

Promoting Digital Literacy for Adult Learners

Facilitator's Training



SPREADING KNOWLEDGE
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Welcome to the training, Promoting Digital Literacy for Adult Learners!

We are so excited to share this resource with all of you. This training is designed to help anyone supporting adult learners—in a variety of settings to help both volunteer digital mentors and tutors, as well as professional adult education teachers and librarians to understand and utilize [Promoting Digital Literacy for Adult Learners: A Resource Guide](#) (subsequently referred to as *The Resource Guide*) as effectively as possible.

This training provides essential information and tips that will help you use this digital literacy resource guide to support adult learners in meeting their unique digital literacy goals.

Note: You may want to create an opening slide with your contact information and the training date.

Why Are We Here?

Digital skills, tools, and technologies are fundamental for social mobility.

But few learners have the information, services, and support needed to achieve it.




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The [Barbara Bush Foundation for Family Literacy](#) and Digital Promise partnered to develop [Promoting Digital Literacy for Adult Learners: A Resource Guide](#) for all those working directly or in small group instructional settings with adult learners. With contributions from experts across the adult learning field, the team set out to create a dynamic resource that would improve the quality, effectiveness, and comprehension of digital skills training in any learning context. The final product provides over 75 pages of research-based insights, best practices, key resources, as well as strategies for meeting unique learner needs, especially in digital skills learning and application. But the sheer amount of content may be a lot to initially process, particularly for instructors who are new to working with adult learners.

Overall Training Objectives



1. Discuss key concepts for teaching digital literacy, such as learner variability, in your own words.
2. Increase confidence and ability to identify adult learners' digital literacy needs and goals.
3. Navigate the resource guide as a resource to answer questions or find strategies for digital literacy challenges that arise either in real time or in learner scenarios.

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As a result of this training on effective ways to apply [Promoting Digital Literacy for Adult Learners: A Resource Guide](#), participants will be able to:

- Identify and discuss key concepts, such as the Whole Learner Framework, in their own words
- Increase confidence in identifying adult learner needs and goals related to digital literacy, and identifying research-based strategies to support them
- Navigate the resource guide as a resource to answer questions or find strategies for digital literacy challenges that arise either in real time or in learner scenarios

Session Agenda

Learning module topics aligned to chapter content

Welcome: Overview and Ice-Breaker

Module 1: Overview

Module 2: Understanding the Adult Learner Experience

Module 3: What is Digital Literacy?

Module 4: Preparing to Teach Digital Literacy

Module 5: Strategies for Building Digital Literacy for the Whole Learner

Session Planning

Questions



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Review session agenda

Welcome

1. Name
2. Personal pronouns (e.g. she/her; they)
3. Role in supporting adult learners
4. Briefly describe your experience teaching digital skills



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Welcome to the course! We will be getting to know each other throughout the course, but just to get started, please share your name and how it is pronounced correctly, your personal pronouns, your role in supporting adult learners, and briefly describe your experience teaching digital skills.

For example, are you new to it? Were you forced to teach digitally during the pandemic? Are you a volunteer? Are you designing a digital skills curriculum?

Preference is not to do this in the chat so you can hear people say their names how they prefer them to be pronounced.

In-person adaptation: Turn and talk to a partner or in groups of 3.

What digital literacy skills do adult learners need?

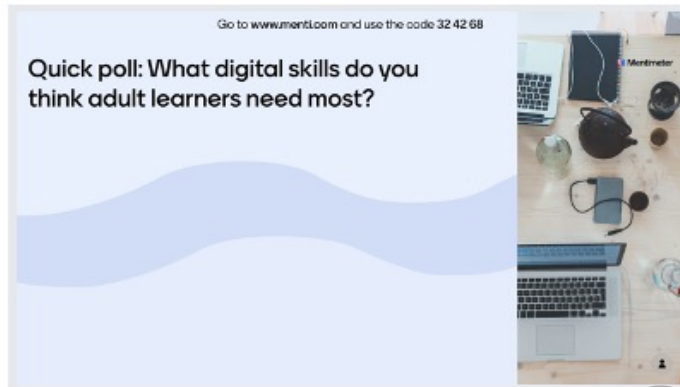
“ Technology is always changing, so I really need these skills. I used to call and ask my kids all the time to help me use the computer, but now I'm independent! If you don't know how to fill out an online application, you need someone to help you, but now I feel like I'm the boss of the computer.

– Northstar Digital Literacy Adult Learner ”

Depending on the context and comfort with technology, you can discuss this question in pairs, as a whole group, or the best option, via mentimeter: [Mentimeter](#) is an online presentation software that helps you create easy-to-build interactive polls, quizzes, and word clouds to support more participation and less stress! See slide 7 to try it.

