



# **Digital Literacy Curriculum Resource Instructor Manual**



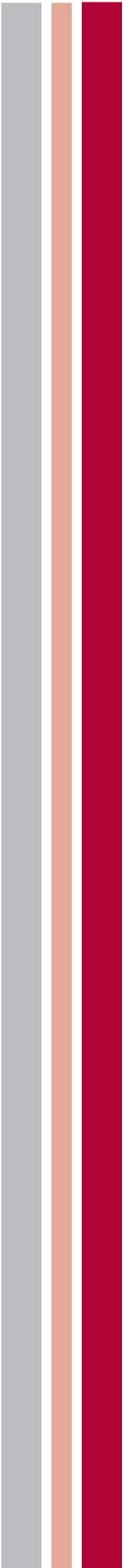
THE UNIVERSITY OF BRITISH COLUMBIA

**Learning Exchange**



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## Introduction to the Digital Literacy Curriculum Resource

Welcome to the Digital Literacy Curriculum Resource developed by ISSofBC with funding from Immigration, Refugees and Citizenship Canada. This resource is designed to aid English language instructors and those in the Settlement field in helping newcomer clients overcome digital literacy barriers.

### Best Practices

A Best Practices document is included in this resource to provide key guidelines on incorporating digital literacy support and instruction in classrooms and programming. The Best Practices document should be read before any of the other materials in the resource document.

### Access to Core Material

While the Best Practices and Instructor Manual documents are freely available to the public on the website housing the Digital Literacy Curriculum Resource, the core material is located behind passwords in order to ensure it is used as intended.

Three separate passwords are required. Each of the following sections has a unique password:

- Needs Assessment
- For Teachers
- For Students

Organizations or groups working under public funding receive these passwords with notification of the Digital Literacy Curriculum Resource. Passwords may also be obtained by request through the Contact section of the Digital Literacy Curriculum Resource website.

### Diagnostic/Needs Assessment

In order to help identify learners' basic digital literacy needs or gaps in learners' digital competency, a Diagnostic/Needs Assessment (DNA) online tool is provided. The DNA consists of online interactive diagnostic activities, rubrics for the assessor and self-assessment for learners. Detailed instructions for using the DNA tool are included with the rubrics for the assessor.

### Core Content

The body of the Digital Literacy Curriculum Resource is comprised of seven digital skills modules. Each Module contains a fully developed Digital Literacy Lesson (Literacy/CLB 1, CLB 2/3, CLB 4, CLB 5/6) which culminates in a Digital Task with Self-Assessment Tool designed to evaluate learner competency in the given digital skill. For LINC Instructors, there are suggested PBLA Tasks complete with Assessment Tools which rely on a variety of digital skills found in the Digital Literacy Lessons. There are

The seven modules in this resource are:

- Module 1: Mouse and Navigating
- Module 2: Keyboarding
- Module 3: Online Skills – Basic
- Module 4: Online Skills
- Module 5: Email
- Module 6: Mobile Phones
- Module 7: Safety and Security

also Extra Practice Activities (EPA) that students can use on their own time to practice and strengthen digital skills once core instruction has been delivered.

While lessons in this resource include the timing for activities, timing is only a suggestion. In each lesson, plan to build in breaks and time to review previously taught digital skills. Students and classes will vary in the amount of time they require to practice and use the digital skills they are learning.

Lesson instruction is meant to be hands on. It is important that there are enough computers or laptops for each student in the group, or at the very least, enough for one for every two students. Students should be able follow along with the instructor and practice new skills throughout the lesson. Lessons include suggested instructional language in order to assist the instructor with teaching digital concepts at the appropriate CLB level for the learner. **Refer to the Best Practices document before beginning any digital literacy instruction.**

## Diagnostic/Needs Assessment Tool

The Diagnostic/Needs Assessment Tool (DNA Tool) includes the following:

