The Integration of Digital Literacy in Adult Education Programs

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Teaching Skills That Matter – Digital Literacy

Teaching Skills that Matter Digital Literacy


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For Patrick . . . Who Said to Do Something Funny

What Do You Do When You First Wake Up?

Our interaction with each other through our phones begins as soon as we awake. Within the first 15 minutes of waking up, 4 out of 5 smartphone owners are checking their phones and among these people, nearly 80% reach for their phone before doing anything else. These statistics alone drive home the utility of and reliance on smartphones.

Within the first 15 minutes of waking up, 4 out of 5 smartphone owners are checking their phones.

Among All Respondents
- 79% reach for phone within 15 minutes of waking
- 62% reach for it immediately after waking
- 44% use an alarm clock

Among 18-24 year olds
- 89% reach for phone within 15 minutes of waking
- 74% reach for it immediately after waking
- 54% use an alarm clock

For Patrick . . . Who Said to Do Something Funny

Where do people check their phones?

54% While lying in bed (i.e., before sleeping or after waking, in the middle of the night)

AGE 18-34: 74%
AGE 35-44: 63%
AGE 45-54: 37%
AGE 55+: 20%

30% During a meal with others

AGE 18-34: 30%
AGE 35-44: 43%
AGE 45-54: 24%
AGE 55+: 7%

24% While driving

AGE 18-34: 32%
AGE 35-44: 32%
AGE 45-54: 11%
AGE 55+: 9%

9% During services at a house of worship (e.g., church, synagogue, mosque)

AGE 18-34: 13%
AGE 35-44: 4%
AGE 45-54: 4%
AGE 55+: 1%

39% While using the bathroom

AGE 18-34: 51%
AGE 35-44: 42%
AGE 45-54: 32%
AGE 55+: 17%
Global Trends

The Race between Technology and Education

Inspired by “The race between technology and education” Fr. Goehr & Katz (Harvard)

Social pain

Education

Prosperity

Digital Revolution

Social pain

Technology

Industrial Revolution

Global Trends

ESSENTIAL DIGITAL HEADLINES

OVERVIEW OF THE ADOPTION AND USE OF CONNECTED DEVICES AND SERVICES

JAN 2022

TOTAL POPULATION

7.91 BILLION

7.91 BILLION

57.0% URBANISATION

57.0% URBANISATION

UNIQUE MOBILE PHONE USERS

5.31 BILLION

5.31 BILLION

67.1% vs. POPULATION

67.1% vs. POPULATION

INTERNET USERS

4.95 BILLION

4.95 BILLION

62.5% vs. POPULATION

62.5% vs. POPULATION

ACTIVE SOCIAL MEDIA USERS

4.62 BILLION

4.62 BILLION

58.4% vs. POPULATION

58.4% vs. POPULATION

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Global Trends

**Digital Growth**
Change in the use of connected devices and services over time.

- **Total Population**: +1.0% Year-on-Year Change (+80 Million)
- **Unique Mobile Phone Users**: +1.8% Year-on-Year Change (+95 Million)
- **Internet Users**: +4.0% Year-on-Year Change (+192 Million)
- **Active Social Media Users**: +10.1% Year-on-Year Change (+424 Million)

**Internet Users Over Time**
Number of internet users (in millions) and year-on-year change.

<table>
<thead>
<tr>
<th>Year</th>
<th>Users (in Millions)</th>
<th>Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>2,177</td>
<td>+11.7%</td>
</tr>
<tr>
<td>2013</td>
<td>2,431</td>
<td>+10.7%</td>
</tr>
<tr>
<td>2014</td>
<td>2,692</td>
<td>+8.3%</td>
</tr>
<tr>
<td>2015</td>
<td>2,916</td>
<td>+12.5%</td>
</tr>
<tr>
<td>2016</td>
<td>3,282</td>
<td>+10.9%</td>
</tr>
<tr>
<td>2017</td>
<td>3,640</td>
<td>+8.5%</td>
</tr>
<tr>
<td>2018</td>
<td>3,950</td>
<td>+6.6%</td>
</tr>
<tr>
<td>2019</td>
<td>4,212</td>
<td>+4.9%</td>
</tr>
<tr>
<td>2020</td>
<td>4,418</td>
<td>+7.7%</td>
</tr>
<tr>
<td>2021</td>
<td>4,758</td>
<td>+4.0%</td>
</tr>
<tr>
<td>2022</td>
<td>4,950</td>
<td></td>
</tr>
</tbody>
</table>

