



Digital Literacy Curriculum Resource

Diagnostic/Needs Assessment Tool Instructions



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange



Funded by:

Immigration, Refugees
and Citizenship Canada

Financé par :

Immigration, Réfugiés
et Citoyenneté Canada



Table of Contents

Page

Diagnostic/Needs Assessment Tool Purpose	2
Components of the Diagnostic/Needs Assessment Tool	2
How to use the Diagnostic/Needs Assessment Activities (DNA Activities) with the Diagnostic/Needs Assessment Rubrics (DNA Rubrics)	3
Applying the Results of the Diagnostic/Needs Assessment Tool	4
How to use the Diagnostic/Needs Assessment Self-Assessment Checklist (DNA Self-Assessment Checklist)	5
Instructions for the Diagnostic/Needs Assessment for Module 6: Mobile Phones	6

ISSofBC Digital Literacy Curriculum Resource Diagnostic/Needs Assessment Tool Instructions

The purpose of the ISSofBC Digital Literacy Curriculum Resource Diagnostic/Needs Assessment Tool is to identify each learner's basic digital literacy learning needs and gaps.

Components of the Diagnostic/Needs Assessment Tool (DNA Tool)

1. The Diagnostic/ Needs Assessment Online Interactive Activities (DNA Activities)

These interactive online activities are accessed on the Digital Literacy Curriculum Resource website under the Needs Assessment tab. It is password protected because it is designed to be used with the learner under the guidance of the assessor.

The DNA Activities include some of the basic digital literacy skills covered in Modules 1-5 and Module 7 of the Digital Literacy Curriculum Resource. Module 6 Mobile Phones is not one of the DNA Activities. Refer to the information later in these notes about conducting a diagnostic/needs assessment for learners' mobile phone skills.

There are 6 separate links to access the DNA Activities, one for each of Modules 1-5 and Module 7.

The separate links to each Module allows flexibility. The assessor can assess the learner's digital skills for individual Modules or assess the skills for all Modules, with the exception of Module 6.

2. The Diagnostic/Needs Assessment Rubric (DNA Rubric)

The DNA Rubric is used by the assessor (Teacher, Registrar, Settlement Worker or other trained assessor) not the learner. It includes the digital literacy skills covered in the DNA Online Activities for Modules 1-5 and Module 7 plus digital literacy skills covered in Module 6: Mobile phones of the Digital Literacy Curriculum Resource.

The DNA Rubric can be accessed on the Digital Literacy Curriculum Resource website under the Needs Assessment tab.

3. The Diagnostic/Needs Assessment Activity for Module 6: Mobile Phones

The Diagnostic/ Needs Assessment Activities do not include digital literacy skills for Module 6: Mobile Phones of the Digital Literacy Curriculum Resource. To assess for those skills, the assessor uses the following 3 items:

- The learner's own mobile phone
- The Diagnostic Needs Assessment-Module 6-Script and Instructions
- The DNA Rubric

The script and instructions for the Diagnostic/Needs Assessment for Module 6: Mobile Phones is included in the document **Digital Literacy Curriculum Resource**

Diagnostic/Needs Assessment Rubrics under the Needs Assessment tab of the ISSofBC Digital Literacy Curriculum Resource website.

Note: It's possible to just assess the digital literacy skills for Module 6: Mobile Phones without assessing the digital literacy skills for the other modules.

4. The Diagnostic/Needs Assessment Self-Assessment Checklist (DNA Self-Assessment Checklist)

The Digital Literacy Learner Needs Assessment Self-Assessment Checklist is to be used by the learner, not the assessor. This is an additional, optional needs assessment resource used at the discretion of and under the guidance of the instructor.

