content featured in other stations. Small-group learning can be strongly focused on technology as well, offering time for learners to collaborate in support of finding information online and then creating presentation slides or media-rich documents to communicate what they have learned. In this class, the teacher conducted a paired activity identifying technology used at work and then assigned a worksheet asking students to order usage instructions. For lower level learners, the time could be used to work on the language of digital literacy. For example, a teacher might provide computer vocabulary activities such as labeling the parts of a computer using a given set of words. This part of the lesson supports meeting the learners where they are and promotes **communication and interpersonal skills.**

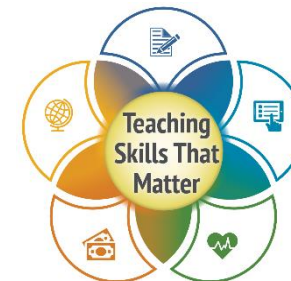


Reflection Questions

1. How did this teacher address the learning needs of a diverse class of students?
2. How did the teacher integrate technology into the classroom?
3. How did the teacher scaffold self-directed use of technology outside of the classroom?
4. How did the teacher ensure the relevance of the computer skills taught?



Digital Literacy: Social Media Lesson Plan



NRS Level(s): High Intermediate Basic Education to Low Adult Secondary Education

Lesson Title: Social Media		Approximate Length of Lesson: 1 hour and 30 minutes
<p>Instructional Objective:</p> <p>Lead the students through an ELA curriculum unit that focuses on developing critical awareness of social presence in social media communities.</p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Identify several different social media platforms. • Join and post in a secret Facebook group. • Follow multistep oral instructions. • Record information in a graphic organizer. • Identify common characteristics across a data set. • Describe their analysis of social media practices of classmates. 		<p>Learning Target Statements (<i>written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson</i>) for learners' exit tickets, learning logs, or reflection:</p> <ul style="list-style-type: none"> • I can use a graphic organizer to describe my use of social media. • I can post on Facebook. • I can tell you about the ways that my classmates use social media.
<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>	<p>CCR Levels D and E</p> <p>R7: Interpret visual information from diverse media.</p> <p>W6: Use technology to interact or collaborate with others.</p> <p>W8: Gather information from credible sources, integrate, avoid plagiarism.</p> <p>SL2: Analyze the purpose of information in diverse media.</p> <p>SL5: Use of digital media.</p> <p>ELPS Level 5</p>	

	<p>ELPS 5: Gather information from multiple print sources.</p> <p>Additional Standards (as applicable):</p> <p>Northstar Digital Literacy Assessment Standards for Essential Computer Skills</p> <p>ISTE Student Standards: Empowered Learner, Creative Communicator, Knowledge Constructor</p>		
<p>Central Skills Taught:</p>	<input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems	<input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness	
<p>Language Demands: <i>(Include academic language, language skills, etc.)</i></p>	<p>Academic Language Functions:</p> <ul style="list-style-type: none"> Analyzing Synthesizing 		
<p>Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i></p>	<p>Proof of Learning:</p> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____	<p>Proof of Learning Tools:</p> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Completed Facebook posts; completed graphic organizers</u>	<p>Ongoing Formative Assessment</p> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input checked="" type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input type="checkbox"/> Other <u>Facebook posts</u>



<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>Blended learning models offer the opportunity for differentiation. In this class, create stations and place the students at two different activity stations based on their demonstrated need early in the lesson. Use the Technology Skills Checklist (Appendix A) to help with placement.</p>		
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 10 minutes</p>	<p>This is the first lesson of a multi-lesson unit that strives to help the students develop an awareness of depictions of culture online. This first lesson supports developing critical awareness of how social media is used to share information. The key question for this lesson is: <i>How do we use social media to share information and connect with others?</i></p> <p>Prior to teaching this lesson, the teacher creates a secret Facebook group and invites as many students as possible via e-mail. Useful videos and instructions for setting up a Facebook group can be found online or by searching help topics at https://www.facebook.com/help/. The teacher should take some time to make the group home page an inviting space, using an image for the banner that will be attractive to the class.</p> <p>Opening discussion: Your social media experience</p> <p>The teacher opens discussion with the question, "What is social media?" The students think quietly for a moment about their answer and then talk with a neighbor. The teacher then elicits responses from a few students and asks the students to list social media apps they use, think about why they use each one, and consider how their use differs for each app. Which languages do the students use for each app? What communities and purposes are common for use in each one? What sort of information is shared? The teacher writes some notes on the board to demonstrate note taking.</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Respecting differences and diversity • Self-awareness 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Technology Skills Checklist (Appendix A) • Whiteboard or large, white Post-it® adhesive paper



<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 15 minutes</p>	<p>Teacher: <i>Now, let's get a picture of which media you use for what purpose and with whom.</i></p> <p>Step 1: The students draw a concept map illustrating their social media experience.</p> <p>Teacher: <i>Use the paper in front of you [a concept map template (Appendix B) can be used instead]. In the center, draw a circle and write your name in it. Draw a ring of additional circles to surround the first circle and a line connecting each of these with the center circle. In each circle, write the name of a social media app that you use. Beside each circle, write the language you use there, the people you expect to see there, your purpose for using the app, and an example of what you share there. This is your social media concept map.</i></p> <p>The teacher can model drawing a social media concept map on the whiteboard while describing the components of the social media map.</p> <p>Step 2: The teacher uses a camera phone, takes a photo of his or her concept map, and posts it to the secret Facebook group created and used by the class. The post should include a two- or three-sentence personal introduction and the social media map image.</p> <p>The teacher narrates and demonstrates this process for the students. While doing this, the teacher explains how a secret Facebook group works, possibly demonstrating how the post just made does not appear on the public Facebook wall and is thus invisible to anyone outside of the group. The teacher emphasizes that the information shared in the private group is not intended to be shared with others outside the group and that members need to respect each other's privacy.</p>	<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> • Paper • Markers • Tablet connected to projector • Screen • Browser or Facebook app • Secret Facebook group • Camera phone • (Optional) Concept Map Template (Appendix B)
<p>Guided Practice:</p>	<p>Teacher: <i>Now let's see what you can do.</i></p>	<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Tablets—class set



<p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing: 30 minutes</p>	<p>Step 1: The students create their social media maps. As they do so, the teacher circulates among the students to see what apps are commonly used. The teacher calls on a few students to talk about their work.</p> <p>If Facebook is not listed as a social media app in a student's concept map, the teacher may choose to help that student quickly create an account or get a volunteer to help the student do this during the presentations.</p> <p>Step 2: The teacher hands out tablets (or some other class set of devices) or asks the students to use their own devices. The teacher instructs the students to open Facebook and log in. Although a few students may need help creating a Facebook account, most students likely will have one. In the unlikely event that no social media apps are listed on a learner's concept map and the learner is feeling insecure about participating, the teacher can move the student to a separate station for individual study about social media using the following resources: https://edu.gcfglobal.org/en/topics/socialmedia/ and https://edu.gcfglobal.org/en/facebook101/.</p> <p>Another option is to pair a student who does not use Facebook with one who does. No student should feel compelled to create an account if not comfortable doing so.</p> <p>The teacher asks the students to join the secret Facebook group. (The teacher previously invited them via e-mail; another option is to start the group as a "closed" group and write the name of the group on the board.) The students can find the closed group via search on Facebook.</p> <p>After everyone has logged in and joined the group, the teacher switches the privacy setting to "secret" so that any work done will not appear on the students' Facebook wall (their personal account page displayed to their friends.) The teacher assists the students with login as necessary.</p>	<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> • Student's personal mobile device • Concept Map (Appendix B)
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	<p>The teacher asks the students to take a photo of their concept map and upload it as a post in the class Facebook group. As in the demonstrated post, the students should include a two- or three-sentence personal introduction and the image. The teacher or the students who have smart phones can assist those who do not. Photos can be shared through e-mail, text messages, or a class Google folder if that is familiar to the students and they are comfortable using it.</p>		
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 30 minutes</p>	<p>At this point in the lesson, it may be necessary to split the class into two separate groups assigned to different stations.</p> <p>Station 1: Students who demonstrated discomfort or unfamiliarity with “social media” or who have limited technology skills can receive more support at this station. The teacher can lead a small group, revisiting previous activities, reviewing the definition and examples of social media, and/or explaining how the mapping activity works. The teacher then supports learners as they create Facebook accounts, take photos, and post their photos in the secret Facebook group.</p> <p>Station 2: The students now look at others’ personal introductions and social media maps posted in the secret group. Each should be instructed to respond to the posts of two or three classmates. If necessary, the teacher can demonstrate sentences to support the students’ writing: “What is [name of app]?” “How long have you used [app]?” “What languages do you speak?” The idea is to warm the students to the idea that Facebook is a useful place to practice writing in English or, more generally, for academic work. Alternatively, the teacher could allow the students to post in their home language, especially if they are new to posting on social media and if exercising digital literacy is taxing for them.</p> <p>Next, the teacher asks the students to use a graphic organizer (Appendix C) to record notes about what social media apps are used in their class, for what purposes, and with whom. It is</p>	<ul style="list-style-type: none"> • Communication • Interpersonal skills • Problem solving 	<ul style="list-style-type: none"> • Tablets—class set • Student’s personal mobile device • Concept Map (Appendix B) • Table for Note Taking on Social Media Use (Appendix C)



	perfectly fine to let the students work in pairs or small groups to complete the graphic organizers, which should be kept for integrated numeracy work at a later date.		
Student Reflection on Learning Targets, Closure, and Connection to Future Learning Timing: 5 minutes	<p>The teacher brings the students back together as a class and reminds them that in this unit the focus is on how people use social media to express and understand themselves and create a public image. The class discusses briefly how this lesson is working to help the students understand that.</p> <p>Exit Ticket: What is one thing you learned, one thing that surprised you, and one question you still have from today's class?</p>	<ul style="list-style-type: none"> • Critical thinking • Respecting differences and diversity 	<ul style="list-style-type: none"> • Exit ticket



Appendix A. Technology Skills Checklist

Use this template to create a checklist for focusing on technology skills each week. Monitor student proficiency and progress using the checklist.

