Digital Literacy Skills and Second Language Learners: Focus on Equity

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Director of Digital Learning & Research

Nordic Conference on Literacy for Adult Immigrants - April 2023 - Keynote
Our agenda

- Understand the context of this talk
- Make the case for why this matters
- Share strategies to plan instruction that leads to digital resilience for diverse learners
- Share strategies and resources to support digital skills instruction
- Share resources for you
Keynote Resources

https://wakelet.com/wake/JM1u4wjagF24btpzZ1ISf
Go to www.menti.com and use the code 3118 3961 2

What's your opinion? Disagree? Agree?

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>it is important to help learners build digital skills</td>
<td></td>
</tr>
<tr>
<td>I work to integrate technology in my classes</td>
<td></td>
</tr>
<tr>
<td>I value trying out new technologies in my daily life</td>
<td></td>
</tr>
</tbody>
</table>
What's your opinion? Disagree? Agree?

- It is important to help learners build digital skills: Strongly agree (4.6)
- I work to integrate technology in my classes: Somewhat agree (3.7)
- I value trying out new technologies in my daily life: Somewhat agree (3.5)
True or False

Most of my learners have access to the internet
Most of my learners have a computer at home
Most of my learners know what to do with them
Most of my learners access digital public services
It all needs to fit together to support equity

Agency & self-efficacy

Language learning/literacy

Digital literacy

Technology integration
This is especially true here in Nordic countries.

<table>
<thead>
<tr>
<th>DESI INDEX</th>
<th>DIGITAL BARRIER /</th>
<th>DIGITAL ACCESS</th>
<th>DIGITAL CAPABILITIES</th>
<th>DESI TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DESI INDEX</td>
<td>Connectivity</td>
<td>Digital Public Services</td>
<td>Human Digital Capital</td>
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<td>Denmark</td>
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<td>87.1</td>
<td>61.2</td>
<td>70.1</td>
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<td>Finland</td>
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<td>86.7</td>
<td>71.1</td>
<td>67.1</td>
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<td>Sweden</td>
<td>59.6</td>
<td>83.9</td>
<td>64.6</td>
<td>66.1</td>
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<tr>
<td>Norway</td>
<td>56.7</td>
<td>80.0</td>
<td>64.4</td>
<td>63.2</td>
</tr>
<tr>
<td>Estonia</td>
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<td>91.8</td>
<td>57.9</td>
<td>59.4</td>
</tr>
<tr>
<td>Lithuania</td>
<td>41.8</td>
<td>78.0</td>
<td>46.1</td>
<td>51.8</td>
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<tr>
<td>Latvia</td>
<td>50.4</td>
<td>79.6</td>
<td>41.1</td>
<td>49.5</td>
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<tr>
<td>Greenland</td>
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<td>Iceland</td>
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<td>The Faroe Islands</td>
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<td>Åland</td>
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<tr>
<td>EU</td>
<td>50.2</td>
<td>68.1</td>
<td>47.1</td>
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</table>

Table 1: EU snapshot of digital inclusion in the Nordic-Baltic region (2021-period)

True or False

- Most of my learners have access to the internet
- Most of my learners have a computer at home
- Most of my learners know what to do with them

https://www.menti.com/al9imgwwfc2o
Making the case for why this matters
Why does this matter?

(Bragg et al, 2019; Knowles, 1980; Reder, 2012)
What does literacy mean in a digital age?

(Digital) Literacies
- Skill, comfort with digital text

Literacy
- Socially situated meaning making of text

Skills
- Reading/decoding
- Computer skills

Lesgold & Welch-Rose, 2012
Anderson et al, 1985
Frankel et al, 2016
Murray 2005
Street, 1984; 2016
Gee, 1999
New London Group, 1996
Lankshear & Knobel, 2008
We can’t ignore technology, AND we can’t pretend that there are not problems with it.

This ostrich cannot see problems.
The expression "ostrich with head in the sand" is often used to describe someone who is avoiding or ignoring a problem, rather than facing it head-on. It implies that the person is in denial about a situation and is choosing not to confront it, hoping that it will simply go away. However, just like the ostrich, avoiding problems in this way is not a effective solution and can actually make the situation worse in the long run.
are these right?

