

# BBRI Digital Literacy Program

*An initiative of Broadband Rhode Island*

## Digital Literacy Instructors' Workshop Overview

**7.5 hour workshop with breakfast and lunch  
Facilitated by New Commons and TechACCESS**

**Portal: <http://literacy.broadband.ri.gov/>**

<b>Time frame</b>	<b>Topic/ subject</b>
	Convening: Coffee, breakfast, Complete pre assessment online 30 mins prior to start time
10 mins.	Welcome: Agenda review/ Introductions
20 mins	Introduction: Presentation <ul style="list-style-type: none"><li>▪ Project goals &amp; imperative</li><li>▪ What we know so far on expectations for trainers</li><li>▪ Curriculum iteration</li><li>▪ Using the Portal</li><li>▪</li></ul>
90 mins	Presentation & Group conversation <ul style="list-style-type: none"><li>▪ Introduction to 7 Capabilities – 20 mins “What are the most important capabilities you want to learn today?”</li><li>▪ Diverse instruction: Read and Review the curriculum</li><li>▪ Introduction to Theoretical Framework</li></ul>
15 min	Break- get ready to present
75mins.	In pairs, attendees warm up with Demonstration of how they will teach. Work on Modules 1b – 3a.
	45 mins. Lunch
30 mins.	Simulate challenging situations & use UDL strategies: Group conversation & practice <ul style="list-style-type: none"><li>▪ Group conversation: identify and review potential challenges/ difficulties</li><li>▪ Review of Scenarios of a learner or challenging situation (1 of 3)</li><li>▪ Select solutions for your scenario</li></ul>
50 mins.	Group in pairs again to demonstrate their module: 2 pairs go up: 25 minutes each <ul style="list-style-type: none"><li>○ Attendees act as learners</li><li>○ Challenge is introduced</li><li>○ Both instructors “try” out at least 1 strategy</li><li>○ 5 minutes for each pair to reflect and suggestions</li></ul>
	15 mins. Break
50 mins.	Next 2 pairs demonstrate their module with challenge situation: 25 minutes each
35 mins.	Review interventions/ solutions posted Next steps (when to start, sites, portal usage etc.) Open questions?
15 mins.	Complete Post assessment online Session summary by the group Conclusions

## Digital Literacy Instructors' Workshop

### Adult Education Instructor Capabilities

#### As listed in the Self- Assessment

Seven core categories we identified for successful instruction of Internet Basics\*

Please **circle** your top 2 – 3 strengths

Please **underline** the 2 – 3 capabilities you MOST want to learn today!



Volunteer  
Instructors

Category	Capability
1. People skills	Open and approachable Sense of humor Able to engage Patience
2. Technology skills	Troubleshooting ability to keep the session going Ability to answer technology questions and use reference material Technical acumen to overcome resource limitations
3. Class preparation	Reviews class notes and curriculum regularly Practices class presentation and delivery Prepare the environment for learning (handouts, equipment...) Review and reflect upon class feedback evaluations Incorporate feedback into development plan
4. Classroom delivery	Read and respond to the audience Knowledgeable in subject matter and able to present ideas clearly Possess strong time management skills Use variety of approaches while executing a standard curriculum Provide examples that further learning Check in with learners to ensure they are understanding concepts Set ground rules and boundaries for classroom Be prepared to deal with difficult situations
5. Adult learning environment	Understand various learning styles and can recognize differences Understand learning occurs through observation, interaction, and experience Respect the diverse culture and experience of learners
6. Individualized learning	Respond to individual needs Actively listen to learner input Offer ideas for independent practice Promote active learning in one-on-one settings Collaborate with learner
7. Capacity building	Mentoring skills (train the trainers) Non-English language ability Disability experience Available to deliver ___ courses per ___

\* Pennsylvania Adult Teacher Competencies Users Guide, Professional Standards for Teachers in Adult Education - Maryland Dept. of Labor, Licensing, California Standards for the Teaching Profession 2009, Kentucky Adult Education - Learning for Life

# Digital Literacy Instructors' Workshop

## Practicing the Digital Literacy Internet Basics Modules: Interactive "Jigsaw" reading



The Jigsaw technique is a cooperative learning strategy--equally well used for assignments involving data analysis or field work and in assignments involving reading.