- the DNA Online Interactive Activities (DNA Activities)
  - includes some basic digital skills covered in Modules 1-5 and Module 7 of the Digital Literacy Curriculum Resource
  - \* Note that the DNA Activity for Module 6: Mobile phones is conducted using the student's own device
  - used by student in the presence of instructor or assessor
- the DNA Rubrics (used in conjunction with the DNA Activities)
  - includes the digital skills covered in the DNA Activities plus the skills for Module 6: Mobile Phones
  - used by instructor or assessor while student accesses DNA Activities on computer or their own mobile device
- the DNA Self-Assessment
  - includes the digital skills covered in the DNA Activities plus the digital skills covered in Module 6: Mobile Phones
  - used by student under supervision of instruction or assessor

### Diagnostic/Needs Assessment Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

CLB Level: \_\_\_\_\_ Assessor: \_\_\_\_\_

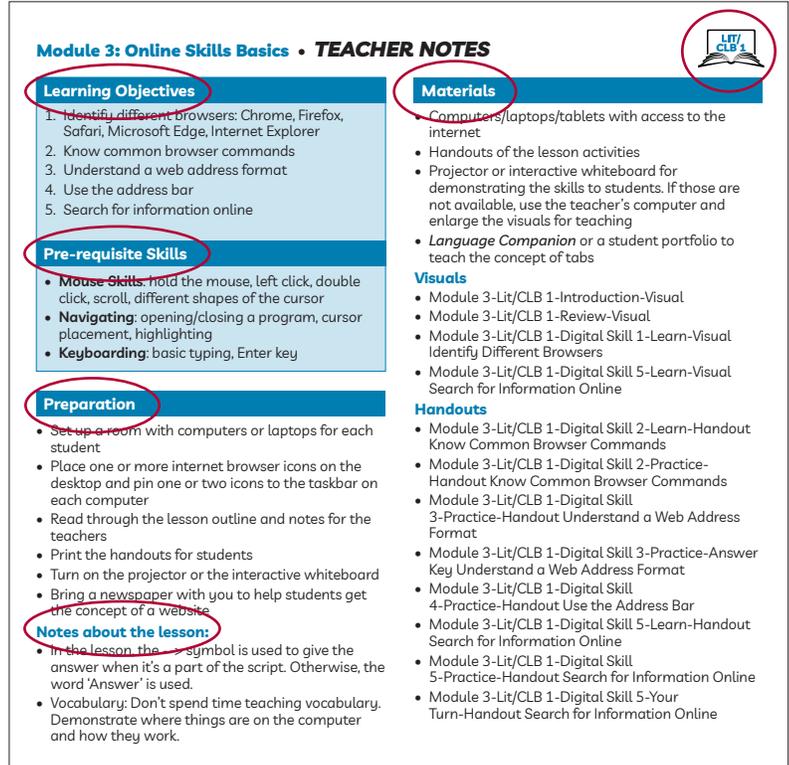
Module 1: Mouse and Navigation			
Observe the learner as he or she follows the instructions in the Diagnostic/Needs Assessment: Online Interactive Activity (DNA Activity) for this module. Capture the results from the DNA Activity here. Check <b>Yes</b> or <b>No</b> beside each skill.			
<b>The learner can:</b>			
move the mouse and hover		<b>Yes</b> Learner hovered over the 5 icons.	<b>No</b> Learner did not hover over the 5 icons.
double click		<b>Yes</b> Learner double clicked on the 5 icons.	<b>No</b> Learner did not double click on the 5 icons.
click, drag and drop		<b>Yes</b> Learner clicked, dragged and dropped the 5 icons.	<b>No</b> Learner did not click, drag and drop the 5 icons.

Do Module 2 with the learner even if the learner struggled with the above mouse skills.

## Digital Literacy Lessons

At the beginning of each lesson, you will find TEACHER NOTES which include:

- the CLB level of the lesson in a graphic in the top right corner of the page
- the **Learning Objectives** for the lesson in a coloured box in the top left corner of the page
  - these are the overall objectives for the entire lesson and are meant to be done sequentially (this is not a menu to choose from)
- a list of the **Pre-requisite digital skills** required to complete the lesson (in the same coloured box, below the Learning Objectives)
  - these are the digital skills taught/learned in prior Digital Literacy Curriculum Resource modules (if you are not using the curriculum resource sequentially, you may need to go back to a previous Module and teach missing components)
- Lesson **Preparation** instructions
  - it is important to read this in advance of teaching this lesson
  - the highlighted **Notes about the lesson** contains critical information that the teacher needs to be aware of
- a list of Materials needed for the lesson
  - it is important to prepare materials in advance of teaching this lesson
  - all of the Visuals and Handouts needed for the lesson are listed by name (the name of the Visual or Handout is referred to in the lesson instructions and corresponds to the header of the document)