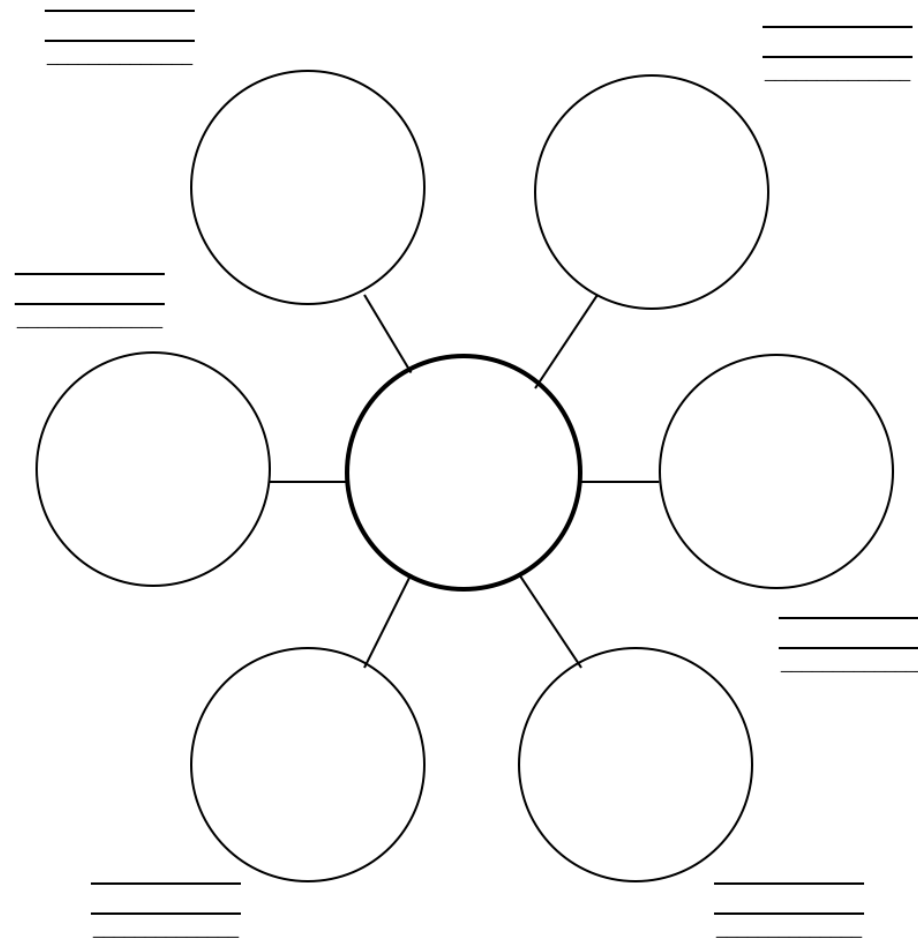
Week _____

Technology Skills	Students Who Need More Help	Notes
Review: Turning on tablet		
Review: Logging in to an account		
Opening Facebook and joining the class's secret group		
Using a camera phone		
Uploading an image to Facebook		



Appendix B. Concept Map

Print this concept map and share it with your students if you think it will help them organize their work.



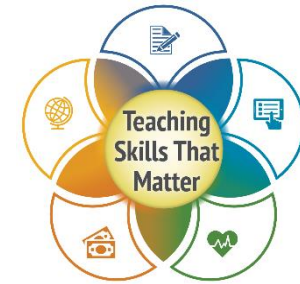
Appendix C. Table for Note Taking on Social Media Use

Read through other students' posts about social media maps. Use the table below to take notes about their use of social media.

	Number of times mentioned	With whom?	In what language(s)?	Purpose?	For how long?	Other information?
Facebook						
Snapchat						
Instagram						
WhatsApp						
LinkedIn						
Other						
Other						



Digital Literacy: Workplace Safety Lesson Plan



NRS Level(s): High Beginning to Low Intermediate ESL

Lesson Title: Workplace Safety		Approximate Length of Lesson: 1 hour and 30 minutes
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Describe potentially unsafe behavior at work. • Read and understand the meaning of posted safety signs. • Do an internet search for images. • Create and share a document in Google Docs. • Use simple formatting skills in Google Docs. 		<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <ul style="list-style-type: none"> • I can tell someone how to be safe at work. • I can tell someone what different safety signs mean. • I can use Google Docs.
ELA/Mathematics/ELP Standard(s) Addressed:	<p>ELA/Mathematics/ELP:</p> <p>CCR A–B:</p> <p>R7: Use of visual information.</p> <p>W6: Use digital tools to create content and collaborate with others.</p> <p>W8: Recall information from digital sources.</p> <p>SL5, level C: Include multimedia displays in presentations.</p> <p>ELPS Levels 2–3:</p> <p>ELPS 5: Gather information from digital sources, including graphics.</p> <p>Additional Standards:</p>	

	<p>Northstar Digital Literacy Assessment Standards for Essential Computer Skills: Northstar Digital Literacy Assessment is available at no cost.</p> <p>ISTE Student Standards: Empowered Learner and Creative Communicator</p>		
Central Skills Taught:	<input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems	<input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness	
Language Demands: <i>(Include academic language, language skills, etc.)</i>	<p>Academic Language Functions:</p> <ul style="list-style-type: none"> • Describing • Classifying • Vocabulary related to workplace safety and signage as co-constructed by students and teacher • Giving and receiving directions using imperative sentences 		
Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i>	<p>Proof of Learning:</p> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____	<p>Proof of Learning Tools:</p> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Completing Worksheet</u>	<p>Ongoing Formative Assessment</p> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input checked="" type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input type="checkbox"/> Other _____



<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>This lesson shows how blended learning offers the opportunity for differentiation. In this class, the teacher uses station rotation, placing the students around the room at different activity stations based on their demonstrated need early in the lesson. The Computer Skills Checklist (Appendix A) can be used to help with placement.</p>		
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 15 minutes</p>	<p>Teacher: <i>Workplace safety is a serious issue. If you get injured, you might not be able to work for a while. Let's look for a few examples where someone didn't think about workplace safety.</i></p> <p>The teacher models opening a Chromebook and logging in to Google, narrating the steps as they are projected. The teacher opens a web browser and types in "unsafe work behavior."</p> <p>The teacher elicits observations from the students about unsafe behavior exhibited in the pictures, extends the discussion to ways to prevent injury, and lists prevention behaviors as imperatives on the whiteboard or on Post-its. (This list should remain visible as a resource for the entire class and be kept for possible use later in the unit.)</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Critical thinking 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Computer Skills Checklist (Appendix A) • Teacher Chromebook computer (or some other device connected to the internet) • Projector • Screen • Whiteboard or large white Post-its
<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of</i></p>	<p>Teacher: <i>One way to stay safe is to follow safety signs at work. Let's look at a few safety signs.</i></p> <p>The teacher does a web search for "safety sign," making the screen visible using the projector and again narrating the steps. The teacher asks the students which signs they recognize and what they mean and then asks what the students notice about the</p>	<ul style="list-style-type: none"> • Communication • Processing and analyzing information 	<ul style="list-style-type: none"> • Teacher Chromebook computer (or some other device connected to the internet)



models will you provide and when?