Working in a 2-person team, you will take 10 minutes to read in 2 different modules, reviewing the learning goals for each.

- Person 1 reads Modules 1 and 3
- Person 2 reads Modules 2 and 4

Then as a team spend 10 minutes explaining the content you have learned to each other about the modules you read.

We will then come together as a larger group to debrief. Please aim to answer the below questions.

### 1. What were 2 – 3 main concepts of your 2 modules?

Module # \_\_\_\_\_

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Module # \_\_\_\_\_

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### 2. Do you have any questions about the content or was there anything confusing?

Module # \_\_\_\_\_

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Module # \_\_\_\_\_

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### 3. What ah-ah moment or key learning that most came to mind as you worked as a pair?

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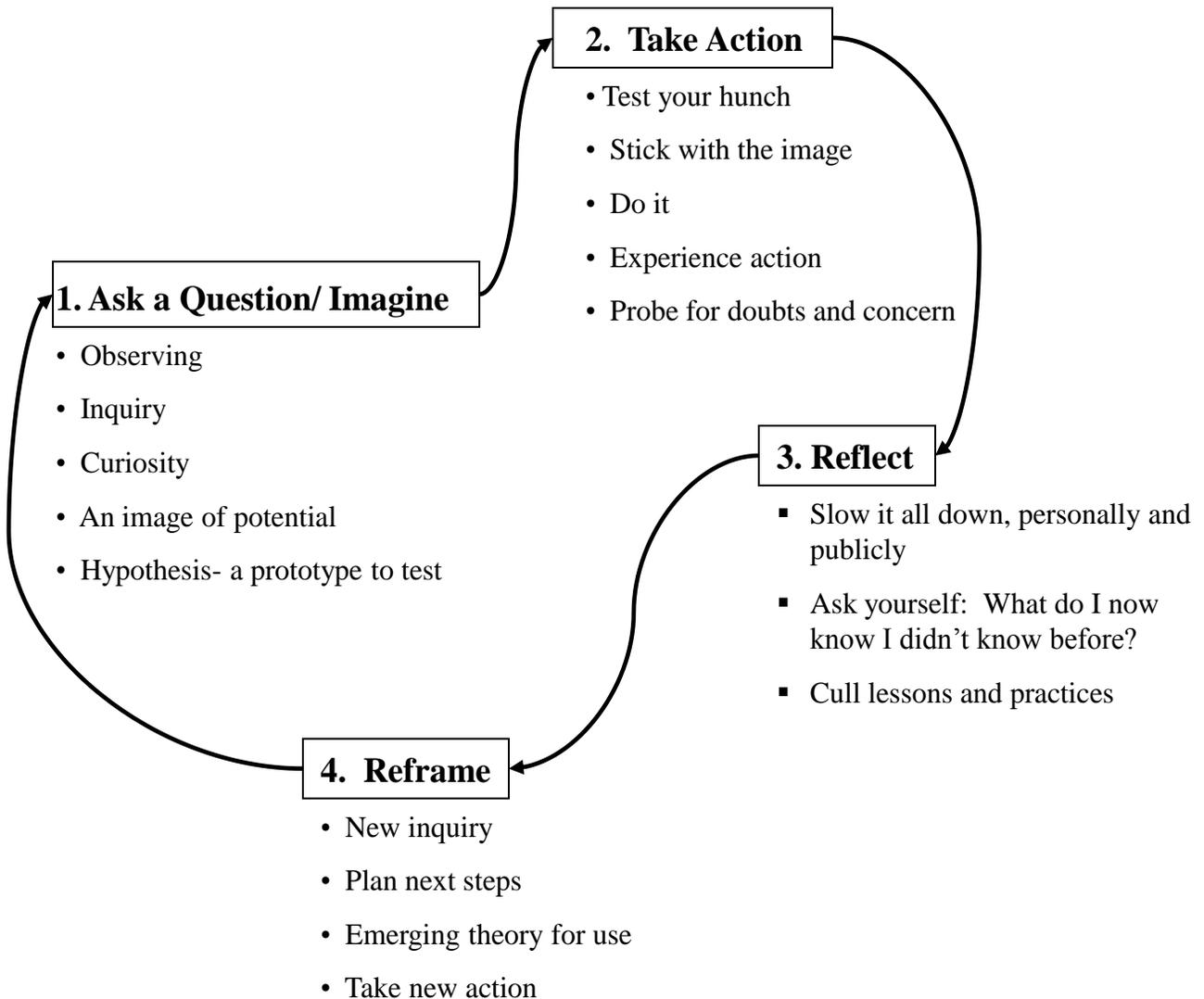
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# Action Learning