Mentimeter Code: 32 42 68

Facilitation tip to promote digital skills with learners



- Mentimeter is an online presentation software that helps you create easy-to-build interactive polls, quizzes, and word clouds to support more participation and less stress!
- <https://www.mentimeter.com>



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Note, this is a sample Mentimeter created by the instructional design team. For your own training cohort, you will need to create mentimeter slides of your own with specific codes. Not to worry, it is very easy to do. Please visit <https://www.mentimeter.com> to create your interactive poll, quiz, word cloud or any other type of digital engagement. You can use this in person or in virtual settings. It's a great way to build engagement and digital skills at the same time.

Once you create your poll via mentimeter, be sure to update the slide and code to direct participants to the correct question.

Icebreaker

Two Truths and a Lie

1. Think of two truths and a lie about yourself. This is more fun if you think of things that are not obvious and your colleagues will have to think a little to figure out which is the lie.
2. Share your three sentences, and let the group decide which statements are true and which is false.
3. Reveal which are true and false!



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Icebreaker option (choose just one): Two truths and a lie

- See the resource guide for more instructions about this icebreaker.
- The presenter can start with an example from themselves and the group guesses the lie.
- For very large groups, this can be done in groups of 4-5 in a 5-minute breakout room session.
- Or, to save time, it can be done in the main session with 5-6 participants sharing their three sentences in the chat or by unmuting, one at a time. Presenter will have to manage the number of people who share their truths and lies in the chat to make sure there are not too many messages for people to follow. People can participate actively by sharing their truths and lies or more passively by guessing which is the lie.

In-person modification: Presenter gives participants 2 minutes to think and write. Participants share their truths and lies in groups of 3-5.

Icebreaker

Camera on / Camera Off

Start with cameras off.

You will hear multiple questions. If you want to answer “yes” to a question, turn your camera on. If you answer, “no,” turn your camera off.



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Icebreaker option (choose just one): Camera on / Camera off

See the resource guide for more instructions about this icebreaker.

Questions:

[Presenter chooses 6-10 questions to end here and ask, depending on the audience. See ideas in speaker's notes. Add an additional slide, if needed.]

Question ideas, or create your own:

Are you from [state training is taking place]?

Have you been with this company/school for more than 5 years?

Are you teaching or tutoring now?

Do you speak a language other than English?

Have you looked at your phone more than 5 times so far today?

Did you have trouble learning a new digital skill sometime this week?

Did you get enough sleep last night?

Are you nervous about participating in this training?

Have you had a caffeinated beverage yet today?

Have you left the country sometime in the last 5 years?

Have you been to your local library sometime in the last two years?
Are you an introvert?

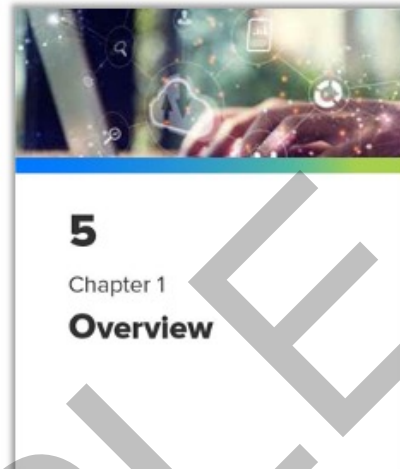
In person modification: Raise a hand for “yes,” or raise a green card for “yes” and a red card for “no.”

SAMPLE

Module 1: Overview

Understand the purpose of the resource guide and why digital skills and connectivity is so important to adult learners and workers.

Set personal learning goals for improving their ability to meet the unique digital literacy needs of their learners.



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Chapter 1 provides important context for the digital literacy resource guide, including why access to digital literacy skills training and connectivity are so critical for Americans today.

Learning Objectives

- Participants will understand the purpose of the resource guide, and why digital skills and connectivity are so important to adult learners and workers
- Participants will set personal learning goals for improving their ability to meet the unique digital literacy needs of their learners

The Challenge



To earn a living and navigate public and social systems, adults across all ages, races, genders, major industries, and most occupations need to continuously develop and apply **digital skills**.

But **equity** in the rapidly changing economy remains a challenge, especially for individuals with a high school diploma or less.



