

Instructional Practices to Support Equity in Classroom Technology Integration and Digital Literacy Instruction

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Director of Digital Learning & Research

Nordic Conference on Literacy for Adult Immigrants -
April 2023 - Workshop



EdTech
CENTER @
WORLD EDUCATION



Our agenda

- ❑ Consider what we mean by equity in the classroom
- ❑ Overview of strategies and resources
 - ❑ Everything starts with identifying skills
 - ❑ Digital Literacy Action Plan
 - ❑ Digital Skills Glossary
 - ❑ Edtech Routines
- ❑ Exploration and discussion
- ❑ Discussion; how will you continue the work?

Equality



Equity



Go to www.menti.com and use the code 5218 9412

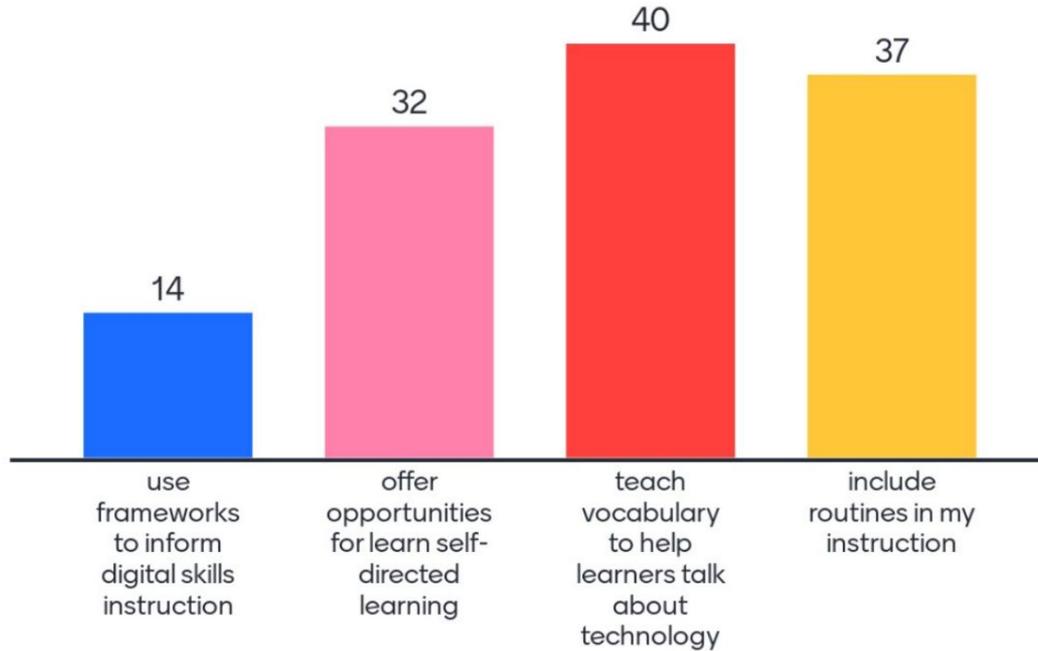


I do the following....

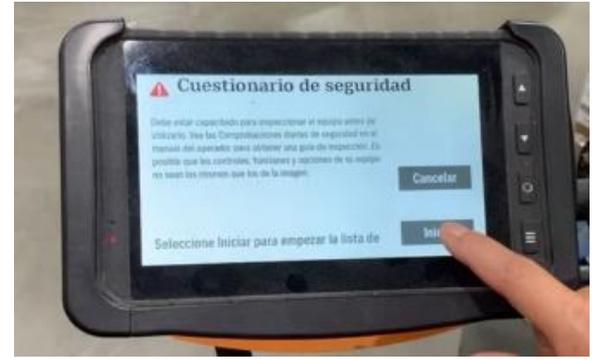
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use frameworks to inform digital skills instruction	offer opportunities for learn self- directed learning	teach vocabulary to help learners talk about technology	include routines in my instruction



I do the following....



Why does this matter?