**Module 3: Online Skills Basics • TEACHER NOTES**

**Learning Objectives**

1. Identify different browsers: Chrome, Firefox, Safari, Microsoft Edge, Internet Explorer
2. Know common browser commands
3. Understand a web address format
4. Use the address bar
5. Search for information online

**Pre-requisite Skills**

- **Mouse Skills:** hold the mouse, left click, double click, scroll, different shapes of the cursor
- **Navigating:** opening/closing a program, cursor placement, highlighting
- **Keyboarding:** basic typing, Enter key

**Preparation**

- Set up a room with computers or laptops for each student
- Place one or more internet browser icons on the desktop and pin one or two icons to the taskbar on each computer
- Read through the lesson outline and notes for the teachers
- Print the handouts for students
- Turn on the projector or the interactive whiteboard
- Bring a newspaper with you to help students get the concept of a website

**Notes about the lesson:**

- In the lesson, the  symbol is used to give the answer when it's a part of the script. Otherwise, the word 'Answer' is used.
- Vocabulary: Don't spend time teaching vocabulary. Demonstrate where things are on the computer and how they work.

**Materials**

- Computers/laptops/tablets with access to the internet
- Handouts of the lesson activities
- Projector or interactive whiteboard for demonstrating the skills to students. If those are not available, use the teacher's computer and enlarge the visuals for teaching
- *Language Companion* or a student portfolio to teach the concept of tabs

**Visuals**

- Module 3-Lit/CLB 1-Introduction-Visual
- Module 3-Lit/CLB 1-Review-Visual
- Module 3-Lit/CLB 1-Digital Skill 1-Learn-Visual Identify Different Browsers
- Module 3-Lit/CLB 1-Digital Skill 5-Learn-Visual Search for Information Online

**Handouts**

- Module 3-Lit/CLB 1-Digital Skill 2-Learn-Handout Know Common Browser Commands
- Module 3-Lit/CLB 1-Digital Skill 2-Practice-Handout Know Common Browser Commands
- Module 3-Lit/CLB 1-Digital Skill 3-Practice-Handout Understand a Web Address Format
- Module 3-Lit/CLB 1-Digital Skill 3-Practice-Answer Key Understand a Web Address Format
- Module 3-Lit/CLB 1-Digital Skill 4-Practice-Handout Use the Address Bar
- Module 3-Lit/CLB 1-Digital Skill 5-Learn-Handout Search for Information Online
- Module 3-Lit/CLB 1-Digital Skill 5-Practice-Handout Search for Information Online
- Module 3-Lit/CLB 1-Digital Skill 5-Your Turn-Handout Search for Information Online

Each lesson is divided into a series of discrete digital skills. These discrete skills are numbered throughout the lesson. Each discrete digital skill lists the objective and vocabulary relevant to that skill. It is important that you do not spend a lot of time teaching vocabulary but rather that you ensure vocabulary is recognized by students. The vocabulary for each discrete digital skill is followed by a **Learn** section in which the instructor teaches and demonstrates the specific digital skill with the aid of visuals and handouts. The **Learn** section also includes suggested instructional language appropriate for the given CLB level(s).

<b>DIGITAL SKILL 1</b>	<b>Identify different browsers</b>
<i>Approximate time 10-15 min</i>	<b>Information for the teacher:</b> The most popular browsers as of October 2019 are Chrome, Firefox, Safari (for Apple products), Microsoft Edge, and Internet Explorer. (Source: Wikipedia)
<b>Objectives</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>recognize icons for different browsers</li> <li>identify, open and close a browser</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><b>desktop</b> – a screen on a computer which shows the icons of the programs that can be used</li> <li><b>taskbar</b> – the bar (usually) at the bottom of your computer screen. It has icons and open programs</li> </ul>
<b>Learn</b>	<p>Have the students circle around your computer or the interactive board. Project or show on your computer. Module 3-Lit/CLB 1-Digital Skill 1-Learn-Visual Identify Different Browsers.</p> <p>As you point to each browser icon, say: <i>Browser. Browser. Browser.</i> <i>What does it do? (Pause and see if anyone can answer).</i></p> <p>Explain to students what a browser is. Say: <i>Click on it. It opens the internet.</i></p> <p>Point to a browser icon on the desktop. Review mouse-clicking. Ask: <i>Open it. One click or two clicks? (Answer: Two clicks).</i> <i>Close it. Click here.</i> Demonstrate this again.</p>