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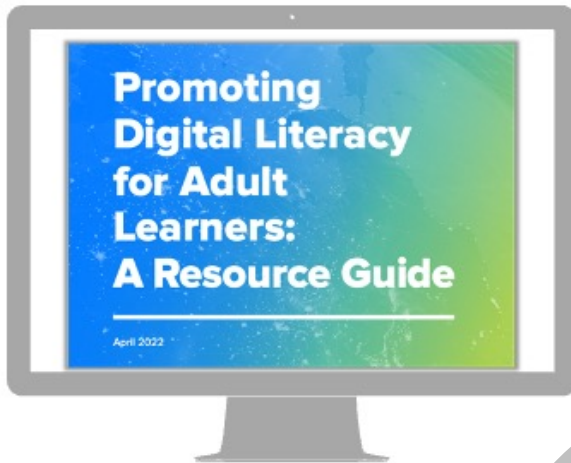


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Paraphrase the following paragraphs from pages 5-6 to help create a context for digital literacy:

Technological advances in automation and artificial intelligence are also changing society and the culture of work. To earn a living and navigate public and social systems, adults across all ages, races, genders, major industries, and most occupations need to continuously develop and apply digital skills. But equity in the rapidly changing digital economy remains a challenge. An estimated 30 percent of Americans—especially those with a high school diploma or less—will have to switch jobs in the coming years or develop the skills that employers are now seeking. Adults may need to expand their capabilities or ‘upskill’ to pursue new career paths. This positions adults to thrive in today’s workplace and that of the future. There are tangible benefits, too. Those who develop new foundational skills earn more, provide more value to employers, and enjoy greater job mobility.

How to Use the Resource Guide



- Framework for working with adult learners in the context of digital literacy
- Supplemental support to a digital literacy curriculum
- Professional development materials support a “train the trainer” framework and technical assistance



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Organized into five chapters along with additional resources and appendices, the resource guide provides a comprehensive framework for promoting digital literacy skills through the lens of the whole adult learner. Understanding the adult learner experience is critical to designing and implementing personalized and effective digital skills training. The resource guide offers ample strategies that build on the key concept of *learner variability*, the recognition that every learner has a unique set of strengths and challenges across a whole learner framework that are interconnected and vary according to context.

The purpose of this Facilitator’s Handbook and accompanying slide deck is to support facilitators who are introducing the resource guide to educators, employers, mentors, and volunteers that work with adult learners. It provides recommendations for training others on how to use the resource guide, such as making the most of key features and facilitation tips and applying a whole learner framework.

How would you describe your adult learning context?

Learning contexts can include:

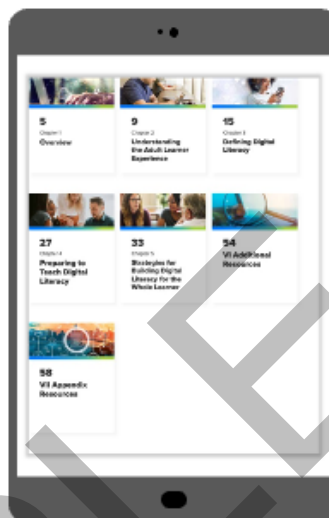
- ☐ Adult literacy, secondary, and high school equivalency programs
- ☐ Adult charter schools
- ☐ Career service and workforce training programs
- ☐ Citizenship preparation
- ☐ Continuing education programs
- ☐ Correctional and reentry programs
- ☐ English language instruction and career-based **English language training**
- ☐ Enrichment and interest-based learning
- ☐ Faith-based programs
- ☐ Family literacy programs
- ☐ Higher education institutions
- ☐ Library education
- ☐ Online pathway exploration and/or **skills training** platforms
- ☐ Veterans services
- ☐ Work based-learning and apprenticeship programs

How would you describe your adult learning context? Ask participants to share the kind of learning context they will be working in with adult learners. In-person adaptation: Turn and talk to a partner or in groups of 3.

Table of Contents

Open the resource guide and scroll to page 4 to review the table of contents.

What parts of the resource guide might align with your day-to-day work and why?



Share out in small groups, whole group, or via chat/zoom, depending on the size of your group and how much time you have.

Key Terms: Digital Literacy and Digital Resilience

Scroll to page 6. Key terms are in bold, with clear definitions.

The tiny blue boxes are hyperlinks to find out more!

→ What is Digital Literacy?

The ability and knowledge needed to access and operate internet-connected devices, to successfully use commonly available software, and to navigate and utilize online resources in order to effectively communicate and complete social and work-related tasks in a virtual space.

— Literacy Minnesota [🔗](#)

→ What is Digital Resilience?

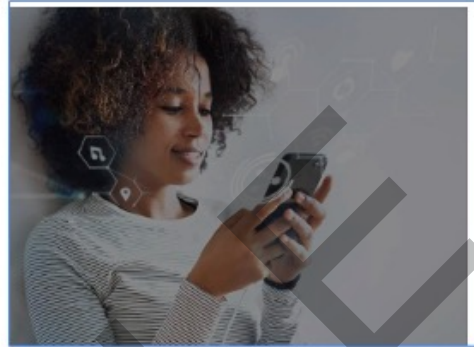
The awareness, skills, agility, and confidence to be empowered users of new technologies and adapt to changing digital skill demands.