(Bragg et al, 2019; Knowles, 1980; Reder, 2012)

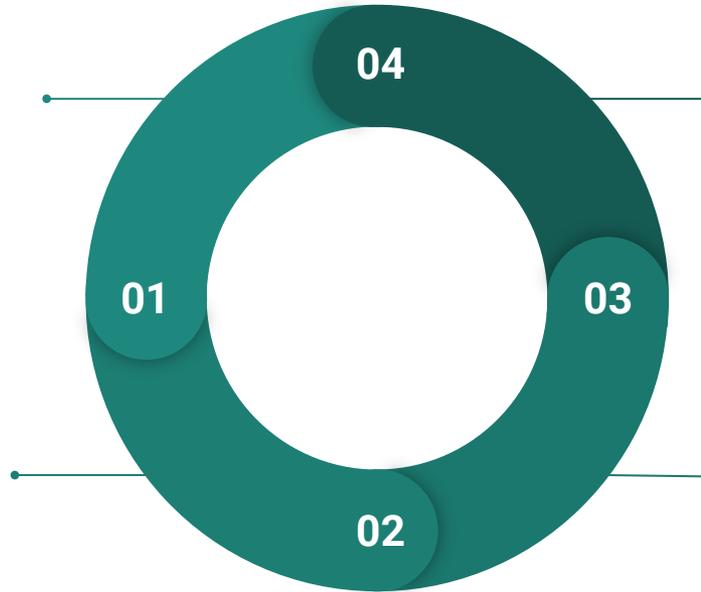
How this all fits together...

Choose a digital skills framework

Relying on a framework will help you name the skills your learners need

Help learners identify goals

Involve learners in planning and monitoring their own learning



Strengthen skills using technology in class

Give learners opportunities to repeatedly use a technology to boost confidence with the digital skills

Provide instruction

Start with some direct instruction - both digital skills and language to describe them, then make use of those skills



[Wakelet: Activities and Resources](#)

1) Choose a Digital Skills Framework

Example framework: DigComp



Information and data literacy

- 1.1. Browsing, searching and filtering data, information and digital content
- 1.2. Evaluating data, information and digital content
- 1.3. Managing data, information and digital content

Communication and collaboration

- 2.1. Interacting through digital technologies
- 2.2. Sharing information and content through digital technologies
- 2.3. Engaging in citizenship through digital technologies
- 2.4. Collaborating through digital technologies
- 2.5. Netiquette
- 2.6. Managing digital identity

Digital content creation

- 3.1. Developing digital content
- 3.2. Integrating and re-elaborating digital content
- 3.3. Copyright and licences
- 3.4. Programming

Safety

- 4.1. Protecting devices
- 4.2. Protecting personal data and privacy
- 4.3. Protecting health and well-being
- 4.4. Protecting the environment

Problem solving

- 5.1. Solving technical problems
- 5.2. Identifying needs and technological responses
- 5.3. Creatively using digital technologies
- 5.4. Identifying digital competence gaps

Example framework: SDEI Digital Skills Framework

Skills Checklists for Diverse Learners

This tool is designed to help practitioners and programs define the digital skills required for diverse learner types to help inform the design of their digital literacy programming. These checklists draw from *Digital skill sets for diverse users* report from the University of Washington Technology and Social Change Group in partnership with the Seattle Digital Equity Initiative.

- 1 SDEI Skills Checklist (FULL)
- 2 Skills for Employment
- 3 Skills for a Senior Citizen
- 4 Skills for a Parent
- 5 Skills for Education
- 6 Skills for a Beginning User
- 7 Skills for Life
- 8 Skills for a Mobile User

How to Use the Checklists

The first tab (Tab 1) contains the full checklist of skills from the Seattle Digital Equity Initiative Digital Skills Framework. The subsequent tabs (Tabs 2-8) contain skills from the full framework based on the unique needs of various learner domains and skills from the full framework based on the unique needs of various learner domains.

You may choose to add or remove skills based on the needs of your learners. You may also choose to incorporate skills from other frameworks you feel include relevant to your learners.

This checklist has been developed by the [EdTech Center@World Education](#) under a Creative Commons Attribution-ShareAlike 4.0 license. It is adapted from the original work, [Digital skill sets for diverse users](#), developed by the [Technology and Social Change Group \(TASCHA\)](#) at the University of Washington Information School and the [Seattle Digital Equity Initiative](#) and made available under the same license.

This material is subject to updates. [Use this link to make a copy of the most updated version.](#)

Seattle Digital Equity Initiative
Digital Skills Framework
 from [Digital skill sets for diverse users](#)

[View framework in learner-specific checklist format](#)

COMMUNICATION
 Exchanging information with others on digital platforms using various strategies to collaborate, share, and communicate.