*Sources: Based on various studies, including Comscore’s Global Digital Intelligence data, data from local government authorities, and reports from various organizations. Due to COVID-19-related delays in data collection, some data may not be fully representative of the actual trend.*
For Patrick . . . Who Said to Do Something Funny

15% of iPhone users use an iPhone with a broken screen.

An estimated 18% of the time smartphone owners spend using their device is used to surf the web.

An estimated 50% of mobile phone owners use their phone as their primary internet source.

Mobile phones have 18 times more bacteria than toilet handles.
Global Trends

2021 This Is What Happens In An Internet Minute

National Trends - Our Students Have Changed

1. ASPIRING ACADEMICS
   18-24 year-olds, focused mainly on academics

2. COMING OF AGE
   18-24 year-olds, exploring education among other options

3. ACADEMIC WANDERERS
   Older students unsure about attaining career goals

4. CAREER STARTERS
   See college as part of a career path

5. CAREER ACCELERATORS
   Older students looking to upgrade their career prospects

What is Digital Literacy?

Digital literacy skills mean 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.

The Many Parts of Digital Literacy

- Media literacy
- Network literacy
- Basic Computer skills
- Digital problem solving
- Information literacy
Basic Computer Skills: These are the skills needed to control digital devices and use them to accomplish simple tasks.

- Turning digital devices on and off
- Keyboarding
- Using a mouse
- Using a touchpad
- Right- and left-clicking
- Double-clicking
- Long-pressing

Knowing how to:
- create, save, locate, and edit computer files
- open, use, and close a variety of computer applications
- use email, Internet browsers, search sites (e.g., Google.com), maps, and calendars.

Network Literacy

- Network literacy focuses on the skills required to access and curate information as required by social networks
- Based connectivism, which views knowledge as social and distributed across networks
- Access to and participation in the construction of knowledge requires this new skill

“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 is a key player in creating online social networks, how to learn from them and through them, and how to use them to access and disseminate information.
Our Classroom’s Digital Network

Digital Problem Solving

- The 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.

- Problem Solving in Technology-Rich Environments is defined as "... using digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical.

- An important distinction in the former is that it recognizes proficiency employing what they call "everyday literacies" such as:
  - asking questions
  - making meaning
  - drawing on an experience using technology to support future activities
"Content Completion" vs. "Problem Solving"

**WORK CHECKLIST**
- Identify "areas of proficiency and "areas of need"
- Celebrate and bypass "areas of proficiency"
- Focus work on "areas of need"

**FOCUS YOUR WORK ON**
- The "how-to"
- The "facts"
- NOT THE ANSWERS!

"everyday literacies":
- asking questions
- making meaning
- drawing on an experience using technology to support future activities
AZTEC: LEARNING VIEWS

Activities

[checkbox] Aztec’s GED® Social Studies

[checkbox] Civics and Government

[checkbox] Pretest - Civics and Government

Lesson

[checkbox] Individual Rights and Civic Responsibilities

[checkbox] The Bill of Rights

Drill

[checkbox] Individual Rights and Civic Responsibilities

[checkbox] The Bill of Rights

PIAAC and PS-TRE

PIAAC
(Program for International Assessment of Adult Competencies)

Problem Solving in Technology-Rich Environments (PS-TRE)
TECHNOLOGY, INNOVATION, AND ADULT CAREER PATHWAYS

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Mitch Rosin
AztecSoftware
Jen Hetzel Silbert
Opportunity@Work
Karisa Tashjian
Providence Public Library
Alison Ascher Webber
Ed Tech Center @ World Education
PIAAC Survey

PIAAC surveys were first given in 2012 to
- ~166,000 adults
- aged 16 - 65
- in 24 countries
to measure literacy, numeracy, and problem-solving in technology-rich environments (PS-TRE).