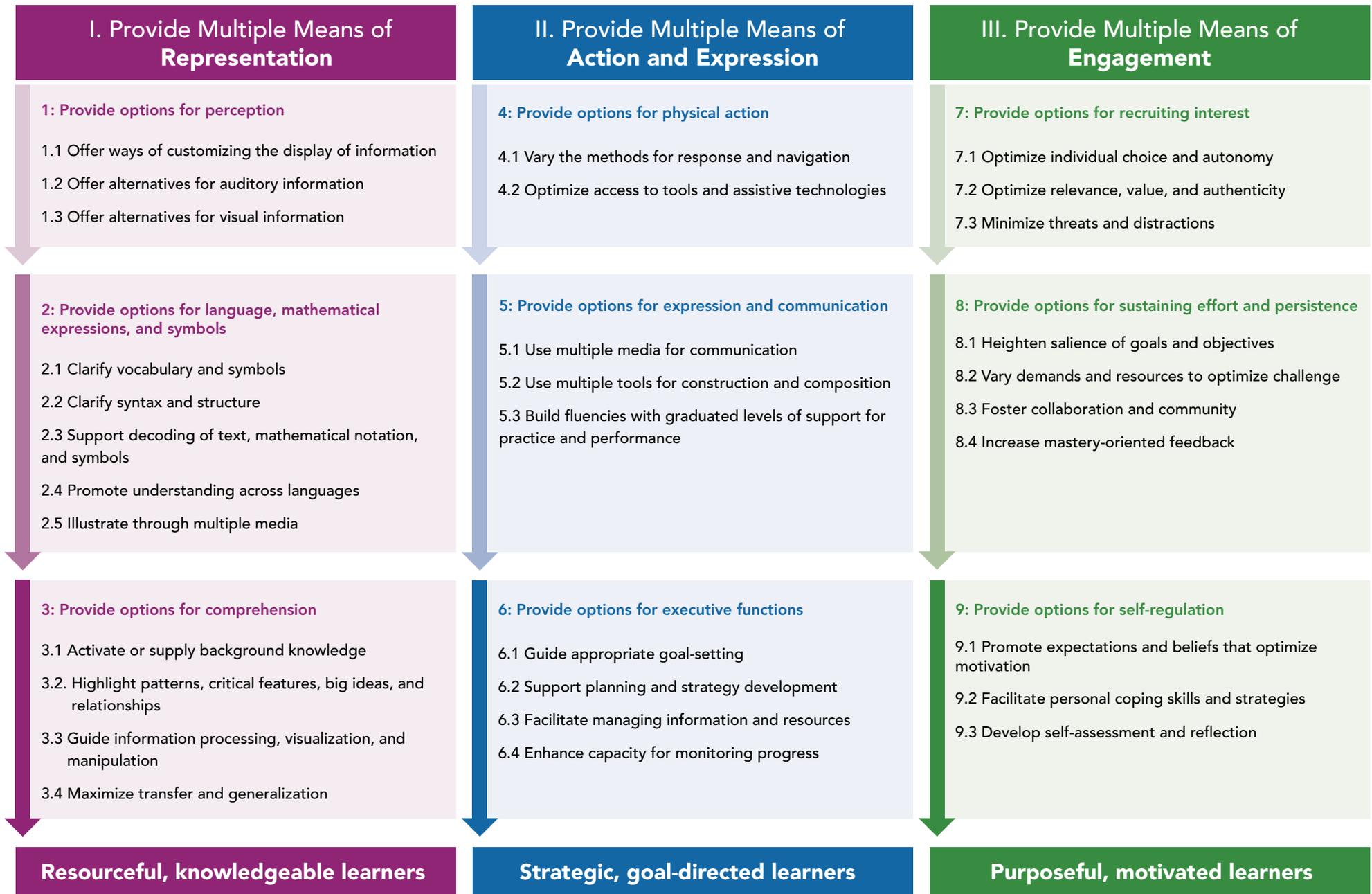
John Dewey's – “Progressive, Learn by Doing”