— Digital Resilience in the American Workforce [🔗](#)

Let's define a few key terms. Take a moment to think through these terms and definitions also on page 6. We are going to focus now on digital resilience and then explore the concept of digital literacy in more depth for chapter 3.

In what ways are you digitally resilient?

Digital resilience is the **awareness, skills, agility, and confidence** to be empowered users of new technologies and adapt to changing digital skill demands.



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Today, **digital resilience** – the **awareness, skills, agility, and confidence** to be empowered users of new technologies and adapt to changing digital skill demands – is more important than ever for active participation in society and the economy.

In what ways are you digitally resilient? Give an example of yourself or someone in your life. This can be via chat or discussion, depending on learning context.

Example:

Sarah: I am very aware of digital skills and technology and consider myself to have fairly advanced skills for the work I do, such as writing in Microsoft Word, using zoom, accessing health portals, completing online forms, keeping track of my LinkedIn profile, email, etc. In terms of agility, I am sometimes hesitant to take on learning a new app or platform, like Asana, because I feel overwhelmed with the number of usernames, passwords, and I get fatigue switching back and forth all day between applications. I think I have confidence.

My mother has severe dyslexia and struggles with reading, in general. She is completely overwhelmed with accessing health or financial information online or booking air travel to visit grandchildren. She is not at all confident in her digital skills, even though she can navigate apps on her phone fairly well.

What digital literacy skills do adult learners need?

“ Digital skills include a range of abilities to use digital devices, communication applications, and networks to access and manage information

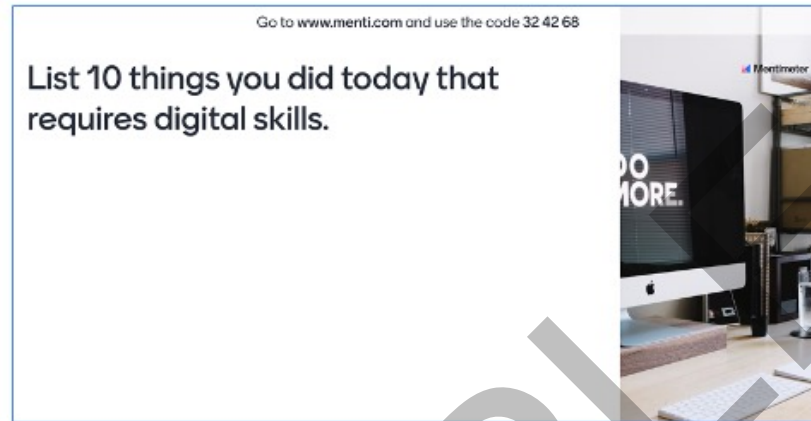
– UNESCO ”

Take two minutes to write your own list of everything you did yesterday that required digital skills. Provide some of your own examples such as: email colleague, schedule a meeting via google calendar, text Mom, post anniversary picture on Instagram, access my son's online health records

(Allow 2 minutes for participants to write their own list.)

Mentimeter

Mentimeter: 32 42 68



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To model opportunities to build digital literacy skills, create a [mentimeter](#) and invite participants to co-generate a word cloud to show all of the digital skills that participants recognize. Note, prepare this mentimeter before class to be ready to provide the code.

Key Features

- **Pause and Reflect:** question prompts to focus reading and reflection
- **Quick Tips:** practical activities, ideas, and resources that practitioners can apply right away
- **Linking Theory to Practice:** specific ideas and resources for putting the theoretical ideas of the resource guide into action
- **Field Examples:** real-life illustrations of ideas to help readers get a clearer picture of how digital literacy looks when implemented.
- **Resources:** additional sources of information with links to external resources



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There are several interactive activities and opportunities for learning and reading. Here you can see listed all the types of Key Features and a brief description of them. We will engage with several Key Features through the rest of the training.

Pause and Reflect

How will this resource guide support your work with adult learners?

Set one or two goals for new key learnings and how you might apply this newly gained knowledge to your practice.



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Page 8

Now that we have defined some basic terms and you have fresh in your mind how essential digital skills are to everyday and work life, let's Pause and Reflect and set a learning goal for this training. As you will see in the resource guide and in this training, Pause and Reflects are one of the Key Features. They are opportunities to do just that—stop, take a moment and think about what you've learned or what more you want to learn about.

I will give you a moment to think through these questions and write down a few notes which we'll return to at the end of the training.