Yes, there is a Swedish language equivalent to the "ostrich with head in the sand" expression. The phrase is "att stoppa huvudet i sanden" which literally translates to "to put the head in the sand." It is used in the same way as the English expression to describe someone who is avoiding or ignoring a problem, rather than facing it.

is there a norwegian language equivalent?

Yes, there is a Norwegian language equivalent to the "ostrich with head in the sand" expression. The phrase is "å stikke hodet i sanden" which translates to "to stick the head in the sand." It is used in the same way as the English expression to describe someone who is avoiding or ignoring a problem, rather than facing it head-on.
Yes, there is a Danish language equivalent to the "ostrich with head in the sand" expression. The phrase is "at stikke hovedet i busken" which literally translates to "to stick the head in the bush." It is used in the same way as the English expression to describe someone who is avoiding or ignoring a problem, rather than facing it head-on.

Yes, there is a Finnish language equivalent to the "ostrich with head in the sand" expression. The phrase is "pää pensaaseen" which literally means "head in the bush." It is used in the same way as the English expression to describe someone who is avoiding or ignoring a problem, rather than facing it head-on.
AI amplifies bias of information found online.
Devices and digital text formats don’t meet needs of all learners.
Balancing Act – to support equity
Planning instruction that leads to digital resilience for diverse learners
Use Technology to Meet Two Goals

1. Use digital technology to enrich instruction; create opportunities for students to use digital literacy skills in support of content learning.

2. Support development of new digital literacy skills that will help them out of classroom.

(Darling-Hammond et al., 2014; Hayes, 2007; Kolb, 2017; Vanek, 2017; Warschauer & Matuchniak, 2010)
I. Consider mobile devices as you plan.

Basic Elements
- Limit Content: 1-3
- Plan layout and think
- Improve readability, question design

Basic Elements (cont’d)
- Increase accessibility: file type
- Navigation: think touch screen
II. Build digital skills by using familiar technologies

Watch the video. Listen and repeat.

She’s ironing a blouse.

https://edtech.worlded.org/twelve-steps-to-teaching-slife-with-whatsapp/
III. Make the unfamiliar more familiar through routines

https://etctechtoolkit.glideapp.io/dl
More routines here.


<table>
<thead>
<tr>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
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</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>Evaluate</td>
<td>Design</td>
</tr>
</tbody>
</table>

42 activities

**Miscellaneous templates**
Useful everyday templates such as planners, visual timetables and classroom routines.
#interactive #accessibility #guided #independent

**Six Thinking Hats**
Students approach problems from different perspectives.
#assessment #discussion #collaboration #explicit #guided #experiential

**Plus, Minus, Interesting (PMI)**
A thinking tool that unpacks the positive, negative and interesting aspects of an idea or concept.
#assessment #discussion #collaboration
Use relevant contexts. Name some tasks that require technology use in these contexts.

<table>
<thead>
<tr>
<th>Child’s Education</th>
<th>Employment</th>
<th>Education and Training</th>
<th>Health</th>
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<tr>
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<td>Job search and applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read school calendar</td>
<td>Communication at work</td>
<td></td>
<td></td>
</tr>
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<td>Job search and applications</td>
<td>Group work</td>
<td></td>
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<tr>
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<td>Communication at work</td>
<td>Research</td>
<td></td>
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<td>Fill out personal information forms</td>
<td>Enroll in school</td>
<td>Fill out medical forms</td>
</tr>
<tr>
<td>Communicate with teacher</td>
<td>Job search and applications</td>
<td>Group work</td>
<td>Find and evaluate health information</td>
</tr>
<tr>
<td>Read school calendar</td>
<td>Communication at work</td>
<td>Research</td>
<td>Communicate with doctors</td>
</tr>
<tr>
<td>Help with homework</td>
<td>Presentations</td>
<td>Class assignments</td>
<td>Log into provider website</td>
</tr>
</tbody>
</table>
Strategies and resources to support digital skills instruction
Keynote Resources
Use a framework to determine students’ needs

Go to www.menti.com and use the code 3118 3564

Which digital literacy frameworks have you heard of?

<table>
<thead>
<tr>
<th>Framework</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DigiComp</td>
<td>0</td>
</tr>
<tr>
<td>UK's Essential Skills</td>
<td>0</td>
</tr>
<tr>
<td>International Competency</td>
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</tr>
<tr>
<td>ISTE</td>
<td>0</td>
</tr>
<tr>
<td>Northstar</td>
<td>0</td>
</tr>
<tr>
<td>Seattle Digital Equity</td>
<td>0</td>
</tr>
</tbody>
</table>

https://www.menti.com/al9jmqwwfc2o
Which digital literacy frameworks have you heard of?