Charles Handy's – “Wheel of Learning”



Robert Leaver  
New Commons

# Universal Design for Learning Guidelines





**World Wide Web (The Internet)  
Information Super Highway**

**The Metaphor:**

*A car dashboard and a computer browser*

**Dodge Challenger**



**Ford Mustang**



**Chevy Corvette**



**CARS**

**Laptop**



**Desktop**



**Tablet**



**Smart Phone**



**COMPUTERS**



**CONSOLE & CONTROLS**

**Safari**



**Firefox**



**Opera**



**Internet Explorer**



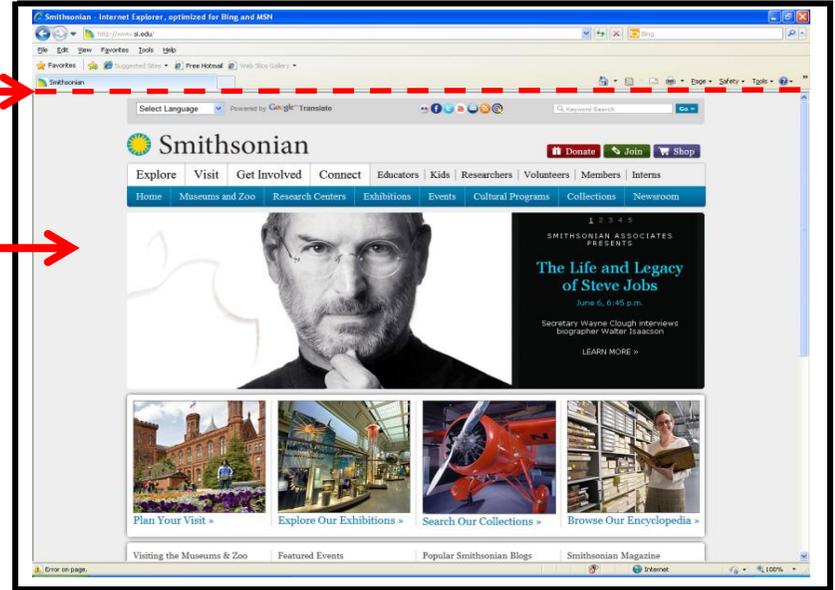
**Google Chrome**



**BROWSERS**

It is important to understand that everything above this red line is your browser control panel (or the inside of your car)

Everything in the large middle section of the screen is actually the website you are visiting, think of this area as your car's windshield as you can go and view anyplace in the world.

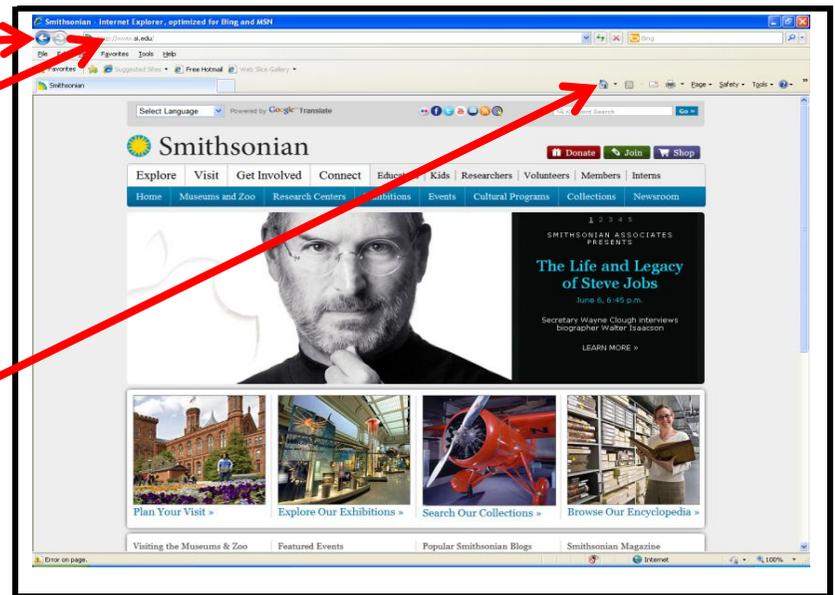


Reverse = Back Arrow

Steering Wheel = Web Address Box



You can set your "Home" page to any website you choose, and go to it by clicking on your browser's home icon