Results

- U.S. participants performed poorly, compared to the international average.
- One in six (17%) adults demonstrated low literacy skills.
- One in three (33%) adults had weak numeracy skills.
- The average of U.S. participants’ scores in PS-TRE were lower than the overall average of all countries’ participants.
What Is PS-TRE?

Problem solving in technology-rich environments involves using digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks.

Why Teach PS-TRE?

Adult learners require strong PS-TRE skills in the world of work; the skills articulated in PS-TRE mirror those rewarded by employers.

The top five skills that support employability are:

1. Judgment and Decision Making
2. Complex Problem Solving
3. Active Learning
4. Reading Comprehension
5. Critical Thinking
Goal of Including PS-TRE Instruction

- Support the development of proficiency using the problem-solving process.
- Support the facility with which adult learners employ a systematic approach to solving problems in which technology use is implicit, so that they can reach educational and career goals.
- Achieve this through using both explicit instruction of the PS-TRE process and implicit representation of its use in instructional activities.

PS-TRE performance for specific groups of U.S. participants

- 70% percent of adults aged 35-64 had low PS-TRE skills.
- 58% of Millennials (adults between ages 16-34) tested at the low-skill level despite spending 35 hours per week using digital media. Among the lowest reported among all participating countries.
- Of the 13% who took the paper version of the assessment, 30% reported being out of the workforce and 41% reported educational attainment below a high school level, suggesting a correlation between proficiency with skills required to complete the computerized version of the assessment and employability.
Information Literacy

- 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.
- In digital literacy, it also includes 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.

USE OF SOCIAL NETWORKS FOR BRAND RESEARCH

PERCENTAGE OF INTERNET USERS WHO USE SOCIAL NETWORKS TO FIND INFORMATION ABOUT BRANDS AND PRODUCTS

<table>
<thead>
<tr>
<th>JAN 2022</th>
<th>USE OF SOCIAL NETWORKS FOR BRAND RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.3%</td>
<td>47.4%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>MALE</td>
</tr>
<tr>
<td>16 - 24 YEARS OLD</td>
<td>25 - 34 YEARS OLD</td>
</tr>
<tr>
<td>48.4%</td>
<td>45.5%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>MALE</td>
</tr>
<tr>
<td>35 - 44 YEARS OLD</td>
<td></td>
</tr>
<tr>
<td>43.7%</td>
<td>42.2%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>MALE</td>
</tr>
<tr>
<td>45 - 24 YEARS OLD</td>
<td></td>
</tr>
<tr>
<td>36.6%</td>
<td>35.7%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>MALE</td>
</tr>
<tr>
<td>55 - 64 YEARS OLD</td>
<td></td>
</tr>
<tr>
<td>28.9%</td>
<td>27.9%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>MALE</td>
</tr>
</tbody>
</table>
How do we know this is the correct answer?

FOCUS YOUR WORK ON
- The “how-to”
- The “facts”
- NOT THE ANSWERS!

CHECK
- The question
- The answer descriptions

AZTEC: “Locate, Evaluate, And Use Effectively The Needed Information”

Correct

The correct answer is 120.

Explanation:
The passage states, “The mechanical advantage of a compound machine (a machine made up of several simple machines) is the product of the mechanical advantages of the simple machines of which it is composed.”

To find the product, multiply the mechanical advantages of the three types of simple machines that the bicycle is composed of.

wheel = 4
lever = 5
pulley = 6

Multiply to calculate the total mechanical advantage of the bicycle.

\[ MA_{total} = 4 \times 5 \times 6 \]

The overall mechanical advantage of the bicycle is 120.
Media Literacy

- Media literacy focuses on finding, evaluating, using, and communicating information.

- It emphasizes the range of media found online from print to video to the Internet.