CO.1	Communicate Effectively	Awareness and adaptation of communication strategies to meet behavioral norms and respect user diversity (Netiquette) (E)
CO.2	Collaborate with Technology	Digital collaboration (E)
CO.3	Make Voice & Video Calls	Make Internet-based voice and video calls (using Skype, FaceTime etc.)
CO.4	Post on Social Media	Post messages and media on social media
CO.5	Use Social Media	Understand and identify the purposes of different social media platforms and online communities
CO.6	Set Privacy Settings	Understand and set privacy settings on social media (E)
CO.7	Share Information with Others	Understanding ways to share information with others (E)
CO.8	Use Messaging Tools	Use a messaging app to communicate with others (WhatsApp, Messenger)

Example framework: Northstar Assessment Standards



Standards for Essential Computer Skills

 Basic Computer Skills

 Internet Basics

 Using Email

 Windows

 Mac OS

Standards for Essential Software Skills

 Microsoft Word

 Microsoft Excel

 Microsoft PowerPoint

 Google Docs

Standards for Using Technology in Daily Life

 Social Media

 Information Literacy

 Career Search Skills

 Accessing Telehealth Appointments

 Your Digital Footprint

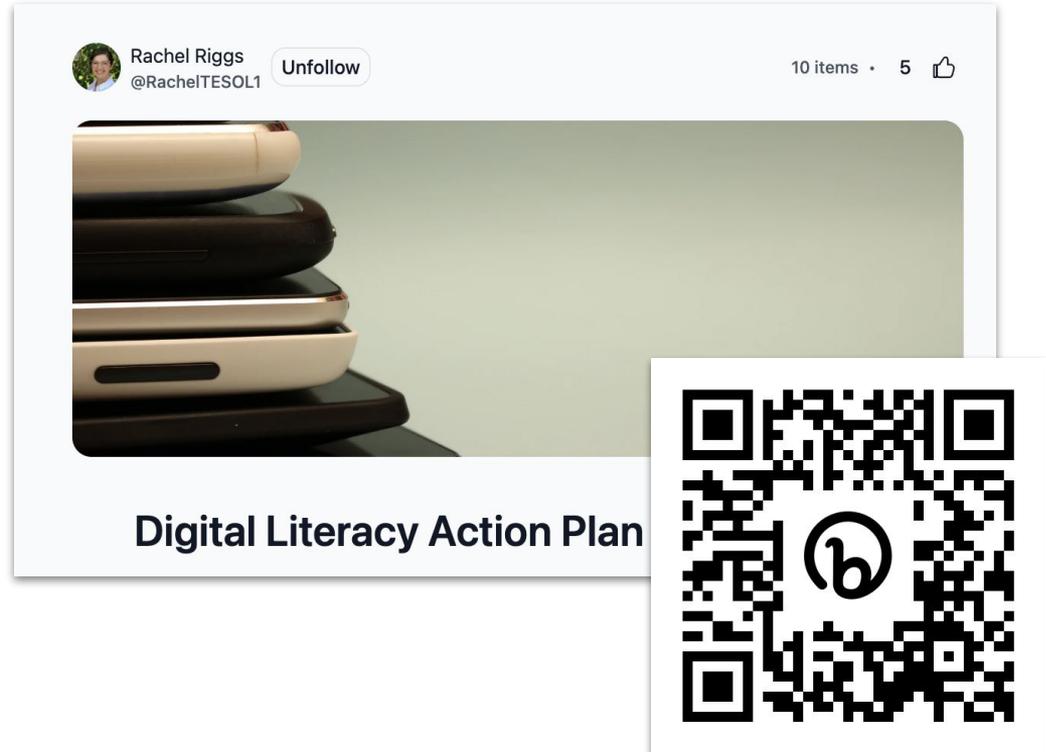
 Supporting K-12 Distance Learning

2) Help learners
identify goals

Prioritize Learner Agency with Digital Action Planning

“The DLAP is a plan students create to align the acquisition of digital literacy skills with their individual goals, choosing their own learning objectives, resources, and device(s). The instructor facilitates the process by providing guidance, scaffolding, feedback, and class time for learners to develop and execute their DLAP.”

(Riggs, 2022, p. 38)



A screenshot of a tweet from Rachel Riggs (@RachelTESOL1). The tweet features a photograph of several smartphones stacked on top of each other. Below the image, the text reads "Digital Literacy Action Plan". To the right of the text is a QR code with a small circular logo containing the letter 'b' in the center. The tweet interface shows "10 items" and "5" likes.