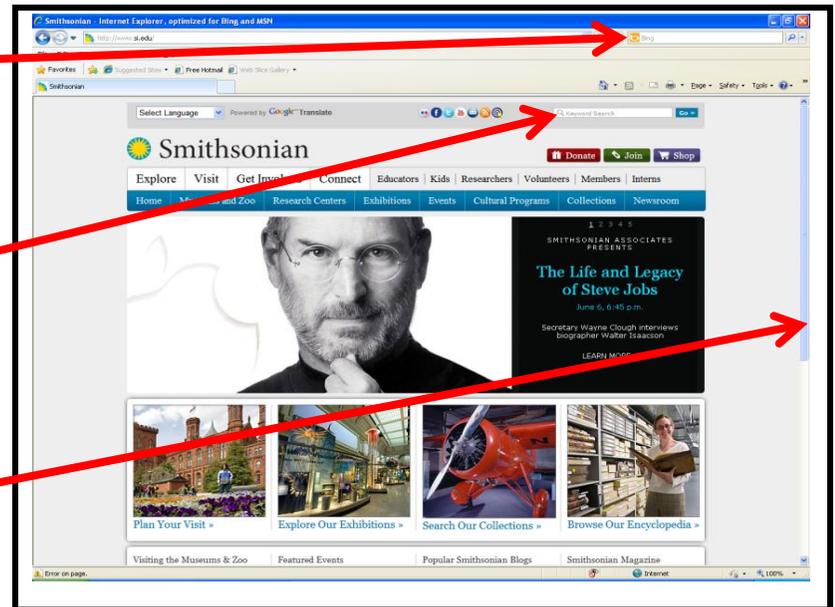
Search boxes in the Browser control panel area is how you find new sites and locations, like using a map or GPS system in your car



Search boxes in most websites are for searching specifically in that site/location. It's like using a 'store directory' at a mall



Sometimes everything on a webpage is so big that it doesn't fit in your windshield, so you can use the scroll bar at the right to see more, like a rear view mirror



## Digital Literacy Instructors' Workshop Learner Scenarios



**Students will naturally vary in their needs and learning styles.** Below are several possible challenges you may face in your Digital Literacy classes. Consider which strategies you would use as a team to meet each of the students' individual needs:

**#1:** An elder Digital Literacy learner has significantly impaired vision. This student cannot see the projected materials, and cannot see the screen or the keyboard clearly. (Solutions will be provided in the course)

**#2:** A young man, arrives late to class as you are presenting. You realize that he is not paying attention to what you are saying, that he speaks out at inappropriate times, and that he interrupts his neighbor to ask questions like "where is she?" (referring to your place in the curriculum) and "can you show me how to....?" You suspect that he may not be reading the information on the screen.

**#3:** A woman with a thick accent, very friendly. She is very excited about the class, and comes to class with her 8-yr-old grand-daughter. In registration, the grand-daughter helps to translate some of the information for her grandmother. Since your class is in the public library, the grand-daughter asks her grandmother if she can go to the Children's section during the class. As you proceed into your class, you recognize that the woman is having great difficulty understanding and keeping up with your English presentation of the materials.

## Digital Literacy Instructors' Workshop Learner Scenarios



**#4:** A young man arrives to class. He is a wheel-chair user, and also appears to have some difficulties with the control of his hand movements. You do not know what the cause is of his physical limitations, but you start to think about the tasks in the class that could be challenging for him. As you start into the hands-on sections, you realize that he is having great difficulty maneuvering the “mouse”, and therefore is falling behind his classmates, and is not trying some of the activities at all. Although he is attentive, he seems to be getting more and more frustrated.

