



## Promoting Digital Literacy for Adult Learners: Training Scope and Plan

The [Barbara Bush Foundation for Family Literacy](#) in partnership with [Digital Promise](#) created [Promoting Digital Literacy for Adult Learners: A Resource Guide](#) for educators, tutors, and mentors who are working with adult learners in the context of digital literacy.

To support facilitators who are *introducing* the resource guide to educators, tutors, and mentors that are working directly with adult learners, we created a set of training materials, including a Facilitator’s Handbook and Slide Deck. In this training, content is broken down into five learning modules that are aligned to the five chapters of the Guide. Here is a brief overview.

<b>Learning Module</b> <i>Aligned to chapter content</i>	<b>Description</b>
Welcome: Course Overview and Icebreaker	The training begins with activities to help participants feel motivated to learn and valued as individuals. Two key strategies can be used to support a sense of purpose and belonging, including providing <a href="#">clear structure and presentation</a> and identifying <a href="#">cultural and life experiences</a> .
Module 1: Guide Overview	Module 1 provides important context for the digital literacy resource guide, including why access to digital literacy skills training and connectivity is so critical for Americans today.
Module 2: Understanding the Adult Learner Experience	Module 2 lays a foundation for understanding learner variability and taking a whole learner approach to meet diverse learners’ digital literacy needs and goals.
Module 3: What is Digital Literacy?	Module 3 explores the different components of digital literacy through a whole learner lens to understand the many factors that influence a person’s development of digital skills.
Module 4: Preparing to Teach Digital Literacy	Module 4 helps prepare participants to teach digital literacy, including unstructured time for questions, peer-to-peer sharing, and identifying tools and strategies to get to know adult learners.

Module 5: Strategies for Building Digital Literacy for the Whole Learner	Module 5 outlines practical, research-based strategies that can be used to support the whole learner. Participants will use the guide to identify research-based strategies for adult learners based on several learner profiles from real-world contexts.
First Session Planning	This section provides explicit support for planning a digital session with adult learners. Participants will discuss ways to plan and structure sessions to effectively create an inclusive learning environment, present new information and resources, engage adult learners in relevant digital activities, and check for understanding.
Final Reflections and Thank you!	This final section is designed to revisit course objectives and reflect on capacity to meet adult learner unique needs in the context of digital literacy.

To design a training session that best fits your participants, please consider the following:

- Review the [Promoting Digital Literacy for Adult Learners: A Resource Guide](#) and the learning modules outlined above.
- Consider these questions for the *training* participants (“trainees”):
  - Who is the training for (audience)?
  - How will the trainees engage with adult learners? (check all that apply):
    - Using a digital literacy curriculum
    - In context of a learning environment or a workforce task
    - With specific content-based curriculum (example: digital or health)
    - In an adult education class
    - As part of a library volunteer program
    - As part of workforce training
    - At a volunteer site
    - Learning “drop in” centers
    - In other areas
  - How will the trainees deliver digital literacy support?
    - 1:1 with adult learners
    - A small group setting
    - Classroom setting
  - Will the learning sessions (mentors/tutors with learners) be in person, virtual, or hybrid?
  - Do the trainees have knowledge in the following:
    - Adult learning theory
    - Learner Variability

- Digital literacy skills
- Have the trainees worked with adult learners before?
  - Trainees are experienced adult educators
  - Trainees are new educators
  - Trainees are corporate volunteers who may have limited experience working with adult learners
  - Trainees are community volunteers who may have limited experience working with adult learners
- What is the best way to provide the Digital Literacy Resource Guide training for your site:
  - In person
  - Virtual
- How much time will be provided for this training?
- With these considerations in mind, what modules should be a part of your training?
  - All of them in original design
  - All of them with modifications—some modules expanded, some shortened
  - Select modules with some content customized based on site needs