- Media literacy also includes production skills through which learners contribute to the overall body of information, such as:
  - Production of original content
  - Remix of content

### APP ANNE App Ranking: Downloads

**JAN 2022**

**APP ANNE'S RANKING OF MOBILE APPS AND MOBILE GAMES BY TOTAL NUMBER OF DOWNLOADS BETWEEN JANUARY AND DECEMBER 2021**

<table>
<thead>
<tr>
<th>#</th>
<th>MOBILE APP</th>
<th>COMPANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>'TikTok'</td>
<td>ByteDance</td>
</tr>
<tr>
<td>02</td>
<td>Instagram</td>
<td>Meta</td>
</tr>
<tr>
<td>03</td>
<td>Facebook</td>
<td>Meta</td>
</tr>
<tr>
<td>04</td>
<td>WhatsApp</td>
<td>Meta</td>
</tr>
<tr>
<td>05</td>
<td>Telegram</td>
<td>Telegram</td>
</tr>
<tr>
<td>06</td>
<td>Snapchat</td>
<td>Snap</td>
</tr>
<tr>
<td>07</td>
<td>Facebook Messenger</td>
<td>Meta</td>
</tr>
<tr>
<td>08</td>
<td>Zoom Cloud Meetings</td>
<td>Zoom</td>
</tr>
<tr>
<td>09</td>
<td>CAP Cut</td>
<td>ByteDance</td>
</tr>
<tr>
<td>10</td>
<td>Spotify</td>
<td>Spotify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>MOBILE GAME</th>
<th>COMPANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>'Garena Free Fire'</td>
<td>Sea</td>
</tr>
<tr>
<td>02</td>
<td>Subway Surfers</td>
<td>SYBO</td>
</tr>
<tr>
<td>03</td>
<td>Subway Surfers</td>
<td>ROBLOX</td>
</tr>
<tr>
<td>04</td>
<td>Bridge Race</td>
<td>Ironsource</td>
</tr>
<tr>
<td>05</td>
<td>Candy Crush Saga</td>
<td>Activision Blizzard</td>
</tr>
<tr>
<td>06</td>
<td>PUBG Mobile</td>
<td>Tencent</td>
</tr>
<tr>
<td>07</td>
<td>Ludo King</td>
<td>Gametion</td>
</tr>
<tr>
<td>08</td>
<td>Hair Challenge</td>
<td>Zynga</td>
</tr>
<tr>
<td>09</td>
<td>Among Us</td>
<td>Innersloth</td>
</tr>
<tr>
<td>10</td>
<td>Join Clash 3D</td>
<td>Ironsource</td>
</tr>
</tbody>
</table>

**Sources:** App Annie. *State of Mobile 2022* Report. See [appannie.com](http://appannie.com) for more details. Notes: Rankings based on worldwide downloads for non-Google Play Store apps. The table includes the top 10 apps and top 10 games by downloads from January and December 2021. Values for China only include activity on the Apple iOS App Store. COMPANIES/LIST: It values for ’TikTok’ include downloads that we report in addition to mobile and game searches elsewhere in this report.

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### Digital Content Purchases

**JAN 2022**

**Percentage of Internet Users Aged 18 to 64 Who Pay for Each Type of Digital Content Each Month**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movie or TV Streaming Service</td>
<td>31.8%</td>
</tr>
<tr>
<td>Music Streaming Service</td>
<td>24.1%</td>
</tr>
<tr>
<td>Music Download</td>
<td>29.3%</td>
</tr>
<tr>
<td>Movie or TV Download</td>
<td>17.9%</td>
</tr>
<tr>
<td>Mobile App</td>
<td>17.4%</td>
</tr>
<tr>
<td>Mobile Game</td>
<td>16.7%</td>
</tr>
<tr>
<td>Study Programs and Learning Materials</td>
<td>14.4%</td>
</tr>
<tr>
<td>E-Book</td>
<td>12.9%</td>
</tr>
<tr>
<td>In-App Purchases</td>
<td>11.8%</td>
</tr>
<tr>
<td>News Service</td>
<td>11.8%</td>
</tr>
<tr>
<td>Software Package</td>
<td>10.5%</td>
</tr>
<tr>
<td>Premium Web Service</td>
<td>9.8%</td>
</tr>
<tr>
<td>Subscription to an Online Magazine</td>
<td>9.3%</td>
</tr>
<tr>
<td>Digital Gifts</td>
<td>9.8%</td>
</tr>
<tr>
<td>Dating Service</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

**Sources:** GfK (Q1 2021). Figures represent the findings of a broad global survey of Internet users aged 18 to 64. See [gfk.com](http://gfk.com) for full details.
Aztec and Media Literacy

Why is Digital Literacy Important?