Suggested CLB-appropriate instructional language is italicized in colour-coded font

After the instruction for a digital skill is given, there is a **Practice** section in which students participate in guided practice of the new skill, often with the aid of visuals and/or handouts. In some cases, this is followed by a **Your Turn** section in which students apply this skill to their own needs.

<b>Practice</b>	Give students an enlarged copy of Module 3-Lit/CLB 1-Digital Skill 5-Practice-Handout Search for Information Online.
<i>Approximate time: 15-25 mins</i>	Have students copy information about the pharmacies. If you have a lower level group, delete Pharmacy C from the handout. Circulate and support as necessary. Debrief with the class.
<b>Your turn</b>	Give students the handout Module 3-Lit/CLB 1-Digital Skill 5-Your Turn-Handout Search for Information Online. In a lower level group, students may work in pairs or with a volunteer to follow the instructions on the handout.
<i>Approximate time: 15-25 min</i>	Circulate and support as necessary.

ISSoFBC DIGITAL LITERACY CURRICULUM RESOURCE • MODULE 3: ONLINE SKILLS BASICS • LIT/CLB 1 • LESSON

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All photocopiable Visuals and Handouts referred to in the **Learn**, **Practice** and **Your Turn** sections are included as separate document with a title page that corresponds to the lesson.

## Extra Practice Activities

As noted in the Best Practices document, learners require ample review and practice on digital components in order to internalize and fully integrate new skills. For that reason, the Digital Literacy Curriculum Resource provides extra practice activities (EPAs) that learners can do at home, or at a library or other institution offering computer and internet access, following the digital literacy instruction. The EPAs are online activities that allow the learner to repeat key components of lessons over and over until they feel more confident. For example, learners can practice clicking on a file and dragging and dropping it into a folder, or navigating to and typing in the address bar of an internet browser.

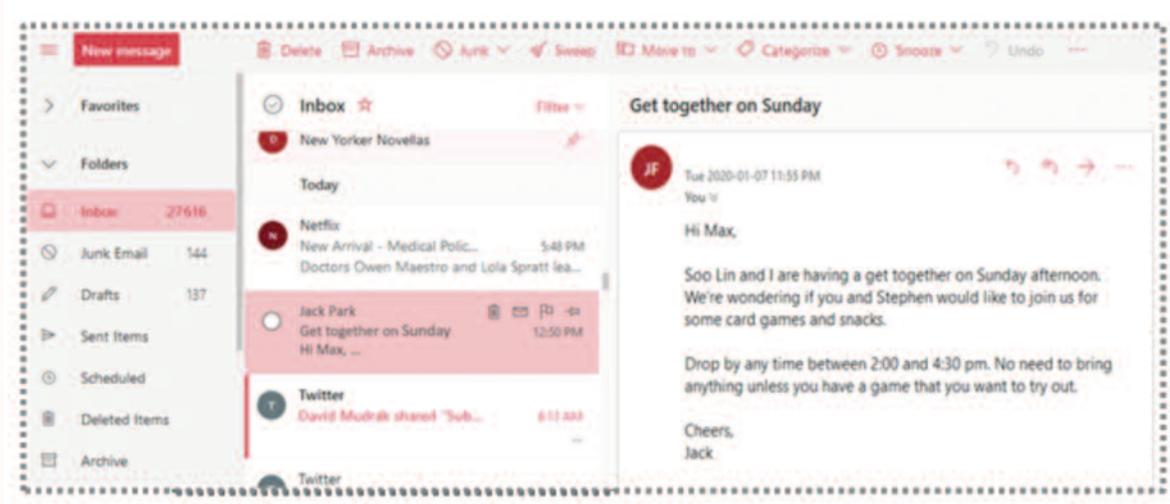
Extra practice activities are intended to be provided to learners after instruction and support have been given by an instructor in a face-to-face classroom situation. EPAs do not take the place of methodic, step-by-step instruction and practice in the classroom. Assigning EPAs to learners before they receive instruction may cause them to feel frustrated and discouraged instead of gaining more skills and confidence.