How to use the Diagnostic/Needs Assessment Activities (DNA Activities) with the Diagnostic/Needs Assessment Rubrics (DNA Rubrics)

- The assessor could be Teacher, Registrar, Settlement Worker or a trained volunteer
- The assessor uses the DNA Activities individually with each learner.
- The assessor prints out a copy of the DNA Rubrics before the assessment.
- While the learner is doing each Module of the DNA Activities, the assessor observes the learner's results and completes the DNA Rubric.
- It's possible to assess the learner using all the DNA Activities, or just assess the learner using individual modules.
- Estimated time to conduct the assessment and get a result is 10-15 minutes. This will of course vary with each learner.

Important note: If a learner struggles with modules 1 and 2, the assessor should skip to module 6 and do Module 6: Mobile Phones. (i.e. Do modules 1,2 and 6 only. Do not do Modules 3-5 or Module 7)

The DNA results should be kept by the Program Administer for future reference, and may be given to the learner using the DNA Self-Assessment Tool.

Notes to the Assessor conducting the Diagnostic/Needs Assessment

- Do the diagnostic/needs assessment individually with the learner.
- Do the diagnostic/needs assessment in a quiet space with few distractions.

Prior to the assessment:

- Set up the computer / laptop with the DNA Activities open.
- As needed, provide headphones for the learner to aid concentration while they listen and follow the instructions in the DNA Activities.
- Print out a copy of the DNA Rubric for each learner.
- Tell the learner the following:
 - that the diagnostic/needs assessment covers digital literacy skills (computer and mobile phone).

- the estimated time of the assessment is 10-15 minutes.
- to just do what they know how to do. This is not a test.
- their digital literacy skills are being assessed so the program can determine their skills and offer some support.
- encourage the learner to relax.

During the Assessment

- Allow the learner to do each Module of the DNA Activities just once. Each skill in the DNA Activities is already set to allow the learner at least two attempts.
- Observe the learner as he or she follows the instructions in the DNA Activities. The DNA Activities display a result at the end of each Module. It tells the learner either “You can do this.” or “You cannot do this.”
- Transfer this information to the DNA Rubric, checking Yes or No beside each skill. Note: The DNA Rubric includes more detail under “Yes” and “No” regarding steps for each skill.
- Follow the instructions on the DNA Rubric. These are written to the assessor.
- **Important Note:** If the learner struggles with modules 1 and 2, the assessor should skip to Module 6: Mobile Phones and do Module 6. (i.e. Do modules 1,2 and 6 only. Do not do Modules 3-5 or Module 7.)
- To assess mobile phone skills, use the DNA Activity for Module 6: Mobile Phones.
- Show the learner the result after the assessment is complete.
- Explain how the assessment will be used.

Applying the Results of the Diagnostic/Needs Assessment Tool

There is a variety of ways the results could be applied, including the following:

1. In a Stand-Alone Digital Literacy Program, to facilitate the following:

- a. help 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, the instructor may determine that they can skip a module or teach some of the digital skills in that module, or teach at a faster pace, if all learners already have a solid base in the skills.
- b. help guide program planning. A collection of students’ completed assessments can be used to provide the rationale to offer digital literacy classes, as well as the scope of those classes. For example, the results may indicate a need for one class focusing on the basic skills found in Modules 1 (Mouse and Navigation) and 2 (Keyboarding), and a separate class that covers Online Skills (Modules 3 and 4).

The DNA Tool can be conducted by the teacher, registrar or a trained volunteer either before the classes start or after the first class starts.

2. In a LINC classroom:

The DNA Tool is conducted by the Teacher. The results of the DNA Tool are used by the LINC teacher to help pinpoint the digital literacy needs and gaps of individual learners currently in the LINC class. The Teacher can then plan to teach the identified skills to all learners, or to specific learners in small groups

within the LINC class, possibly with the help of a volunteer.

Alternatively, the results can be shared with the management team in order to support planning for a stand-alone digital literacy program / series of classes.