Timing: 15 minutes

color and shape of each sign. The teacher, through questioning, helps the students arrive at the following conclusions:











Red—prohibition or fire

Blue—mandatory safety action

Yellow or orange—warning

Green—safe condition

Show this image from Quora (<https://www.quora.com/What-are-the-different-shapes-and-colors-used-for-safety-signs-How-can-I-understand-their-meanings>):

Shape	Meaning	Color	Examples
 Circle with diagonal bar	Prohibition	RED (contrast: white)	No smoking 
 Circle	Mandatory Action	BLUE (contrast: white)	Wear Eye protection 
 Equilateral Triangle	Warning	YELLOW (contrast: black)	Danger Flammable material 
 Square / Rectangle	Information about safe condition	GREEN (contrast: white)	Escape Route – Left 
 Square / Rectangle	Fire Safety	RED (contrast: white)	Fire Extinguisher 

The teacher explains key vocabulary listed in the “Meaning” column and any unknown words in the provided examples. The

- Respecting differences and diversity

- Projector
- Screen
- Whiteboard or large white Post-its



	<p>teacher also explains examples elicited from the learners, listing key vocabulary on the whiteboard or on Post-its.</p> <p>The teacher then has the students talk in pairs about where they have seen these signs and discuss whether or not the signs are the same in their countries.</p>		
<p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing: 30 minutes</p>	<p>Teacher: <i>Now let's see what you recall. Use this worksheet. Match the sign to its meaning.</i></p> <p>Activity 1: The teacher passes out the "Safety Sign" worksheet, which requires matching the correct meaning to each sign. The students complete the worksheet individually at first. The teacher circulates and answers questions or pairs students who are struggling.</p> <p>Teacher: <i>Now let's find a few more signs that will help you stay safe. Get your Chromebook, log in, and open a web browser. Do a web search on safety signs. Look for five signs that you know will help keep you safe at work or in school.</i></p> <p>Activity 2: The students get into groups of two or three, open their Chromebooks, and each logs in to Google and begins the internet search. If there are not enough computers, some student pairs can jointly use one computer, with only one student logging in.</p> <p>The teacher can demonstrate this process one more time on the projected screen. If the students are having trouble finding five signs, the teacher can show them this website: https://en.wikipedia.org/wiki/ISO_7010.</p> <p>The teacher has one student open a document in Google Docs and name it "Safety Signs." This student shares the document with the other students.</p> <p>Teacher: <i>Go back to your web search results and copy your five pictures into your document in Google Docs. Name the signs. In each case, change the font color to match the sign color.</i></p>	<ul style="list-style-type: none"> • Communication • Problem solving • Processing and analyzing information 	<ul style="list-style-type: none"> • Safety Sign Worksheet (Appendix B) • Chromebook for each student • Paper • Colored pencils or markers



	<p>If some students are really struggling with Google Docs, the teacher can ask them to take out a piece of paper and draw the signs, then label them.</p> <p>The teacher circulates, providing assistance and noting proficiency with the content and with using the computer.</p> <p>The teacher has a few students talk about what they created, showing their document or paper to the rest of the students.</p>		
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 25 minutes</p>	<p>Station Rotation: Place the students at different stations depending on what was observed in previous activities.</p> <p>Station 1: This station is reserved for students who struggled the most with the content and have low-level computer skills. The teacher will rehash previous activities and work with this small group by reviewing sign meaning or computer skills, including vocabulary for the computer skills employed in the internet search and in creating and formatting the document in Google Docs.</p> <p>Station 2: This station, devoted to self-directed computer skills development, is reserved for students who felt comfortable with the tasks. The teacher asks them to make use of learning resources in GCFLearnFree.org in the area of Google Docs. Then they can continue to develop their “Safety Signs” document.</p> <p>Station 3: This station, devoted to self-directed ESL study, is reserved for students who demonstrated adequate proficiency in the previous tasks and who choose to use the time for more direct language instruction in USA Learns. (These students are already oriented to and have worked independently in USA Learns, so they presumably can be self-directed.)</p>	<ul style="list-style-type: none"> • Communication • Problem solving 	<ul style="list-style-type: none"> • Chromebooks • https://www.gcflearnfree.org • https://www.usalearns.org/
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p>	<p>The teacher brings the students back together as a group and asks them to turn to a partner and share:</p> <ul style="list-style-type: none"> • What was difficult today? 	<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Chromebook • E-mail accounts.



<p>Timing: 5 minutes</p>	<ul style="list-style-type: none"> • What was easy? <p>Exit Ticket:</p> <p>Teacher: <i>What are three things you learned in today's class. E-mail them to me.</i></p> <p>Option for Extended Learning:</p> <p>The students can complete a lesson in USALearns.</p> <p>They can also look around for more safety signs and add one to their document. Students who cannot add the sign to the document themselves can take a picture or make a drawing of the sign and bring it to the next class.</p>		
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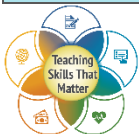


Appendix A. Computer Skills Checklist

Use this template to create a tech-skill focus checklist each week. Monitor student proficiency and progress using the checklist.

Week _____

Technology Skills	Students Who Need More Help	Notes
Review: Turning on Chromebook		
Review: Logging in to account		
Review: Using standard mouse functions (right click, left click, double click, scrolling)		
Review: Basic keyboarding skills <ul style="list-style-type: none"> • Arrows • Letters • Numbers • Backspace 		
Opening drive		
Creating and sharing a document in Google Docs <ul style="list-style-type: none"> • Naming documents appropriately • Sharing with classmates 		
Formatting a document in Google Docs <ul style="list-style-type: none"> • Change color • Copy and paste an image from a website 		



Appendix B. Safety Sign Worksheet

Match the picture with the general meaning. Write the letter next to the correct meaning. Write the specific meaning if you can.

Prohibition _____

Mandatory safety action _____

Fire _____

Warning _____

Safe condition _____



A. _____



B. _____



C. _____



D. _____



E. _____



F. _____



G. _____



H. _____



I. _____



J. _____



K. _____



L. _____



Digital Literacy: Sharing Information about Important Safety Signs Integrated and Contextualized Learning Lesson



Background: This sample lesson presents a multistep task that encompasses creating, sharing, collaborating, and formatting a document using Google Docs. The steps include some direct instruction on basic skills required for the task, specific instruction on the vocabulary of text formatting, and then instruction on the way to integrate these basic skills into relevant classroom activities.

The lesson assumes that the host program has made investments in technology integration, specifically that it offers free Northstar Digital Literacy Assessments (<https://www.digitalliteracyassessment.org/>) to learners and has a class set of laptops/Chromebooks, access to a computer lab, or a set of tablets. The learners in this hypothetical class have taken the e-mail, Word, and computer basics modules of the Northstar Digital Literacy Assessment. If students have not or not familiar with e-mail, Word, and computer basics, they would benefit from those or similar modules.

NRS Level(s): Low Intermediate Basic Education, High Intermediate ESL

<p>Lesson Title: Sharing Information about Important Safety Signs: Formatting Text in Google Docs</p>	<p>Approximate Lesson Length: 75 minutes</p>
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • Use simple formatting skills in Google Docs. • Tell others about the meaning of safety signs. • Create and share a document using Google Docs (optional). <p>Language objectives:</p> <ul style="list-style-type: none"> • Draw on vocabulary of workplace safety generated in class to talk about their work. • Write simple descriptions of the meaning of different signs. 	<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can use simple formatting skills in Google Docs. • I can tell others about the meaning of safety signs. • I can create and share a document using Google Docs (optional). <p>Language objectives:</p> <ul style="list-style-type: none"> • I can use words about safety from class to talk about workplaces. • I can write simple descriptions of different signs and what they mean.

<ul style="list-style-type: none"> Employ the vocabulary of text formatting to follow oral commands. 	<ul style="list-style-type: none"> I can listen to and follow text-formatting instructions. 	
ELA/Mathematics/ELP Standard(s) Addressed:	Main Standards Addressed: CCR Levels B and C: W6: Use the Internet and technology to produce and publish writing. R7: Evaluate content presented in diverse formats. ELPS Level 4: ELPS 2: Participate in extended discussions. Express self clearly and persuasively.	
Central Skills Taught:	<input checked="" type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems	<input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness
Language Demands: <i>(Include academic language, language skills, etc.)</i>	Follow oral commands related to documents and formatting, such as <i>open up this website, copy this image, arrange them vertically, make the heading bold, underline X, and italicize X.</i> Use clarifying questions when working in a group, such as <i>Do you mean copy this image and make that heading larger? Is this correct? Can you show me what you mean?</i> Use domain-specific vocabulary related to workplace safety, such as <i>equipment, protective, shield, and mandatory.</i>	