**#5:** An elder woman has joined your DL class. When you meet, you realize that she must have a significant hearing loss, as she is having a hard time responding to some of your questions. In class, you suspect that she is not hearing many of the verbal instructions that you are presenting to guide the activities, and the student clearly appears to be lost, having missed many of the steps in the presentation. She is sitting, and watching, but stops participating.

# Digital Literacy Instructors' Workshop

## Identifying Universal Design for Learning Solutions



Volunteer  
Instructors

**Task/Goal:** \_\_\_\_\_

**Student need:** \_\_\_\_\_

<b>Questions</b>	<b>Potential Barriers</b>	<b>UDL Solutions</b> What methods, materials, or technology devices could be used to minimize the barriers and expand learning?		
		<b>Represent?</b>	<b>Express?</b>	<b>Engage?</b>
<b>Methods</b> What methods are used to achieve the task/goal?				
<b>Materials</b> What materials are used to achieve the task/goal?				
<b>Technology</b> What devices or programs are used to achieve this task/goal?				

## Digital Literacy Instructors' Workshop

### Identifying Universal Design for Learning Solutions- Sample Exercise #1



**Task/Goal:** *Browsing the Internet*

**Student need:** *An elder Digital Literacy learner has significantly impaired vision. This student cannot see the projected materials, and cannot see the screen or the keyboard clearly.*

	Potential Barriers	UDL Solutions		
		What methods, materials, or technology devices could be used to minimize the barriers and expand learning?	Express?	Engage?
<p><b>Methods</b> What methods are used to achieve the task/goal?</p>	<p><i>Instruction using only visual means will not be successful.</i></p>	<p><i>Instruction that is supported by auditory direction, and does not use phrases like “now, you can see over here” will offer better access to instruction. Explain all key steps presented visually by describing them verbally.</i></p>	<p><i>Students should be encouraged to raise hands and ask questions orally. Instructors should decide if questions are best taken at any time, or at a specific break in the instruction. Students should be provided with note paper to jot down questions as they have them.</i></p>	<p><i>Working cooperatively with a partner who is not sight impaired can assist the students in gaining real-time clarification of items, and can make the learning experience more enjoyable. Use of paired methods of visual and auditory helps increase student engagement.</i></p>
<p><b>Materials</b> What materials are used to achieve the task/goal?</p>	<p><i>Print is difficult to see when projected.</i></p> <p><i>Print of distributed materials is standard font size of 12 point.</i></p>	<p><i>Consider the size and contrast of projected materials.</i></p> <p><i>Put a limited amount of material on each slide, in enlarged print.</i></p> <p><i>Distributed materials should be available in alternate formats – large print (16 point or more) and/or digital form for use with screen enlargement program.</i></p> <p><i>A Close Circuit TV (CCTV) can be used to visually enlarge print materials in real time.</i></p>	<p><i>Verbal sharing of information and ideas between students and student-to-instructor should be encouraged.</i></p> <p><i>Any at-home tasks should have guide sheets in large print, so that student can access them easily in order to practice their skills.</i></p>	<p><i>Students should be provided with course materials in alternate formats (recorded text, digital text) for increased/improved access to course content. Easier access aids student engagement.</i></p>

## Digital Literacy Instructors' Workshop

### Identifying Universal Design for Learning Solutions- Sample Exercise #1



	<b>Potential Barriers</b>	<b>UDL Solutions</b>		
		What methods, materials, or technology devices could be used to minimize the barriers and expand learning?		
		<b>Represent?</b>	<b>Express?</b>	<b>Engage?</b>
<b>Technology</b> What devices or programs are used to achieve this task/goal?	<i>Digital projection is too small for student to see.</i>  <i>Computer screen print is too small for student to see easily.</i>	<i>Projected materials can be made available on a computer screen close to the student.</i>  <i>Internal access features for PC and MAC computers support enlargement of screen print and also voicing of print, to offer alternate supports to learning.</i>	<i>To physically enlarge writing for notes, etc., students can use a CCTV.</i>  <i>Digital computer access features (such as auditory and large print output) can be activated on the student's computer to support ease of expression.</i>	<i>Use of pictures or symbols to enhance or clarify concepts supports student engagement. Use Microsoft graphics or Internet pics, etc. to bring pictures into the presentations.</i>