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 education and might be developing literacy for the first time, or who may be struggling with numeracy or English language proficiency.

- Digital literacy can support or accelerate the acquisition of knowledge and the development of proficiency in a range of academic contexts.

- 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.

Why Is Digital Literacy Important?

- The need is great... Really great... As in HUGE!
- A National Skills Coalition study about the foundational skills required for entry-level service work found that 73% of workers lacked digital problem-solving skills. That’s 2 out of 3 workers who struggle with computers on the job!

- Middle skills jobs that require less than a bachelor’s degree and yet generally pay a living wage, 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.
Why Is Digital Literacy Important?

- Pew Research supports the importance of digital literacy outside of the workplace.

- 90% 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.

- Internet holdouts align with the demographics of adults with basic skills and learning needs; because they lack a secondary credential, many adults are unemployed or underemployed and do not earn family-sustaining wages.

- Adult Ed programs are often the only place for adults to learn the Internet and technology.

Why Is Digital Literacy Important?

Finally...

- Digital literacy is a focus in the College and Career Readiness Standards (CCRS) and articulated throughout the anchor standards and benchmarks of the CCRS.

- 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.

- The 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 and family-sustaining wages.
How to Build the Skills that Matter?

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

**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.

- 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, include a list of questions that students should ask themselves about the **reliability and validity** of various websites they visit and remind students to **think critically about the information they find online**.

---

**Making Critical Thinkers and Problem Solvers**

**THE MOST IMPORTANT THINGS TO DO IN OUR CLASS**

- Take notes in your own words
- Pay attention to the answer’s EXPLANATION
- Do NOT focus on getting through the activities as fast as you can.

Our focus is on you **LEARNING** the skills.
How Do You Implement the Skills That Matter for Digital Literacy?

**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 or PowerPoint, it is 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).

**Appropriate Communication**

**Communication Modeling**

- Grammatically correct
- Appropriately formatted or used

**Aztec**

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

Processing and Analyzing Information

• 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 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.

• In the classroom, media literacy activities that provide support on identifying bias should be woven into any lessons about internet search.

AZTEC: The GED Extended Response (Author’s Bias)
How Do You Implement the Skills That Matter for Digital Literacy?

**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
  - Draw on knowledge of one's own skills
  - Seek support when needed
  - Monitor one's progress toward goal completion and alter course when a new approach or technology is required

- 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.

AZTEC: Self-Monitoring
How Do You Implement the Skills That Matter for Digital Literacy?

**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.
- 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, etc.
- **Open-ended problem-based activities**, requiring 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, use online surveys 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.


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**AZTEC: Question Types**

![Image of question types]

- **A**: A substance that causes a chemical reaction
- **B**: Something that acts as the cause of an event
- **C**: An event that allows two groups to avoid conflict
- **D**: An agreement between two groups

---

**Text Preview**

**The Truman Doctrine, 1947**

In light of the deteriorating relationship with the Soviet Union and the appearance of Soviet meddling in Greece and Turkey, the withdrawal of British assistance to Greece provided the necessary catalyst for the Truman Administration to adopt American foreign policy. According to this speech, President Truman requested that Congress provide $400,000,000 worth of aid to help the Greek and Turkish Governments and support the disposers of American citizens and military personnel and equipment to the region.

**Under the 2008 Act, the company adopted an agreement by employees to accommodate the employer.**

**The sentence doesn’t need to be revised.**

**Keyboard Help:** select then image and Hit ENTER to activate keyboard text entry.
How Do You Implement the Skills That Matter for Digital Literacy?