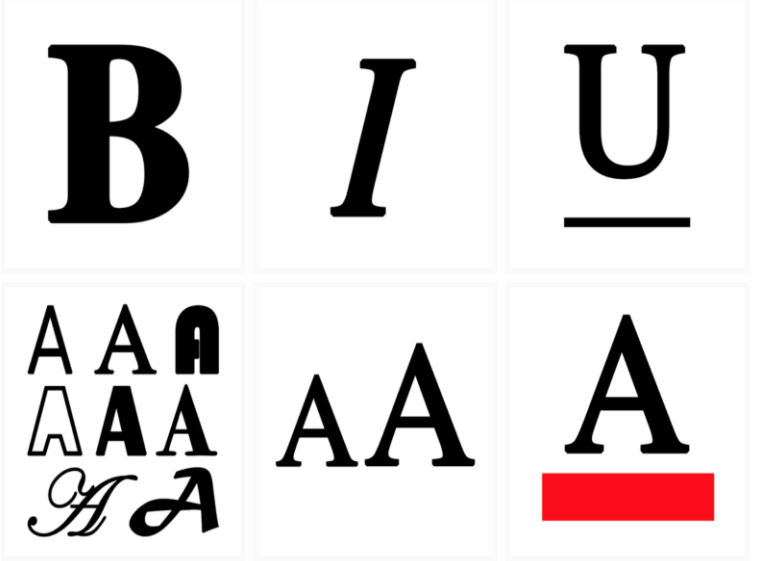


<p>Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i></p>	<p>Proof of Learning:</p> <p><input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)</p> <p><input type="checkbox"/> Via team self-assessment</p> <p><input type="checkbox"/> Via individual self-assessment</p> <p><input checked="" type="checkbox"/> Via team product</p> <p><input type="checkbox"/> Via individual product</p> <p><input type="checkbox"/> Other _____</p>	<p>Proof of Learning Tools:</p> <p><input type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Checklist</p> <p><input type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Other <u>Completed Google Doc</u></p>	<p>Ongoing Formative Assessment</p> <p><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</p> <p><input type="checkbox"/> Peer-to-peer quizzing</p> <p><input type="checkbox"/> Exit/admit tickets</p> <p><input type="checkbox"/> KWL charts</p> <p><input checked="" type="checkbox"/> Other <u>Completed Google Doc</u></p>	
<p>Adaptations and/or Accommodations: <i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>For students who need more support with the technology focus of the lesson, the teacher can prepare Google Docs in advance or use an application to list only the websites that students need. The teacher can also encourage pairs to work together for this technology-heavy lesson (one computer, two students).</p> <p>For more advanced students, as suggested in the application portion of the lesson, the teacher can set higher expectations for the formatting quality (make document more like a flyer) as well as the quantity and level of descriptive writing. Students could be asked to present their work as well, to add more oral skills practice.</p>			
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 10 minutes</p>	<p>Ask learners to preview Google Docs activities. Share these links:</p> <p>https://edu.gcfglobal.org/en/googledocuments/getting-started-with-your-document/1/</p> <p>https://edu.gcfglobal.org/en/googledocuments/text-basics/1/</p> <p>Depending on your learners, including their access to computers and the internet and their language level, you may need to make this optional. If your students are able to access computers and the internet easily and are sufficiently comfortable using them,</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Navigating systems • Processing and analyzing information 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Websites • Computer and internet access • Northstar Assessment results 	



	<p>consider assigning the weblinks to everyone for independent use, as if it were a flipped classroom.</p> <p>Note: Before class, review learner scores on previous Northstar Digital Literacy Assessment modules on e-mail, Word, and computer basics to get an idea of student comfort formatting text (e-mail, Word, and Google Docs all use similar affordances in their rich text editors).</p> <p>Introduce the activity in class.</p> <p>Teacher: <i>I'd like to demonstrate how to create and write in a document in Google Docs. I'll do this using the images from a web search on "safety signs."</i></p> <p>You then demonstrate a search for images of safety signs and show how to open Google Drive, create a new document in Google Docs, add some text (names of safety signs), and copy images of safety signs from any website to the doc (students previously learned to copy and paste with the mouse but may need reminding).</p>		
<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 15 minutes</p>	<p>You introduce key vocabulary words for talking about text formatting. Start by showing cards with the following images drawn from https://ctep.weebly.com/microsoft-word.html or by bringing up the online glossary on this page.*</p>	<ul style="list-style-type: none"> • Processing and analyzing information 	<ul style="list-style-type: none"> • Computer and internet access • Online glossary of computer terms • Google Docs



	 <p>*Note. This glossary and all other work on www.ctep.weebly.com were created as part of a research program exploring digital literacy learning with adult refugees.</p> <p>Introduce the vocabulary, saying the word and having the students repeat it. Do this several times, until the group can name each symbol.</p> <p>Then bring up the document previously started and make formatting changes that align with the introduced vocabulary. The students name each formatting change as it is being carried out.</p>		
<p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or</i></p>	<p>You now project this website: https://en.wikipedia.org/wiki/ISO_7010</p> <p>Ask the students which signs they have seen at work or in their daily life. As a group, read the names of a few familiar signs and discuss their meaning.</p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Navigating systems 	<ul style="list-style-type: none"> • Computer and internet access • Signs website • Chromebooks, other computers,



<p><i>other learning activities to support learners' success?</i></p> <p>Timing: 30 minutes</p>	<p>Put students into groups of two or three. Have them open their Chromebooks (or other computers, laptops, or tablets), log in, and bring up the same website.</p> <p>Have one student in each group create a Google doc. The student should name it "Safety Signs" and share it with the other students in the group (the students know their own e-mail addresses, but you should have the addresses handy in case some students have forgotten). You can prepare the docs and set up sharing in advance if you have a large group or think that your students will struggle with the task.</p> <p>Instruct the students to copy five images from the shared website into the document in Google Docs and then type a name for each sign. Have them change the font color to match the sign color. After you see this is done, give commands to learners to help them understand other text formatting options. For example, say, "Make one name bold, make one name underlined, make one name larger," and so on. Continue until it looks as if the students have control over these commands.</p> <p>You should circulate, providing assistance and noting proficiency with the content and computer skills.</p> <p>If some students are really struggling with Google Docs, ask them to take out a piece of paper and draw signs and then label them. You can postpone working with these students on digital formatting, allowing them to focus on the meaning of the signs now.</p>	<ul style="list-style-type: none"> • Processing and analyzing information • Self-awareness 	<p>laptops, or tablets</p> <ul style="list-style-type: none"> • Google Docs
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition</i></p>	<p>Complete the activity by asking the students to collaborate in the final editing of their docs. They should check with one another on the names they have used for each sign and on their formatting preference for text. More advanced students could be encouraged to turn their basic Google doc into a flyer that reminds employees to attend to important safety signs in their workplace.</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Communication • Critical thinking 	<ul style="list-style-type: none"> • Signs website • Chromebooks, other computers, laptops, or tablets



<p><i>of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 10 minutes</p>		<ul style="list-style-type: none"> • Interpersonal skills • Navigating systems • Processing and analyzing information • Respecting difference and diversity 	<ul style="list-style-type: none"> • Google Docs
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 10 minutes</p>	<p>Have a few students talk about what they created, showing their docs or papers to the rest of the students and explaining their formatting choices as they talk about the meaning of each of the signs.</p>	<ul style="list-style-type: none"> • Interpersonal skills • Respecting difference and diversity • Self-awareness 	



Digital Literacy: Cultural Stereotypes Online Problem-Based Learning Lesson



Background: Technology can be a powerful tool in combating stereotypes and negative representations of one’s own culture online. Although the internet allows erroneous portrayals of a culture and identity to be disseminated, it also provides a forum for response. This problem-based task is a tech-rich follow-up that can come on the heels of a separate lesson on cultural stereotypes and bias. The activities offer the students a means of learning how to employ technologies to add their “voice” to the web and speak against stereotyped representations like those they previously learned about. The opportunity to speak one’s own truth can raise awareness in the broader community about cultural practices, linguistic identity, and shared values.

NRS Level(s): Low Adult Secondary Education, High Intermediate ESL

<p>Problem Addressed: Cultural Stereotypes Online</p>	<p>Approximate Instruction Time: 2 hours</p>
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards; includes evidence of mastery):</i> By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • choose a course of action; • decide on the message, format, and means of delivery; and • collaborate to enact the chosen plan. <p>The teacher’s objectives include:</p> <ul style="list-style-type: none"> • observing the students while they are developing plans; • assisting as necessary with finding resources; • helping the students overcome the technical challenges of designing infographics, crafting letters to the editor, producing short videos, etc.; and • assessing the students’ level of engagement, collaboration, and problem solving using the Engagement and Collaboration Rubric (Appendix C). 	<p>Learning Target Statements <i>(written in student-friendly language to help learners reflect on what they are able to do as a result of the lesson) for learners’ exit tickets, learning logs, or reflection:</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can analyze data in social media, news reports, and internet articles and identify stereotypes and misleading information in the media or online. • I can use a variety of digital tools and strategies to produce a response to negative or false information. • I can problem-solve issues with technology. <p>Language objectives:</p> <ul style="list-style-type: none"> • I can collaborate to choose a course of action that addresses a problem. • I can use academic language to discuss authentic materials on the internet and in social media.

<p>ELA/mathematics/ELP standard(s) addressed</p>	<p>Main Standards Addressed:</p> <p>CCR Levels D and E:</p> <p>R1: Read closely and cite evidence to support analysis of text. R4: Determine the meaning of technical words and phrases in a text. W2: Write texts using multimedia when useful in aiding comprehension. W6: Use the internet and technology to produce and publish writing. S/L1: Engage in collaborative discussions. S/L2: Integrate and evaluate information presented in diverse media. S/L5: Make strategic use of digital media to express information. L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases. MP3: Construct viable arguments and critique the reasoning of others.</p> <p>ELPS Level 5*:</p> <p>ELPS 1: Determine and analyze themes in a text. Cite evidence to support the analysis. ELPS 3: Deliver oral presentations. Compose written informational texts. Integrate multimedia. ELPS 5: Carry out both short and sustained research projects. *See Adaptations and/or Accommodations.</p>	
<p>Central skills taught</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adaptability and willingness to learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Interpersonal skills <input checked="" type="checkbox"/> Navigating systems 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem solving <input checked="" type="checkbox"/> Processing and analyzing information <input checked="" type="checkbox"/> Respecting differences and diversity <input checked="" type="checkbox"/> Self-awareness



<p>Language demands</p> <p><i>(Include academic language, language skills, etc.)</i></p>	<p>Reading and listening to authentic (complex) media reports and articles on culture</p> <p>Students would be expected to use academic discourse in planning and enacting their course of action.</p> <p>Academic vocabulary: word families used in culture discussion, such as “affect,” “correspond,” “culture,” “equate,” “inaccurate,” “justify,” and “negative”</p> <p>Terms from the YouTube video “Stereotype Defined”: “assumptions,” “confirmatory bias,” “tendency,” “short cut,” “omission,” “distortion”</p> <p>Phrases for introducing and contradicting standard views:</p> <ul style="list-style-type: none"> • ___ tend to believe that ... • Many people assume that ... • It is often said that ... • [but, however] • the data show ... • common sense dictates ... • research has shown ... <p>Terms in the Engagement and Collaboration Rubric (Appendix C): “adequate,” “conduct,” “productive,” etc.</p>		
<p>Assessing mastery of the objective(s) and central skills</p> <p><i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i></p>	<p>Proof of Learning:</p> <p><input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)</p> <p><input type="checkbox"/> Via team self-assessment</p> <p><input type="checkbox"/> Via individual self-assessment</p> <p><input checked="" type="checkbox"/> Via team product</p> <p><input type="checkbox"/> Via individual product</p> <p><input type="checkbox"/> Other _____</p>	<p>Proof of Learning Tools:</p> <p><input checked="" type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Checklist</p> <p><input type="checkbox"/> Quiz</p> <p><input type="checkbox"/> Other _____</p>	<p>Ongoing Formative Assessment:</p> <p><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</p> <p><input type="checkbox"/> Peer-to-peer quizzing</p> <p><input type="checkbox"/> Exit/admit tickets</p> <p><input type="checkbox"/> KWL charts</p> <p><input checked="" type="checkbox"/> Other <u>Posts in online classroom</u></p>



Adaptations and/or accommodations

(How will you increase access to the content of the lesson? Identify differentiation strategies.)

