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

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Nordic Conference on Literacy for Adult Immigrants - April 2023 - Workshop
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?
I do the following....

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

- Use frameworks to inform digital skills instruction: 14
- Offer opportunities for self-directed learning: 32
- Teach vocabulary to help learners talk about technology: 40
- Include routines in my instruction: 37
List a few words that describe how you support equity in the classroom.
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
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.

### 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 2-4) domains and skills from the full framework based on the unique needs of learner type.

You may choose to add or remove skills based the needs of your learners. You may also choose to incorporate skills from other frameworks you feel are 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 (TASCH) at the University of Washington Information School and the Seattle Digital Equity Initiative and made available under the same license.

### COMUNICATION

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

<table>
<thead>
<tr>
<th>CO.1 Communicate Effectively</th>
<th>Awareness and adaptation of communication strategies to meet behavioral norms and respect user diversity (e.g., quiet time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO.2 Collaborate with Technology</td>
<td>Digital collaboration (e.g., Google Drive)</td>
</tr>
<tr>
<td>CO.3 Make Voice &amp; Video Calls</td>
<td>Make Internet-based voice and video calls (using Skype, FaceTime, etc.)</td>
</tr>
<tr>
<td>CO.4 Post on Social Media</td>
<td>Post messages and media on social media</td>
</tr>
<tr>
<td>CO.5 Use Social Media</td>
<td>Understand the purposes of different social media platforms and online communities</td>
</tr>
<tr>
<td>CO.6 Set Privacy Settings</td>
<td>Understand and set privacy settings on social media (e.g., Facebook)</td>
</tr>
<tr>
<td>CO.7 Share Information with Others</td>
<td>Understanding ways to share information with others (e.g., Twitter)</td>
</tr>
<tr>
<td>CO.8 Use Messaging Tools</td>
<td>Use a messaging app to communicate with others (e.g., WhatsApp, Messenger)</td>
</tr>
</tbody>
</table>
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)
**Use the SDEI framework skills checklist**

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](link). This material is subject to updates. [View framework in learner-specific checklist format](link)

### Skills Checklists for Diverse Learners

<table>
<thead>
<tr>
<th>SDEI Skills Checklist</th>
<th>Skills for Employment</th>
<th>Skills for a Senior Citizen</th>
<th>Skills for a Parent</th>
<th>Skills for Education</th>
<th>Skills for a Beginning User</th>
<th>Skills for Life</th>
<th>Skills for a Mobile User</th>
</tr>
</thead>
</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 2-4) contain domains and skills from the full framework based on the unique needs of each type.

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

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### Communicating with Others

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

A Playbook for Fostering Digital Resilience through Instruction in Adult Education

April 2023

Chapter 1: Workforce Preparation Lesson .................................................. 8
Chapter 2: Health Literacy Lesson ................................................................. 15
Chapter 3: Financial Literacy Lesson ............................................................. 22
Chapter 4: Civics Education Lesson .............................................................. 28

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”. 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.

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!

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

I do the following....

- 0 use frameworks to inform digital skills instruction
- 0 offer opportunities for learn self-directed learning
- 0 teach vocabulary to help learners talk about technology
- 0 include routines in my instruction
I want to do more of this:

- **use digital skills frameworks to inform instruction**: 21
- **help learners direct their own learning**: 26
- **help learners talk about technology**: 25
- **use routines in my instruction**: 18
Questions & Contact Info

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