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.

• Classroom activities could include authentic internet-based resources. For example, in an English Language Arts class on social media, have the learners examine their own networks to better understand audience and purpose of each.

• If students are learning 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 a contextualized activity that requires students to use technology to map public transit routes vs. using their own vehicle to get to an appointment on a specific date/time.

Learning System – Following Steps

1. CLICK ON YOUR CLASS
2. CLICK ON YOUR UNIT
3. TAKE THE PRE-TEST
4. CHECK YOUR SCORE
5. TAKE THE DRILL
   ■ PRE-Take the next above
   ■ POST-Take the next above
6. TAKE THE POST TEST after scoring 80% on all of drills
How to Teach Digital Literacy?

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

Support Foundational Skills
• Don’t ignore the reality that some learners will have little or no foundational skills.

• 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 examples to the use of authentic skills learners need to complete tasks of their own choosing.
Introducing Students to Tech

• Patience and small steps!
• Short goals
  • Learn how to turn/log on your computer
  • Learn how to use your mouse pad
  • Face-to-Face “how to”
  • Setting up an email
  • Setting up Remind
  • Navigating to Aztec
• Student-written, step-by-step checklists
• Website of instructions – class-specific videos

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

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.
Real-world example

• GED Ready Practice test
  • Print
  • Save as a pdf
  • Attach to an email

• Low-Income internet
  • Copy my info
  • Upload to a website

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

Integrate Technology

• Provide ample opportunities to use 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.
What Are Some Tips for Teaching Digital Literacy Skills in Your Classroom?

**Emphasize Access**

- **Use of the devices that learners own** so that they can develop comfort using them in new ways.
- Teachers and Administrators 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.
- Things to consider:
  - Provide computer labs
  - Offer location information for area libraries or community-based organizations that have computer labs
  - Establish Wi-Fi hotspot lending programs
  - RACHEL (Remote Access Community Hotspot for Education and Learning)
What Are Some Tips for Teaching Digital Literacy Skills in Your Classroom?

**Use Relevant Technologies**

- **Determine the technology** used in postsecondary programs, work-based learning sites, or by local employers. PICK UP THE PHONE!

- 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.
Our Tech-Heavy Classroom - Teachers

What are Best Practices in Digital Literacy?
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.

What Are Best Practices in Digital Literacy?

- 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.
What Are Best Practices in Digital Literacy?

• **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.

• **Instruction 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. [https://www.digitalliteracyassessment.org/](https://www.digitalliteracyassessment.org/)

• 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.
For Patrick . . . Who Said to Do Something Funny

An estimated 91% of Americans have a mobile device in reach at all times.

For Patrick . . . Who Said to Do Something Funny

<table>
<thead>
<tr>
<th>JAN</th>
<th>ESSENTIAL UPDATE: THE BATTLE FOR THE INTERNET</th>
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<td>2022</td>
<td>CATS MAY STILL RULE THE WEB, BUT DOGS HAVE SEIZED NEW OPPORTUNITIES TO ENGAGE GROWING DIGITAL AUDIENCES.</td>
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- **WEB PAGES ABOUT DOGS**: 2.40 BILLION
- **AVERAGE GOOGLE SEARCH VOLUME INDEX FOR DOGS**: 89
- **INSTAGRAM POSTS TAGGED WITH DOGS**: 330.7 MILLION
- **VIEWS OF TIKTOK POSTS TAGGED WITH DOGS**: 205.2 BILLION
- **NUMBER OF TWITTER USERS INTERESTED IN DOGS**: 391.0 MILLION

- **WEB PAGES ABOUT CATS**: 2.83 BILLION
- **AVERAGE GOOGLE SEARCH VOLUME INDEX FOR CATS**: 43
- **INSTAGRAM POSTS TAGGED WITH CAT**: 257.3 MILLION
- **VIEWS OF TIKTOK POSTS TAGGED WITH CAT**: 136.6 BILLION
- **NUMBER OF TWITTER USERS INTERESTED IN CATS**: 106.0 MILLION

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QUESTIONS

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