For high-beginning learners, the teacher could provide a personal experience story, elicit learners' similar experiences, and then construct a language experience "letter to the editor" in response to a headline about immigration or a tweet about one or more cultures represented in the class.

To address the problem and identify a course of action, learners can answer this question: "What can you do when you see/hear ___?"

With support, learners at this level can also do guided searches on their phones for positive data and images about their culture, assemble an infographic in cooperative groups, and choose the channels on which to share their work.

For advanced ESL learners, the teacher would need to teach listening, reading, and vocabulary strategies to help learners tackle the research.



<p>Build understanding of problem-based learning.</p> <p>Warm up to the topic or issue at hand.</p> <p><u>Role of the teacher:</u></p> <p>Pre-teach.</p> <p><i>Make sure the students understand the goals and benefits of a problem-based approach for language. If this is an English language acquisition class, emphasize the areas of English that are developed in problem-solving activities.</i></p> <p>Timing: 15 minutes</p>	<p>The teacher writes the word “stereotype” on the board and poses two questions: (1) “What does the word ‘stereotype’ mean?” (alternatively, the students could look up the definition of stereotype online) and (2) “What are some examples of stereotypes?” The teacher gives students a couple of minutes to do a quick write in response to the questions. Students then turn to a partner to share their ideas. The teacher asks for a couple of volunteers to report their ideas to the class.</p> <p>The teacher pre-teaches the relevant vocabulary (see vocabulary list above) from the (1:46) YouTube video, “Stereotype Defined” with Dr. Kira Banks https://www.youtube.com/watch?v=r_Uer9LgITcKira Banks (https://www.youtube.com/watch?v=r_Uer9LgITc).</p> <p>The teacher tells the students to listen for and take notes on: (1) the definition of “stereotype” and (2) the explanation for why stereotypes are harmful. After viewing the video, the teacher solicits the definition from the students and writes it on the board. The teacher invites learners to share what Dr. Banks says about why stereotypes are harmful.</p> <p>Think and share.</p> <p>Teacher: “Let’s take a moment to pause and think. Can you remember a time when you saw a negative stereotype online or elsewhere that related to you?? How did you react? Did you think you could do anything about it? How did it make you feel, and did you choose to do anything? Find a partner; describe the situation, how it made you feel, and what you did about it. If you did nothing and the problem is unresolved, ask your partner if they have any ideas about what could be done.”</p> <p>The teacher can introduce sample questions to support conversation, providing as much instruction and practice as required by the class: “What did you see?” “What is the stereotype?” “How did it make you feel?”</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Interpersonal skills • Respecting differences and diversity • Self-awareness 	<p>MATERIALS</p>
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<p>Build understanding of problem-based learning (continued)</p>	<p>The teacher elicits one or two examples from the class. The teacher also asks the class to consider how sharing problems with one another was helpful (or not).</p>		
<p>Example of a stereotype</p> <p><u>Role of the teacher:</u></p> <p><i>Walk through an example of a stereotype with the class. Prepare the students for the example with the pre-discussion questions, lead them through reading articles online, and then conclude with a discussion summarizing what they read and exploring why stereotypes can be harmful, even if they appear neutral. Discuss the concept of “misleading information.”</i></p> <p>Timing: 15 minutes</p>	<p>Teacher: <i>“Let’s look at an example of a stereotype that is very common in the United States: the idea that all girls like pink.”</i></p> <p>The teacher refers students to Example of a Stereotype: All Girls Like Pink (Appendix A.). The pre-discussion questions can be completed as a group discussion, or students could be asked to type their answers on a digital version of the worksheet and then share out.</p> <p>Have the students read the three articles provided. If time is restricted, have them jigsaw the articles and share the information they read. The teacher should point out that the image provided is included within the Smithsonian article and is an image of former president Franklin Roosevelt.</p> <p>The teacher then facilitates the post-reading questions. Again, the questions can be completed as a group discussion, or students could be asked to type their answers on a digital version of the worksheet and then share out.</p> <p>Emphasize how stereotypes are <i>misleading</i>. Teach this as a vocabulary word as needed.</p> <p>Teacher: <i>“Now that we have thought critically about the negative impact of a stereotype that may have appeared neutral and commonly accepted, let’s start to think about other stereotypes we may have seen online, how we felt about them, and what we did.”</i></p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Interpersonal skills 	<ul style="list-style-type: none"> • Appendix A: Example of a Stereotype: All Girls Like Pink



<p>Meet the problem.</p> <p><u>Role of the teacher:</u></p> <p>Introduce problem and vocabulary.</p> <p><i>Introduce the students to the problem using pictures, video, or texts. Ask the students about previous personal experiences with the problem. Introduce vocabulary related to the problem. Provide prereading/previewing exercises about the problem.</i></p> <p><i>These can be preselected problems chosen by the teacher based on learner needs; alternatively, facilitate a process of learner-chosen problems.</i></p> <p>Timing: 15 minutes</p>	<p>Teacher: <i>“Let’s explore this issue more deeply. We know that people use social media to communicate with specific audiences for specific purposes, but sometimes these audiences and purposes can be broad, depending on your share settings and the people in your network—in Facebook, for example, how many friends you have and what you let them share about you. This may create opportunities for you to see ideas about your culture, language, and values that you don’t agree with. Even if you don’t use social media, you may encounter such imagery and messages on TV, in magazines, or on the radio.”</i></p> <p>Teacher: <i>“Here’s a challenge for our class: How can we respond when we see negative or untrue ideas about our culture, language, or values in media and online?”</i></p> <p>The teacher should project these questions:</p> <ul style="list-style-type: none"> • “What examples do you recall of your culture, language, or values being misrepresented online?” (“One time I saw ...”...”) • “Did you choose to respond to the person or organization that shared these misrepresentations?” (“I chose to respond by .../...” or “I chose not to respond because ...”...”) • “What opportunities do you have to add positive representations of your culture, language, and values?” (“An opportunity I have to add positive representations is ...”...”) <p>The students then respond to these questions as a group.</p> <p>The teacher should have the students brainstorm possible responses to cultural misrepresentation. She could present the two responses in the Sample Response Activities (Appendix B)—writing a letter to the editor and writing a comment to a post on social media—as well as suggest others, such as creating videos or images that show true depictions, producing flyers or documents for sharing information, building an online community forum to extend the conversation, and using Facebook Live or another webinar tool to educate others.</p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Interpersonal skills • Navigating systems • Respecting differences and diversity • Self-awareness 	<ul style="list-style-type: none"> • Sample Response Activities (Appendix B)
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<p>Meet the problem (continued)</p>	<p>Teacher: <i>“You need to decide what you can do the next time you see misrepresentations of your culture online, in shared media, or in your school environment or community. You and your classmates will discuss different options, consider what is doable and likely to have an impact and on whom, and then map out your response.”</i></p>		
<p>Explore knowns and unknowns.</p> <p><u>Role of the teacher:</u></p> <p>Group students and provide resources.</p> <p><i>Make sure the students understand the problem and what is expected of them. Emphasize that there is no single answer or solution and that they need to choose what appears to be the most viable solution to them and be prepared to explain why they chose that solution. Group the students according to their strengths. As with project-based learning, learners can take on different roles based on their strengths.</i></p> <p>Timing: 25 minutes</p>	<p>The teacher asks the students to go online and find pictures of things that represent their culture that contrast with negative stereotypes they have encountered. If necessary, the teacher can provide key search terms that align with the students’ cultural and national identities.</p> <p>The teacher has the students log in to the class secret Facebook group and post their pictures, sharing why the pictures caught their attention and describing how the positive images contrast with any negative stereotypes learners may be aware of. If the class is using Canvas, Moodle, Schoology, or some other learning management system, the teacher can set up a discussion there for this activity. However, with that option, the advantage of using social media that is relevant in most students’ daily life is lost.</p> <p>The teacher circulates around the room to help the students with the technical aspects of posting and writing their descriptions.</p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Navigating systems 	<ul style="list-style-type: none"> • Laptops and web access