Use the SDEI framework skills checklist

Skills Checklists for Diverse Learners

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3) Provide instruction

Teach vocabulary

Digital Skills Glossary

BUILDING RESILIENCE THROUGH LANGUAGE

The Digital Skills Glossary

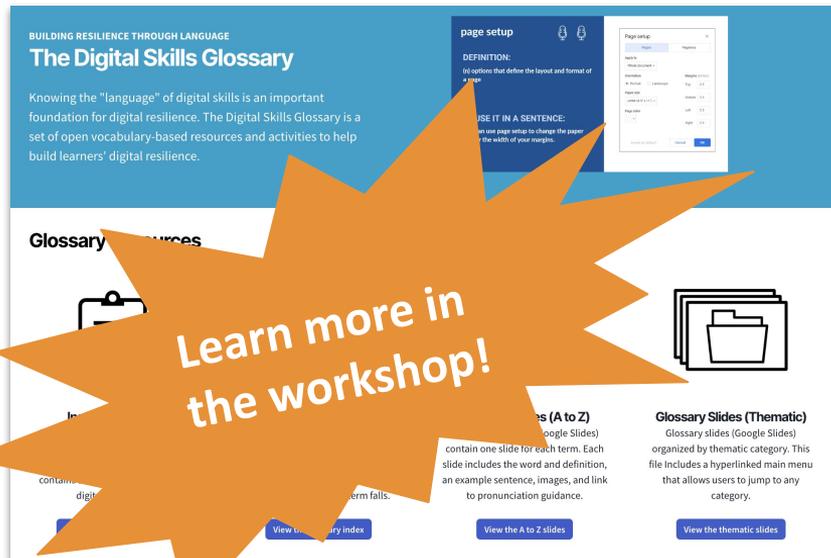
Knowing the "language" of digital skills is an important foundation for digital resilience. The Digital Skills Glossary is a set of open vocabulary-based resources and activities to help build learners' digital resilience.

Glossary Resources

Glossary (A to Z)
Glossary slides (Google Slides) contain one slide for each term. Each slide includes the word and definition, an example sentence, images, and link to pronunciation guidance.

Glossary Slides (Thematic)
Glossary slides (Google Slides) organized by thematic category. This file includes a hyperlinked main menu that allows users to jump to any category.

[View the glossary index](#) [View the A to Z slides](#) [View the thematic slides](#)



Learn more in the workshop!

alignment

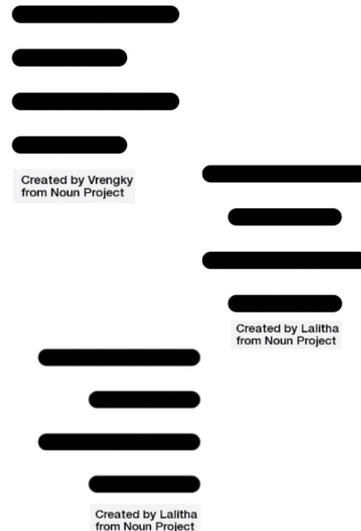


DEFINITION:

(n) an arrangement that places text and/or images in a line

USE IT IN A SENTENCE:

In many apps, you can select the alignment for text as left, center, or right.



Created by Vrengky from Noun Project

Created by Lalitha from Noun Project

Created by Lalitha from Noun Project

<https://digitalskillslibrary.org>

Teach digital skills

Digital Skills Library:

Curated Resources for Instruction



Communication



Creation



Device Ownership



Gateway Skills



Information Skills



Lifelong Learning



Mobile



Online Life



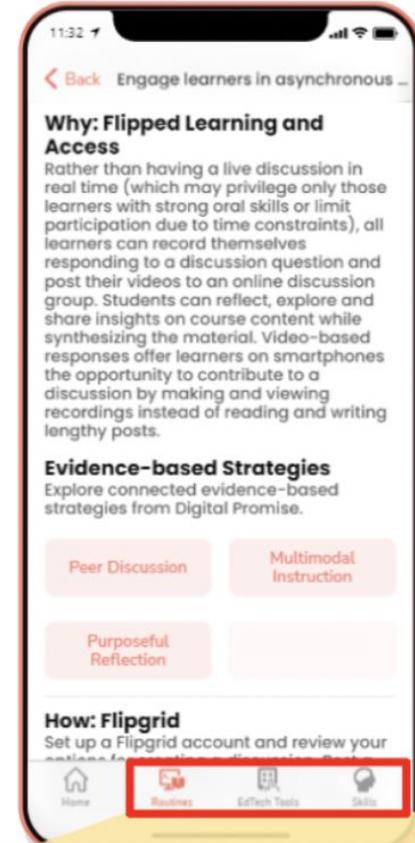
Privacy + Security



Workplace

4) Strengthen skills
by using them
routinely

Make the unfamiliar familiar through routines



Playbook for Fostering Digital Resilience



At a Glance

Digital resilience is defined by the Digital US Coalition as “the awareness, skills, agility, and confidence to be empowered users of new technologies and adapt to changing digital skill demands”¹. A teacher cannot teach digital resilience in just one lesson. Rather, it is fostered over time, as teachers help learners build the digital skills and confidence needed to participate in learning and provide opportunities for them to creatively make use of those skills in multiple contexts and over time. Digital resilience can be fostered in any adult learning context or through any subject matter by supporting their use of digital technologies as they learn academic content. In this playbook, we demonstrate how this can be done in four different subject areas: workforce preparation, health literacy, financial literacy, and civics. Each is presented as a short scenario describing a lesson that integrates digital literacy instruction with a “resilience” approach and four separate chapters.

<i>Chapter 1: Workforce Preparation Lesson</i>	8
<i>Chapter 2: Health Literacy Lesson</i>	15
<i>Chapter 3: Financial Literacy Lesson</i>	22
<i>Chapter 4: Civics Education Lesson</i>	28



EdTech Instructional Routine: Online Forms

Use these prompts to guide the development of your routine.

Learner Factors | What are the key learner factors that have impacted your decision to implement a routine? Learn about Digital Promise LVN- [Learner Factors](#))

Edtech Routine Template

Craft your own routines!



DIGITAL RESILIENCE
IN THE
AMERICAN WORKFORCE

EdTech Routine Linear Template Use these prompts to guide the development of your routine.

Learner Factors | What are the key learner factors that have impacted your decision to implement a routine? Learn about Digital Promise LVN- [Learner Factors](#))

What | What is the routine you would like to implement? Concisely explain what learners will do as part of this routine.

Why | Why is the routine effective? (Digital Promise LVN- [Research-Based Strategies](#))

How | How would you implement this routine? Identify an EdTech tool you will use to implement the routine.

Connected research-based strategies | Identify at least one [research-based strategy](#) that connects to the routine.

Digital Skills | Identify at least one digital skill from the [Seattle Digital Equity Initiative Digital Skills Framework](#) that this strategy incorporates and discuss how this digital skill relates to the routine you chose to implement. Identify questions/prompts to help students connect what they are doing to the skills being developed.

Let's explore!

Choose a column; explore, discuss



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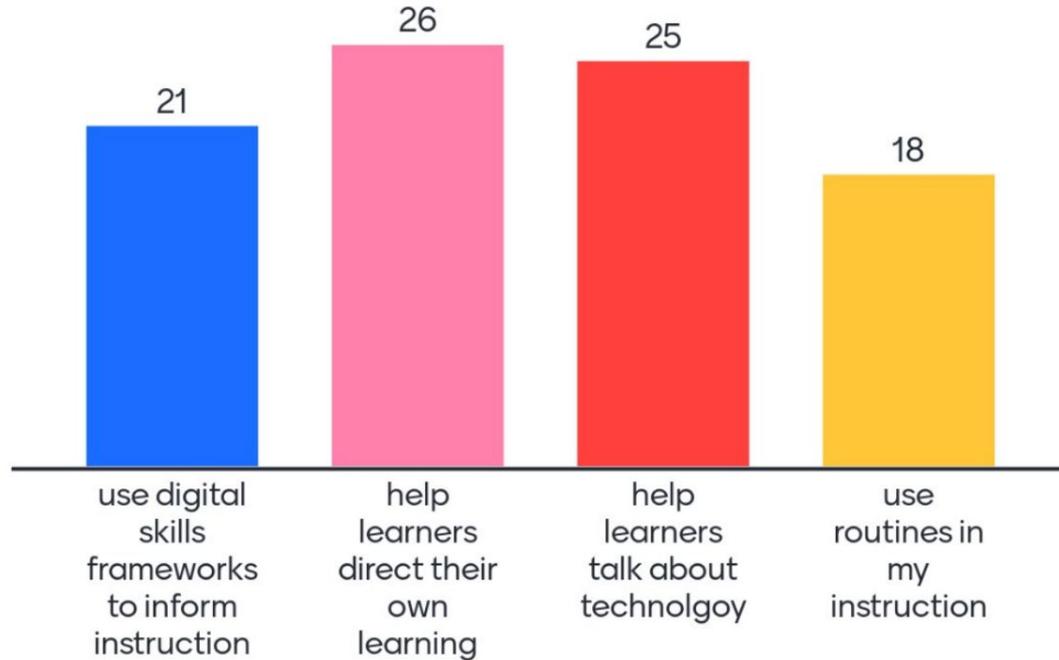


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I want to do more of this:



Questions & Contact Info

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