3. During Registration/Intake into the LINC Program:

Registrars or trained volunteers conduct 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/support. This information is then conveyed to the teacher (see #2 above) and/ or compiled and shared with the management team. It can then be used for planning a separate stand-alone digital literacy program or drop-in digital literacy support offered by volunteers.

4. By Settlement Workers:

The DNA Tool is used one-on-one with clients to identify their needs and gaps and to then plan a stand-alone digital literacy class or to support individual clients one-on-one to gain some of the digital literacy skills they need to improve.

How to use the Diagnostic/Needs Assessment Self-Assessment Checklist (DNA Self-Assessment Checklist)

- This is an optional assessment to be used by the learner under the guidance of the instructor.
- The learner attempts each module of the DNA Activities and circles Yes or No on the DNA Self-Assessment Checklist.
- This could be done one-on-one with a learner. Alternatively, it could be done in the LINC class, as a whole class, with the exception of Module 6: Mobile Phones.
- Like the DNA Rubric, the DNA Self-Assessment Checklist includes the digital literacy skills covered in the DNA Activities for Modules 1-5 and Module 7 plus digital literacy skills covered in Module 6: Mobile Phones of the Digital Literacy Curriculum Resource.
- Because the DNA Activities do not include the skills for Module 6: Mobile Phones, the assessor conducts the assessment for Module 6 skills with individual learners by reading aloud the DNA Module 6 Script and has the learner follow the instructions and note their own skills on the DNA Self-Assessment Checklist.
- It's possible to use the DNA Self-Assessment Checklist and do all the DNA Activities (i.e. Modules (1-7) or just do individual module DNA Activities.

The DNA Self-Assessment Checklist document is included under the Needs Assessment tab of the ISSoFBC Digital Literacy Curriculum Resource website.

Instructions for the Diagnostic/Needs Assessment for Module 6: Mobile Phones

The **Diagnostic/Needs Assessment Activities** do NOT include an online interactive activity for the digital skills in Module 6: Mobile Phones. Assess learner skills for this Module one-on-one using the following 3 items:

- the learner's own mobile phone
- the DNA Rubric Module 6: Mobile Phones - Script and Instructions
- the DNA Rubric Module 6: Mobile Phones

It is possible to assess the digital literacy skills for Module 6: Mobile Phones without assessing the digital literacy skills for the other modules.

The assessor could be a teacher, registrar or a trained volunteer.

Preparation for the assessment:

- Print a copy of the **DNA Rubric Module 6: Mobile Phones - Script and Instructions** as well as the **DNA Rubric Module 6: Mobile Phones**.
- Read through the script and instructions so you are clear what is expected of the learner and how to determine success.
- **Important note!** Both iPhone and Android phones vary depending on the make and model. Keep this in mind when assessing. The steps students need to take to complete each instruction may vary from what is written in the **DNA Rubric Module 6: Mobile Phones - Script and Instructions**.
- On a strip of paper, write the Wi-Fi address and password of your organization to give to the learner during the assessment.
- On a strip of paper, write the following to give to the learner during the assessment: CBC Listen
- **Note:** Prior to the assessment, ask the learner to turn on their phone if the power is off.

During the assessment:

- Follow the script and instructions in the **DNA Rubric Module 6: Mobile Phones - Script and Instructions** and in the **DNA Rubric Module 6: Mobile Phones**. These are written to the assessor.
- Read the script aloud to the learner.
- Observe the learner follow the instructions in the script using their mobile phone.
- Refer to the **DNA Rubric Module 6: Mobile Phones** to determine competence. Circle Yes or No on the rubric for each skill.
- Transfer the results (Yes or No) to the **DNA Rubric Module 6: Mobile Phones - Script and Instructions** by circling Yes or No in the far right column.
- Show the learner the results on the **DNA Rubric Module 6: Mobile Phones** after the assessment is complete.
- Explain how the assessment will be used.

The results of the Diagnostic/Needs Assessment Module 6: Mobile Phones can be applied in the same way as the results for the other Modules using interactive online activities.