<p>Provide language supports for the students.</p> <p><u>Role of the teacher:</u></p> <p>Provide language frames the students may need (e.g., frames for stating a problem or proposing a solution). Provide planning tools (e.g., graphic organizers) for working through the problem and coming up with solutions.</p> <p>Timing: 5 minutes</p>	<p>The teacher should provide scaffolds for planning and supports for language and have the students consider the type of language that is appropriate for online discussions:</p> <p>Stereotype: _____</p> <p>This is wrong because _____</p> <p>The effect of stereotypes is _____</p> <p>We found that _____</p> <p>Data suggest that _____</p> <p>Possible solutions include _____</p> <p>One thing we could do is _____</p>	<ul style="list-style-type: none"> • Communication 	
<p>Generate possible solutions. Consider consequences and choose the most viable solution.</p> <p><u>Role of the teacher:</u></p> <p>Observe and support.</p> <p><i>Observe the students and provide support as needed, but do not attempt to direct their efforts or control their activity in solving the problem. Observe, take notes, and provide feedback on student participation in the activity and on language used during the activity.</i></p> <p>Timing: 30 minutes</p>	<p>The students' objectives include</p> <ul style="list-style-type: none"> • choosing a course of action; • deciding on the message, format, and means of delivery; and • collaborating to enact the chosen plan. <p>The teacher's objectives include</p> <ul style="list-style-type: none"> • observing the students while they are developing plans; • assisting as necessary with finding resources; • helping the students overcome the technical challenges of designing infographics, crafting letters to the editor, producing short videos, etc.; and • assessing the students' level of engagement, collaboration, and problem solving using the Engagement and Collaboration Rubric (Appendix C). 	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Problem solving • Processing and analyzing information 	<ul style="list-style-type: none"> • Class Facebook group



<p>Follow up and assess progress.</p> <p><u>Role of the teacher:</u> Provide the students with opportunities to present and share the results of their work. Provide follow-up activities based on your observations and possibly provide instruction on grammar, academic language, pronunciation, or pragmatic issues.</p> <p>Timing: 15 minutes</p>	<p>Students share the results of their work using the channels they identified. These channels could be as narrow as the class Facebook group, the school website, or the school environment or could include means of reaching the larger community.</p> <p>The teacher provides feedback to the students using the Engagement and Collaboration Rubric (Appendix C).</p>	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Engagement and Collaboration Rubric (Appendix C)
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Note: The activities for this task are based on content created by the author, Jen Vanek, and Martha Bigelow in 2016 in support of their classroom research with refugee youth and young adults. The resulting paper was published as “Literacy as Social (Media) Practice: Refugee Youth and Native Language Literacy at School,” by M. Bigelow, J. Vanek, K. King, & N. Abdi, 2017, *International Journal of Intercultural Relations*, 60(11) (<https://doi.org/10.1016/j.ijintrel.2017.04.002>).



Appendix A

Example of a Stereotype: All Girls Like Pink

Pre-reading Discussion Questions:

1. Do you believe all girls like pink?
2. Where do you think this stereotype comes from?

Online Articles:

- <https://www.smithsonianmag.com/arts-culture/when-did-girls-start-wearing-pink-1370097/>
(source of the image on the right)
- <https://www.bbc.com/future/article/20141117-the-pink-vs-blue-gender-myth>
- <https://www.livescience.com/22037-pink-girls-blue-boys.html>

Discussion Questions:

1. Is there a scientific reason for girls to wear pink?
2. In the United States, where does the idea that girls prefer pink come from?
3. In other cultures, are there different colors assigned to genders?
4. Do you think this is a harmful stereotype? Why or why not?
5. How does this stereotype lead to misleading information?
6. Were you surprised by what you read? Why or why not?



Appendix B

Sample Response Activities

Check out these two examples of ways to share your voice and educate others.

Letter to the Editor

Newspaper Name

Address

Date

Dear [name of newspaper] Editor,

I just read “[name of article].” The article showed/presented/depicted [the images or ideas that you think are stereotypes]. I think [why you believe this is incorrect]. [In the rest of the paragraph you can share your concern about presenting stereotypical images, including your past experiences with the stereotypes and why they are damaging.]

[End the letter with a request not to share such information in the future or maybe a different request for future action.]

Sincerely,

Name

Email

Social Media Comment

I just read the above post. The article showed/presented/depicted [the images or ideas that you think are stereotypes]. I think [why you believe this is incorrect]. [In the rest of the paragraph, you can share your concern about presenting stereotypical images, including your past experiences with the stereotypes and why they are damaging.]

[End the letter with a request not to share such information in the future or maybe a different request for future action.]



Appendix C

Engagement and Collaboration Rubric

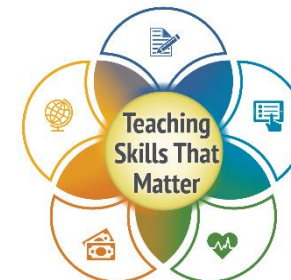
Student name: _____	3	2	1	Comments
Engagement	Very positive. Showed interest, enthusiasm, and a willingness to participate.	Somewhat positive. Showed some interest and willingness to learn.	Indifferent. Was minimally responsive or unresponsive.	
Class involvement	Made appropriate contributions. Listened attentively to others, was alert and on task, and made an effort to contribute.	At times contributed. Listened to others most of the time. Needed reminders to use time productively.	Seldom contributed or listened to others.	
Class conduct and respect for others	Was respectful and considerate to other students and the teacher. Demonstrated interest in others' cultures and values.	Was respectful at times. Expressed adequate interest in others' cultures and values.	Indifferent to concerns of others. Engaged in unrelated activities.	
Cooperative learning	Used time productively when working in a pair or a group. Participated fully as a member of a group.	Used time somewhat productively when working in a pair or a group. Partially contributed.	Made minimal contribution in a pair or a group.	



Student name: _____	3	2	1	Comments
Use of language and discourse useful for problem solving	Described problem and possible solutions clearly. Responded thoughtfully to feedback and contributions of others.	Described problem and possible solutions adequately. Minimally acknowledged feedback and contributions of others.	Struggled to communicate problem or possible solutions. Was unable to respond to feedback from others.	
Use of technology and media	Accessed suggested media and employed technologies fluently. Drew on a range of media and digital strategies in response to problem.	Accessed suggested media and employed technologies adequately with support. Stuck to teacher-suggested media and digital strategies in response to problem.	Struggled with media and technologies used. Struggled with teacher-provided strategies and resources.	
				Total: _____/18



Digital Literacy: Folk Stories Project-Based Learning Lesson



Background: Use of social media among adults, particularly young adults, is common. Prior research (Bigelow, Vanek, King, & Abdi, 2017; Vanek, Bigelow, & King, 2018) suggests that creating opportunities to write in social media platforms leverages the comfort students feel creating text in such familiar and low-risk environments. In this project, students use social media posts and group work as prewriting activities in support of presentation preparation. The subject matter for the eventual presentation is a description or portrayal of an important folk story from the student’s home culture. The project draws on the flexibility of language and a range of learning technologies to support process, research, presentation development, and dissemination. Flexibility with technology and app choices is critical for ensuring the completion of the final projects. Choices must align with the resources available, the technical proficiency and experience of the teacher, and the support available for students with low digital literacy proficiency (Silver-Pacuilla & Reder, 2008).

It is critical that students share their final projects in some way. To be fully digitally literate, one must be a producer of content. To feel part of the community of the digitally literate, one must be a contributor to the content on the web (Schradi, 2011). Note: This project is based on classroom research described in Vanek, King, & Bigelow (2018).

NRS Level(s): High Intermediate Basic Education, Advanced ESL

<p>Project Title: Folk Stories</p>	<p>Approximate Instruction Time: The project can unfold over several weeks. It requires four 90-minute meetings.</p>
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this project, students will be able to</p> <ul style="list-style-type: none"> • Use a variety of research strategies (both digital and non-digital) to select a folktale or other important story from their culture and create a presentation using mixed media. 	<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project)</i> for learners’ exit tickets, learning logs, or reflection:</p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can use media to present a story from my culture. • I can gather and evaluate information from digital and non-digital resources (online, in print, images, or oral interviews).