Example EPA for CLB 4-6

**Digital Literacy  
Curriculum Resource**

**Extra Practice Activity  
Safety and Security**  
Module 7 Digital Skills 3 & 4

**Emails and Texts**  
Good ✓ or Phishing ✗ ?



◀ BackNext ▶Try again ↺



## Digital Task

The final part of the lesson incorporates a practical **Digital Task**. This task is designed to ensure students have learned the digital skills in the lesson and can apply them to a given scenario.

The Digital Task includes:

- the topic
- the digital literacy curriculum module
- the digital literacy skills required for task
- the CLB level(s)
- a description of the learner task
- information for the teacher
- instructions for the task
- the task sheet and answer key if needed
- a Self-Assessment tool for students

The **Digital Task** included in the lesson is not a language assessment nor is not meant to be a summative test of digital skills. Instead, this task is paired with a self-assessment so that students can see where they may need additional digital skill support, help or practice.

After completing the **Digital Task**, students use the **Self-Assessment Checklist** to evaluate whether they were able to do the task on their own or whether they required help.

### Module 3: Online Skills Basics • TEACHER NOTES



#### DIGITAL TASK

This task is intended to be used for the students to demonstrate their digital skills. For a language assessment, please see the PBLA task following the Digital Task Self-Assessment Checklist.

<b>Topic</b>	Neighbourhood/Health and Safety
<b>Digital Literacy Curriculum Module</b>	Module 3: Online Skills - Basics
<b>Digital skills required for this task</b>	<p>Ensure that your students have the digital skills necessary for success in this task.</p> <p><b>Skills from other Modules:</b></p> <ul style="list-style-type: none"> <li>• Mouse skills: hold the mouse, left click, double click, scroll, different shapes of the cursor</li> <li>• Navigating: opening/closing a program, cursor placement, highlighting</li> <li>• Keyboarding: basic typing, Enter key</li> </ul> <p><b>Skills from Module 3:</b></p> <ul style="list-style-type: none"> <li>• Locate and open a web browser</li> <li>• Use keywords to search for information online</li> <li>• Understand search results</li> <li>• Identify ads and sponsored content</li> </ul>
<b>Level(s)</b>	CLB 2/3
<b>Task description</b>	Look for a pharmacy in your area.
<b>Information for the teacher</b>	<p><b>Task conditions:</b> Each student must have their own computer.</p> <p><b>Reminder:</b> Teach the skills prior to this assessment.</p> <p><b>Specific information for this task:</b> Ensure that the students use Google search engine for this task. Using other search engines can alter search results.</p> <p><b>Assessing the digital skills:</b> A content-based answer key does not need to be created because the focus is on digital skills. What is important is how students get to the information, not the information itself. Have your students use the Self-Assessment Checklist to check their digital skills. Students can check their task sheet information with each other after the task, if there is time.</p> <p><b>Language skills:</b> You are not assessing language skills. If the students do not remember vocabulary in the task instructions or the digital skills checklist, explain it to them again.</p>
<b>Instructions for the task</b>	<ul style="list-style-type: none"> <li>• Show the Self-Assessment Checklist to students before doing the task.</li> <li>• Remind the students that the purpose of the task is to check their digital skills. The purpose is not to check their answers on the task sheet nor their language skills.</li> </ul>

### Module 3: Online Skills Basics • Digital Task Handout



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Task: You have a headache. Look for a pharmacy near you.**

1. Open the browser.  
Type 'pharmacy' on Google.
2. Look under the map.
3. Pharmacy A: \_\_\_\_\_  
What is the address? \_\_\_\_\_  
What is the phone number? \_\_\_\_\_  
What time does it close? \_\_\_\_\_  
Does it have a website? Yes/No If Yes, what is the web address?  
\_\_\_\_\_
4. Pharmacy B: \_\_\_\_\_  
What is the address? \_\_\_\_\_  
What is the phone number? \_\_\_\_\_  
What time does it close? \_\_\_\_\_  
Does it have a website? Yes/No If Yes, what is the web address?  
\_\_\_\_\_