- DigiCamp: 32
- UK's Essential Skills: 2
- International Computer Driving License: 12
- ISTE: 3
- Northstar: 5
- Seattle Digital Equity & Inclusion Framework: 2
Which digital literacy frameworks inform your work?

- DigiComp (24)
- UK's Essential Skills (3)
- International Computer Driving License (9)
- ISTE (2)
- Northstar (2)
- Seattle Digital Equity & Inclusion Framework (2)
Example framework

https://joint-research-centre.ec.europa.eu/digcomp_en
# Example 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](https://docs.google.com/document/d/1-ucdHhRwlBEkEeZR7kDKPSXznWquwVihYpZsFYDNojM/edit) report from the University of Washington Technology and Social Change Group in partnership with the Seattle Digital Equity Initiative.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDEI Skills Checklist (FULL)</td>
<td>Skills for Employment</td>
<td>Skills for a Senior Citizen</td>
<td>Skills for a Parent</td>
<td>Skills for Education</td>
<td>Skills for a Beginning User</td>
<td>Skills for Life</td>
<td>Skills for a Mobile User</td>
</tr>
</tbody>
</table>

## How to Use the Checklists

The first tab (Tab 1) contains the full checklist of skills form the Seattle Digital Equity Initiative Digital Skills Framework. The subsequent tabs (Tabs 2 - 8) include a subset of the domains and skills from the full framework based on the unique needs of a specific target user type.

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

This checklist has been developed by the EdTech@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 (TASCCH) at the University of Washington Information School and the Seattle Digital Equity Initiative and made available under the same license.

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**Seattle Digital Equity Initiative**

Digital Skills Framework

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

| CO.1 | Communicate Effectively | Knowledge and application of communication strategies to meet behavioral norms and respect user diversity (Netiquette) [EI] |
| 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.) [E] |
| CO.4 | Post on Social Media | Post messages and media on social media [E] |
| CO.5 | Use Social Media | Understand and identify the purposes of different social media platforms and online communities [E] |
| 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] [E] |

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https://docs.google.com/document/d/1-ucdHhRwlBEkEeZR7kDKPSXznWquwVihYpZsFYDNojM/edit
Teach Skills
Digital Skills Library: Resources for Instruction

https://digitalskillslibrary.org/
Integrate skill instruction into regular academic content instruction

Jose Adorno, Distance Learning Coordinator at EdAdvance
Encourage collaboration and opportunities for human connection

When learning new skills
When learners struggle
To help find relevance

Darling-Hammond et al., 2014; Harris et al., 2022; Jacobs et al., 2015; Sharma et al, 2015
Prioritize learner agency, but do cover what you know is needed

Nell, from Literacy Assistance Center of NYC, describes how she uses student interest in texting to teach them email skills.

Prioritize learner agency in planning and monitoring progress

“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)
Make connections between language learning and digital skills development
Teach vocabulary - so students can talk about skills

(Vanek, 2017)
Digital Skills Glossary

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.

https://digitalskillslibrary.org/glossary
Draw on home language and literacy as needed

“Multilingual students benefit from being able to use their additional language repertoires to facilitate comprehension of content materials and instructions for completing tasks and assignments”

(Marrero-Colón, 2021, p 13)
Name one resource or strategy that you will try.

https://www.menti.com/al9jmqwwfc2o
Which instructional strategies will you try?

- Mobile learning: 30
- Technologies familiar to students: 10
- Edtech routines: 12
- Relevant, real-life contexts: 62
Which strategy or resource for building digital literacy will you try?

- Digital skills framework: 14
- The Digital Skills Library: 14
- Direct instruction followed by use of digital skill in class: 12
- Collaboration and human connection: 16
- Prioritize learner agency and self-efficacy: 14
- Teach digital skills vocabulary: 20
- Allow home language use: 16
How do you feel about this topic?

- Not great. I'm not going to do this work: 0
- Nervous. I know I have to do this, and I will, but I liked the old days: 5
- On the fence: 14
- Pretty good, but a bit nervous. I want to do more: 29
- I want to start now! I'm so excited about this topic: 33
Keynote References