<ul style="list-style-type: none"> Collaborate on a team project, scheduling, charting, and assessing the team's work. 	<ul style="list-style-type: none"> I can use a rubric or checklist to self-assess my and my team's progress during the project. I can use problem-solving strategies to address issues with technology. <p>Language objectives:</p> <ul style="list-style-type: none"> I can collaborate to coordinate a project. I can respond to feedback on my writing. I can invite someone (orally and in writing) to participate in a project. 	
<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>	<p>Main Standards Addressed:</p> <p>CCR Level D:</p> <p>S/L2: Integrate and evaluate information presented in diverse media and formats. S/L5: Make strategic use of digital media to express information. W6: Use the Internet and technology to produce and publish writing. W7: Conduct short research projects. W8: Gather relevant information from print and digital sources.</p> <p>ELPS Level 5:</p> <p>ELPS 2: Participate in extended discussions. Express self clearly and persuasively. ELPS 5: Carry out both short and sustained research projects.</p>	
<p>Central Skills Taught:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness



<p>Language Demands: (Include academic language, language skills, etc.)</p>	<p>Tasks require use of domain-specific terms related to social media and online platforms (e.g., <i>post, comment, upload</i>, etc.) and document preparation (e.g., <i>align, elements, font, image, layout, line spacing, preferences</i>, etc.).</p> <p>Academic discourse is required while teams coordinate, collaborate, problem solve, and summarize their progress on the final product. For example, here are ways to express the sequence of the process:</p> <ul style="list-style-type: none"> • While ____ researches ____ I'll ____. • The next step will be to ... but afterwards we had better ... • At first, we will ... but eventually we will ... <p>Sentence frames for requesting support during the process may also be helpful:</p> <ul style="list-style-type: none"> • I'm unsure how to ... • I'm struggling with ... Can you help me? • This app is new to me. Could you explain how I ...? 		
<p>Assessing Mastery of the Objective(s) and Central Skills: (Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the project.)</p>	<p>Proof of Learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ 	<p>Proof of Learning Tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Self-Assessment Rubric and teacher rubric</u> 	<p>Ongoing Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>Engagement with technology</u>



<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the project? Identify differentiation strategies.)</i></p>	<p>For lower level learners, provide two or three product choices that use the same technology, then model and conduct whole-class practice with the digital tools the learners will use in their teams. Targeting one or two academic discourse frames will also be helpful at this level.</p> <p>For an ASE class, learners can work more independently and use the lessons from GCFLearnFree.org to teach themselves and then peer tutor their teammates on the digital tools they decide to use for the project. Adding a written summary of the project experience would also increase the challenge for these learners.</p>		
<p>Working collaboratively, the class chooses a topic based on a real-world issue affecting the learners' lives.</p>	<p>The teacher asks the students to reflect on important stories that illustrate aspects of their culture that they value.</p> <p>The teacher can share valued examples from his or her own culture, demonstrating how these cultural representations are fairly easy to access through a simple web search.</p> <p>The teacher has students form groups based on home language (since the class has English language learners). The students then discuss favorite folk stories using whatever language they are comfortable with.</p> <p>The teacher shares that students, working independently or in small groups, will develop a presentation of a chosen story to be delivered to the class.</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Interpersonal skills • Respecting differences and diversity • Self-awareness 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Laptop • Projector
<p>The learners decide what they would like to create as a final product, such as a presentation, video, or brochure.</p>	<p>The groups determine the end products.</p> <ul style="list-style-type: none"> • The teacher gives several examples: infographics, short videos, PowerPoint presentations, annotated images in a booklet, etc., encouraging the groups to make use of technologies to which they have previously been introduced. • The groups consider and choose from a list of possible end products that would be suitable for presenting the story of choice. • The groups decide on the final audience for the presentation—the class, the school, or the larger community. 	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Navigating systems • Self-awareness 	<ul style="list-style-type: none"> • Laptops/Chrom ebooks • Web access • Interest/skills survey



<p>The learners choose their roles and responsibilities for completing their project.</p>	<p>The teacher helps the students determine team roles.</p> <p>The teacher uses a simple interest/skills survey to determine team roles. Items might include the following:</p> <p>I am comfortable with ...</p> <ul style="list-style-type: none"> • finding information online; • coordinating the project; • creating remixed media from sources found online; • writing; • contacting and talking to people in the community; and • creating movies with my phone. 	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Self-awareness 	<ul style="list-style-type: none"> •
<p>Learners determine the necessary resources for their project.</p>	<p>The teacher has the students brainstorm a list of possible sources of information.</p> <p>The teacher encourages students to consider a variety of sources of information for their presentation, including the internet, books, family members, community elders, experts from local community-based organizations, and museums.</p>	<ul style="list-style-type: none"> • Navigating systems 	<ul style="list-style-type: none"> •
<p>Groups start doing their research. Remember this is an ongoing project, so some work can be done individually, some in teams in the classroom, and some in the community.</p> <p>Learners could consult resources in their first language, giving them access to a broader range and complexity of resources. The final product</p>	<p>The teacher introduces project activities or events.</p> <ul style="list-style-type: none"> • The teacher guides the students as they begin their search online. Note that this may require different levels of support depending on prior experience with internet searches. The teacher instructs the students to search for the best representation of the story they want to share and to post it on the class secret Facebook group page, along with a short description of why the group has chosen it. The students invite others to comment. The teacher should allow class time for posting and commenting, encouraging the students to ask questions about the story. If the class is using Canvas, Moodle, Schoology, or some other learning management system, the teacher can set up a discussion there for this activity. However, 	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Interpersonal skills • Navigating systems • Processing and analyzing information 	<ul style="list-style-type: none"> • Laptops • Web access • Class Facebook page



<p>would still be in English (as suggested by Van Dyke-Kao & Yanuaria, 2017).</p> <p>The teacher can provide language supports needed to complete the tasks.</p>	<p>with this option, the advantage of using social media relevant in most students' daily life is lost.</p> <ul style="list-style-type: none"> • The teacher supports the students as they reach out to elders, family, and communities that can share their perspectives on the chosen story. The teacher provides class time for students to search the internet for experts from museums or community-based organizations and then craft an e-mailed invitation. • The teacher provides modeling and guidance to help the students write interview questions for family members about their chosen story. The teacher also supports the students as they set up documents in Google Docs for listing the questions and recording notes on the responses. Some possible questions: <ul style="list-style-type: none"> – Do you know about [the story]? – How did it make you feel when you heard it as a child? – How does it make you feel when you hear it today? – What do you think it means? – Why do you think it is an important part of our culture? <p>Teacher-provided supports include these:</p> <ul style="list-style-type: none"> • Just-in-time lessons on required technologies, including internet search applications; Facebook; Google Drive; Google folders; Google Doc formatting and sharing; e-mail; and whatever else comes up. The students can go to GCFLearnFree.org for self-directed learning if the teacher's explanations, demonstrations, and supports are not enough. • Lessons about e-mail conventions and the proper register for polite requests. 		
<p>Create the final product. The teacher, peers, and class volunteers can provide on-going feedback.</p>	<p>The students develop the final products.</p> <p>The teacher asks the students to work in their groups and develop their final products. These are among the options:</p>	<ul style="list-style-type: none"> • Communication • Interpersonal skills 	<ul style="list-style-type: none"> • Laptops/Chromebooks • Web access



	<ul style="list-style-type: none"> • Recreate in English a folk story found in only one’s home language. Use media found online to add pictures. Format this as a digital story, PowerPoint presentation, or simple media-rich Google doc. • Produce a video of one student reading the story in the home language, followed by another reading an English translation of the story. • Create a brochure or infographic that conveys key imagery for the story and serves as “an advertisement,” exciting classmates to explore the story online. • Write a formal book report that summarizes the story and includes an explanation of its history, cultural significance, and personal relevance. <p>The students will work on the end products for one 90-minute class session each week. At the end of each class, they will post something indicating the progress they have made and a description of what they have recently learned. For example, if a community elder came in to talk to the group, they might post a picture, along with a few key ideas that the elder shared. If the students were able to complete a few pages of the English translation of their story, they could post it, or they could post a picture that will be part of their final product and explain why it is important.</p> <p>During this process, the teacher provides class time for the project work and time-sharing posts about it on Facebook (or in the classroom LMS), including time for students to read and respond to others’ posts.</p> <p>At the end of the 4 weeks, each group can post a link to their final product.</p>	<ul style="list-style-type: none"> • Navigating systems • Problem solving • Processing and analyzing information • Respecting differences and diversity 	
<p>Learners share the product.</p>	<p>The teacher helps the students share work by creating opportunities for a broader audience.</p>	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Varies by project



	<p>The students should consider sharing project products with family members, teachers and administrators at local schools, or community members.</p> <p>They could host an event to share the final products with an audience determined by input from the different groups. For some groups, sharing their products with the class is sufficient, while other groups might be motivated to post their products on the school website. Others may wish for a larger audience that includes community members. The teacher involves students in the organization of this event by assigning tasks like creating invitations and sending e-mails, encouraging their engagement through appropriate language and the provision of technology assistance.</p>		
<p>Assessment through self, peer, and audience feedback.</p>	<p>The teacher sets up a system for ongoing evaluation.</p> <p>Success is gauged weekly on the basis of student engagement and collaborative work developing the end product, student willingness to work with a range of technologies, and the quality and completeness of the final product. Evaluation materials include the following:</p> <ul style="list-style-type: none"> • The Engagement, Collaboration, and Technology Use Rubric (Appendix A), which should be used weekly and can also be given to students for periodic self-evaluations • A final product evaluation rubric crafted to align with the medium employed 	<ul style="list-style-type: none"> • Critical thinking • Self-awareness 	<ul style="list-style-type: none"> • Engagement Collaboration and Technology Use Rubric (Appendix A) • Final product rubric

Recommended steps adapted from Maximizing the benefits of project work in foreign language classrooms, by B. Alan and F. Stoller, 2005, *English Teaching Forum*, 43(4), 10–21; *Teaching adult English language learners: A practical introduction*, by B. Parrish, 2019, Cambridge University Press, Cambridge, England; Knowledge in action: The promise of project-based learning, by H. Wrigley, December 1998, *Focus on Basics*, 2(D), 13–18. The sample project was adapted from Parrish 2019.