Digital Skills Self-Assessment Checklist	Yes	With Help
I can find a web browser		
I can open a web browser		
I can type words to look for information on the internet		
I can read internet results		

## PBLA Task

Following the digital literacy lesson, task and student self-assessment, LINC teachers will find a **Portfolio-Based Language Assessment (PBLA) Task** that incorporates the digital skills taught in the lesson. Since the lesson focuses on digital skills and not the language needed for PBLA assessment, it is critical that the teacher prepares the students by providing language instruction and skill-building practice for the CLB competency assessment prior to administering this PBLA task. This should be done in the days or weeks leading up to the **PBLA Assessment Task**.

The PBLA Task includes:

- Settlement Topic and Theme
- Digital Literacy Curriculum Module
- Digital Literacy Skills Required for the Task
- CLB Level(s)
- Skill(s) and CLB Competency(ies)
- Description of Learner Task
- Information for the Teacher

Also included are:

- CLB Assessment Form
  - CLB Competency Area
  - Description of Learner Task
  - CLB Competency Area Criteria (Indicators of Ability)
  - Area for Action-Oriented Feedback
  - Measure of Success
- PBLA Task Handout for Students

### Module 3: Online Skills Basics • TEACHER NOTES



PBLA TASK	The Digital Literacy Curriculum Resource does not include language skills. The language skills need to be taught prior to using this assessment.
<b>Theme and Topic</b>	Neighbourhood/Health and Safety
<b>Digital Literacy Curriculum Module</b>	Module 3: Online Skills – Basics
<b>Digital skills required for this task</b>	Ensure that your students have the digital skills necessary for success in this task. <b>Skills from other Modules:</b> <ul style="list-style-type: none"> <li>• Mouse skills: hold the mouse, left click, double click, scroll, different shapes of the cursor</li> <li>• Navigating: opening/closing a program, cursor placement, highlighting</li> <li>• Keyboarding: basic typing, Enter key</li> </ul> <b>Skills from Module 3:</b> <ul style="list-style-type: none"> <li>• Locate and open a web browser</li> <li>• Use keywords to search for information online</li> <li>• Understand search results</li> <li>• Identify ads and sponsored content</li> </ul>
<b>Levels(s)</b>	CLB 2/3
<b>Skill(s) and CLB competency(ies)</b>	<b>Writing CLB 2/3 - II: Reproducing Information</b> Copy a range of information, from short texts for personal use.
<b>Task description</b>	Look for a walk-in clinic in the area. Take notes.
<b>Information for the teacher</b>	<b>Conditions for assessment:</b> Each student must have their own computer. <b>Reminder:</b> Teach the language skills prior to this assessment. <b>Specific information for this task:</b> <ul style="list-style-type: none"> <li>• Ensure that the students use Google search engine for this task. Using other search engines (e.g. Bing) can alter search results.</li> <li>• Create an answer key specific to your task sheet. If you modify the task sheet, ensure that the comprehension questions are still correctly linked to the assessment criteria in the assessment tool.</li> </ul>

### Module 3: Online Skills Basics • PBLA Assessment Tool



Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher's Name: \_\_\_\_\_

Writing CLB 2/3 - II: Reproducing Information	
Copy a range of information, from short texts for personal use.	
<b>Description of learner task:</b> Look for a walk-in clinic in the area. Take notes.	
Can do	Not yet
Copies letters, numbers, words, and sentences well Copies or records letters, numbers, words and sentences with correct capitalization and punctuation	
* Copies addresses and phone numbers clearly Follows standard Canadian conventions and styles when copying addresses and phone numbers	
* Copies text clearly Copies text legibly	
* Copies text with few mistakes (with no major omissions and only occasional copying mistakes)	
Done well: _____ _____	
What to do to improve: _____ _____	

\* These criteria must be checked "Can do" to be successful at this task.

Success on the task: **Yes** **Not Yet**

### Module 3: Online Skills Basics • PBLA Task Handout



Task: Use Google. Search for walk-in clinics near you. Take notes.
<b>Instructions:</b> Type 'walk-in clinic' on Google. Press 'Enter' on the keyboard. Look under the map. Take notes.
<b>Walk-in Clinic A:</b> _____ Name: _____ Address: _____ Phone number: _____ Closes at: _____
<b>Walk-in Clinic B:</b> _____ Name: _____ Address: _____ Phone number: _____ Closes at: _____

## How to Use the Diagnostic/Needs Assessment Tool

There are a variety of ways the results of the Diagnostic/Needs Assessment Tool (DNA Tool) could be applied:

1. in an independent digital literacy skills course, or
2. in a regular LINC Program class
3. during registration/intake into a regular LINC Program
4. by Settlement Workers

### 1. In an Independent Digital Literacy Skills Course

The DNA Tool helps the teacher identify some of the students' digital learning needs and gaps in order to decide which modules to teach and/or which digital skills to focus on in each Module. For example, teachers may determine that a Module, or some of the digital skills in that Module, can be skipped or taught at a faster pace if learners demonstrate strong digital skills.

The DNA Tool helps guide program planning. A collection of students' completed assessments can be used to provide the rationale to offer a Digital Literacy Skills Course, as well as determine the scope of those classes. For example, the results may indicate there is a need for one class that covers the basic skills found in Modules 1 (Mouse and Navigation) and 2 (Keyboarding), and a separate class that focuses on Online Skills (Modules 3 and 4).

The DNA Tool can be conducted by the teacher, registrar or a trained volunteer either before the course begins or as part of the first class.

### 2. In a LINC Classroom

The DNA Tool is used by the LINC teacher to help pinpoint the digital literacy needs and gaps of individual learners currently in the LINC class and then teach needed skills to all learners, or to specific learners in small groups within the LINC class, possibly with the help of volunteer. The DNA Tool may also be used by the teacher to convey information to administrators in order to support or provide the rationale for offering an independent digital literacy skills course.

### 3. During Registration/Intake into the LINC Program:

Registrars or trained volunteers administer the DNA Tool when learners register in the LINC Program, or during the intake process. The results are used to identify which LINC learners need basic digital literacy training or support. This can then be conveyed to the teacher (see #2 above) or just compiled and used to assist program planning to run a separate Independent Digital Literacy Skills Course or drop-in support sessions offered by volunteers.

### 4. By Settlement Workers:

The DNA Tool is used one-on-one, or in a group with clients, to identify digital skills needs and gaps and then to plan an Independent Digital Literacy Skills Course or series of workshops. It may also be used to identify one-on-one support needed for individual clients with critical digital skills deficiencies.

## How to Use the Digital Literacy Curriculum Resource

The Digital Literacy Curriculum Resource can be used in two distinctly different ways:

1. as an independent digital literacy skills course, or
2. as part of a regular LINC Program class

### 1. Digital Literacy Skills Course Implementation

For LINC providers or Settlement workers wanting to provide clients with a stand-alone digital literacy course, this curriculum resource contains everything needed. Each of the seven modules represents a different skill topic, such as navigation or keyboarding for example. Modules should be presented sequentially since the skills covered in each module build upon skills taught in a previous module. Since each module contains a detailed lesson complete with summary digital task, a minimum of 24 hours of computer class time should be devoted to a stand-alone course. This can be expanded upon to incorporate more hands-on practice but should not be presented in less time. It is important to respond to the needs of the class and to build in adequate review time.

A stand-alone digital literacy course works best when students have similar skills – both digital and language skills. Try to group students by CLB level or range of CLB levels (e.g. CLB 2-3, CLB 5-6, etc.). Use the Digital Literacy Learner Diagnostic/Needs Assessment (DNA) to determine students' digital knowledge and needs.

### 2. LINC Program Class Implementation

Teachers can decide how they want to approach using the Digital Literacy Curriculum Resource module materials; however, it is expected that most teachers in LINC will want to use the PBLA materials. To do this, it is suggested that teachers follow these steps:

1. Go to the CLB level for your class and look through the Task files for the different modules of the Digital Literacy Curriculum Resource. The Task files contain both the Digital Literacy Task and the PBLA Task for each Module. Choose the PBLA task appropriate for the topic that your class is addressing.
2. Plan to skill-build language skills required for success in the CLB competency area and task being assessed. Before beginning the skill-building toward the PBLA Task, use the Diagnostic/Needs Assessment Tool to determine whether students' digital skills interfere with their language skills for the PBLA task. The Digital Task included above the PBLA Task in the same file can also be used as an informal diagnostic tool.