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Appendix A. Engagement, Collaboration, and Technology Use Rubric

Student name: _____	3	2	1	Comments
Engagement	Very positive. Showed interest, enthusiasm, and a willingness to participate.	Somewhat positive. Showed some interest and willingness to learn.	Indifferent. Was minimally responsive or unresponsive.	
Class involvement	Made appropriate contributions. Listened attentively to others, was alert and on task, and made an effort to contribute.	At times contributed. Listened to others most of the time. Needed reminders to use time productively.	Seldom contributed or listened to others.	
Class conduct and respect for others	Was respectful and considerate to other students and the teacher. Demonstrated interest in others' cultures and values.	Was respectful at times. Expressed adequate interest in others' cultures and values.	Indifferent to concerns of others. Was engaged in unrelated activities.	
Cooperative learning	Used time productively when working in a pair. Participated fully as a member of a group.	Used time somewhat productively when working in a pair or a group. Partially contributed.	Made minimal contribution in a pair or a group.	



Student name: _____	3	2	1	Comments
Use of language and discourse useful for problem solving	Described problem and possible solutions clearly. Responded thoughtfully to feedback and contributions of others.	Described problem and possible solutions adequately. Minimally acknowledged feedback and contributions of others.	Struggled to communicate problem or possible solutions. Unable to respond to feedback from others.	
Use of technology and media	Accessed suggested media and employed technologies fluently. Drew on a range of media and digital strategies in response to problem.	Accessed suggested media and employed technologies adequately with support. Stuck to teacher-suggested media and digital strategies in response to problem.	Struggled with media and technologies. Struggled with teacher-provided strategies and resources.	
Next week, work toward these goals:				Total: _____/18



Digital Literacy: Annotated Instructional Resources and References



Instructional Resources

One focus of the Teaching Skills That Matter (TSTM) in Adult Education project is identifying high-quality, evidence-based materials and training to support teachers in integrating transferable skills development in the areas of civics education, digital literacy, health literacy, financial literacy, and workforce preparation skills into adult education and literacy instruction. The following selection of easy-to-use instructional resources have been recommended by subject matter experts in digital literacy for teaching the skills that matter. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing instructional resources.

GCF Global. (2019). Technology. Retrieved from <https://edu.gcfglobal.org/en/subjects/tech/>

This resource provides comprehensive information that teachers can use to support learners in developing digital literacy and increase their own digital literacy as educators. The website includes printable materials, videos, and screenshots. Teachers can download documents and share links with students.

Some pages contain a link to a corresponding YouTube channel that has many video demonstrations, but the page does not explain the purpose of the YouTube channel. The website gives teachers limited guidance on how to use the videos in instruction. In addition, the reading level of this resource might be too difficult for lower level ESL learners.

Google. (n.d.). Applied digital skills. Retrieved from <https://applieddigitalskills-beta.withgoogle.com/s/en/home>

This web page provides resources for both teachers and students. The main resource for teachers is a printable resource kit that includes a quick-start guide, suggestions on which lessons to start with, and lesson overviews. Seven "teacher spotlights" feature brief overviews of how different teachers use the materials in their classrooms. The web page contains videos and activities that help students learn digital literacy skills.

As of June 2019, there are 55 lessons, and 19 of them are tailored for adult learners. The lessons for adults focus primarily on workplace settings. Teachers can assign lessons to individual students or have students work collaboratively. Each lesson indicates how long it should take to complete.

The language used in the videos is easy to understand for proficient English speakers and English language learners at a high-intermediate ESL level or higher. Teachers will need to provide scaffolding for students below High Intermediate ESL. Several lessons

focus on specific TSTM skills. These lessons explicitly teach skills related to communication and processing and analyzing information.

Northstar. (2019). Take an assessment. Retrieved from <https://www.digitalliteracyassessment.org/>

Northstar is a digital literacy assessment that teachers can take to evaluate their digital skills and identify areas that need improvement. Teachers also can assign Northstar assessments to students to help them identify skills they need to develop. The assessment is functional; it requires that the test taker demonstrate the skill being assessed rather than self-reporting the skill level. Teachers can see examples of digital skills in action, providing a model for them to use in their classes. Northstar assessments are appropriate for all levels of literacy and language proficiency.

Quann, S. (2015). *Integrating digital literacy and problem solving into instruction*. Washington, DC: Literacy Information and Communication System (LINCS). Retrieved from <https://lincs.ed.gov/publications/pdf/digitalaccess-problemsolving.pdf>

This resource contains a set of two lesson plans for teachers to use in their classroom. The lesson plans include notes on how to adapt each lesson for more or less advanced students. The lesson plans include everything a teacher needs to implement them. This resource is written for students with at least intermediate-low literacy proficiency (adult basic education) or at least high-beginning English proficiency (English as a second language).

Vanek, J. B. (2017). Using the PIAAC framework for problem solving in technology-rich environments to guide instruction: An introduction for adult educators. Commissioned Paper. Washington, DC: Program for the International Assessment of Adult Competencies. Retrieved from https://static1.squarespace.com/static/51bb74b8e4b0139570ddf020/t/589a3d3c1e5b6cd7b42cddcb/1486503229769/PSTRE_Guide_Vanek_2017.pdf

This article describes how to teach problem solving in a technology-rich environment. It provides clear instructions and well-developed examples for teachers; pages 26–30 provide concrete examples specifically for intermediate and higher language and literacy proficiency levels. This resource includes activities to implement in the classroom along with suggestions for differentiating instruction. Teachers can use this resource with students of all levels of language and literacy proficiency.

Additional References

The following is a selection of additional resources recommended by subject matter experts in digital literacy for adult educators to learn more about the topic area addressed in the *Teaching Skills That Matter* project. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing references resources.



Castek, J., Jacobs, G., Pendell, K., Pizzolato, D., Reder, S., & Withers, E. (2015). *Language learners: The role of online material*. (Digital Literacy Acquisition in Brief) . PDXScholar. Retrieved from https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1014&context=dla_research_briefs

This resource provides important background information for teachers on how to select and design appropriate materials for teaching digital literacy skills to adults.

Digital Promise. (2016). *Designing technology for adult learners: Applying adult learning theory*. Digital Promise. Retrieved from <http://digitalpromise.org/wp-content/uploads/2016/03/designing-for-adult-learners.pdf>

This report describes how to design, implement, and use learning technologies for adult learners. It is not about digital literacy acquisition but, rather, designing learning experiences with technology for adults.

Harris, K. (2015). Integrating digital literacy into English language instruction: Issue Brief. LINCS ESL Pro. Retrieved from https://lincs.ed.gov/sites/default/files/ELL_Digital_Literacy_508.pdf

This resource helps teachers integrate digital literacy into adult English language instruction. The TSTM project skills addressed are communication, processing and analyzing information, and problem solving. The resource suggests the use, and provides examples, of problem-based and project-based approaches to instruction.

Jacobs, G., Castek, J., Pizzolato, D., Pendell, K., Withers, E., & Reder, S. (2015). *Community connections. Digital literacy acquisition policy brief*. Retrieved from <http://archives.pdx.edu/ds/psu/16518>

This resource explores the role that partnerships can play to maximize the resources available to individual partners and increase their reach in providing digital literacy learning programming to adults in the community. Partnerships increase opportunities for technological integration and the development of digital literacy skills. This resource is designed for program administrators and others who are responsible for digital literacy programming; the material is not recommended for teachers.

Murphy, R., Bienkowski, M., Bhanot, R., Wang, S., Wetzel, T., House, A., & Van Brunt, J. (2017). *Evaluating digital learning for adult basic literacy and numeracy*. Menlo Park, California: SRI International. Retrieved from https://www.sri.com/sites/default/files/publications/evaluating-digital-learning_1.pdf

This study provides important background information for program administrators, state education offices, and teachers who are interested in learning how to implement technology-based programs to extend opportunities for learning in adult basic education settings. It does



not provide information for teachers to implement immediately in their classrooms but does contain direction from research about how to effectively implement blended/hybrid programs to maximize learning. The report is not about adult digital literacy acquisition.

Reder, S. (2015). *Digital inclusion and digital literacy in the United States: A portrait from PIAAC's Survey of Adult Skills*. Retrieved from https://static1.squarespace.com/static/51bb74b8e4b0139570ddf020/t/551c3e82e4b0d2fe6481f9/1427914370277/Reder_PIAAC.pdf

This resource contains important background information for understanding equity in digital literacy acquisition and does not include guidance for teachers or recommended instructional approaches. This material is useful for teachers, program administrators, state-level education leaders, workforce board officials, and other policymakers who want to understand the issues related to digital inclusion and equity.

Zielenzinki, M., & Darling-Hammond, L. (2016). *Promising practices: A literature review of technology use by underserved students*. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/publications/scope-report-promising-practices-v1.pdf>

This research review provides guidance for teachers in designing learning experiences using technology. Although this resource focuses on K-12 populations, there are implications for adult learners as well. The report does not provide materials that teachers can immediately implement in their classroom; however, it does provide important guidance for teachers in designing instruction.

The Teaching Skills That Matter in Adult Education project is managed by the American Institutes for Research under contract with the U.S. Department of Education, Office of Career, Technical, and Adult Education (Contract Number GS-10F-0112J). These materials are examples of resources that may be available. Inclusion of this information does not constitute an official endorsement by the U.S. Department of Education of any products or services offered or views expressed. The hyperlinks and URLs provided in this document were created and are maintained by outside organizations. The Department is not responsible for the accuracy of this information. The opinions expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred. September 2019.



Notes