**Note:** students with digital literacy issues may require digital skills instruction from prior Digital Literacy Curriculum Resource modules. Refer to the pre-requisite digital skills in the lesson to determine where digital instruction needs to begin. It may be necessary to go back several modules to locate instruction in the deficient digital skills.

**Students requiring assistance on the Digital Task likely have digital literacy issues that are interfering with language learning.**

Use the information from the DNA Tool and/or the students' ability to complete the Digital Literacy Task on their own to determine whether the digital literacy lesson and materials need to be taught alongside the skill-building toward the PBLA task for some or all students.

3. Revisit the language skill-building plan from step 2 to incorporate the teaching and activities from the digital literacy lesson corresponding to the Module referenced in the chosen PBLA task.

**Consult with your Administrator if volunteers, extra computer time, or additional support are needed to help with including teaching and practice on the digital literacy skills needed for the PBLA task.**

### **Strategies for Helping Students Complete the Digital Aspects of the PBLA Task**

If some students have been identified as requiring digital support and have been receiving extra digital literacy lessons, teachers may consider conducting the PBLA Task in one of the following ways to accommodate those students:

- Review the digital skills needed for the PBLA Task **with part of the class**
  1. Separate out the students who struggle with digital skills.
  2. While other students complete the PBLA Task on their own or under supervision of a classroom volunteer, review the appropriate digital literacy skills with those struggling.
  3. Allow the students with digital literacy challenges to complete the PBLA Task with assistance and then include it in their portfolios as a skill-using task rather than as an assessment.
- Review the digital skills needed for the PBLA Task **with the entire class**
  1. Partner students who have strong digital skills with students who need digital support. Review the digital skills lesson with the entire class while the digitally literate students act as mentors for those who struggle with technology.
  2. If the students requiring digital literacy support are not ready when it is time to do the PBLA Task, the task can be done as a skill-using task instead. That way the teacher can offer digital assistance during the administration of the task. Students with stronger digital skills can complete the PBLA Task for their portfolios unaided.

### **Using the Extra Practice Activities**

Extra Practice Activities (EPA) are just that – extra practice. These activities are not meant to be in-class teaching tools or self-study lessons. Students should access the EPA on their own time to practice and strengthen their skills after they have received classroom instruction on a given digital skill.

The EPA are found on the student page of the Digital Literacy Curriculum Resource site and are password protected for students. There are two types of EPA depending

on the learner's language level – both are comprised of an interactive video demonstration and correlating activities. For lower language level students, the interactive video allows the student to complete controlled tasks at key places within the video. For higher language level students, the interactive video is paused after key demonstrations to allow the student to interact with the software or browser on their own computer.

Before assigning an EPA for the first time, open it during class time so that students can see how to access it and become familiar with the format. Lower language level students especially might initially need help from someone at home to use the EPA. Sending written instructions that include the web address and log in information home with the student is recommended. Encourage students to do the EPA as many times as needed to feel comfortable with the digital skills being practiced.

Example EPA for Literacy-CLB 3

The screenshot shows an interactive video player interface. At the top right, a green header box contains the text: "Extra Practice Activity", "Mouse: Use the mouse", and "Module 1 Digital Skills". On the left, a dark grey box contains the text: "Learn to use the mouse" and a bullet point: "• Watch and practice." Below this, a white box with a black border contains the text: "Hold the mouse." The main video area shows a hand holding a blue computer mouse. A dark grey box on the right side of the video area contains the text: "Click Next .". At the bottom of the video player, there are four green buttons: "Back" with a left arrow, "Try again" with a circular refresh icon, "Next" with a right arrow, and "HELP" with an information icon. Two white arrows point to the "Next" and "HELP" buttons. In the bottom right corner, there is a logo for "ISSofBC" featuring a red maple leaf and the text "ISSofBC" with a small red question mark.