Strategies for Teaching Digital Literacy and Resilience in the Adult EAL Classroom

Emily Tucker

Agenda

- International Specialized Skills Institute (ISSI) Institute Fellowship research

- Digital literacy programs at Carringbush Adult Education

- Digital literacy and digital resilience

- Strategies for teaching digital literacy

- Resources Padlet

- Breakout rooms discussion

- Q&A

ISSI Fellowship

▶ Applied research: finding a solution to a problem, generating actionable knowledge or developing innovative practice

▶ Travel overseas to learn best practice and return to Australia to disseminate learnings

▶ VET International Practitioner Fellowship: reduce the impact of disadvantage and develop capacity and capability in Victoria's workforce

USA Study Tour Itinerary

▶ **LESLLA Conference**: Tucson, Arizona

▶ **Site visits in Minnesota**: Literacy MN, Hubbs Centre for Lifelong Learning, Neighborhood House

▶ **World Education:** Boston

  ▶ EdTech Centre: Digital Resilience in the American Workforce (DRAW) project

EdTech
CENTER @
WORLD EDUCATION

- Registered training organization for adult migrants and refugees
- Majority of students from Vietnam, the Horn of Africa and China
- Funded by various government programs and philanthropic organizations
- Community development programs, work readiness and wraparound support
- Many learners with barriers to participation

Digital Literacy and Support Programs

- ▶ Device lending library

- ▶ Push-in and drop-in based digital mentoring (ACFE funded)

- ▶ Professional development and support for teachers

- ▶ Research projects with ACU and Monash University

- ▶ Integrating digital literacy into classroom practices

Action Research with ACU
Focus Group Quotes

"When she's at alone at home, it's worse. If the daughters are around her, maybe she, she can use them to teach her or to do something about" [interpreter, 3rd person]

"We are technology shy. We don't use internet much. So we found the iPad is the most advanced device to for learning English already."

"If I [have] to learn the technology itself, that's another challenge rather than using it to learn the English language."

"I'm not familiar with the local neighbourhood, whereabouts of things. I've been here for about two years. Quite often, I get lost easily even when I travel by trams."

"Yeah, would like to learn how to shop using our phone."

How do you define digital literacy?

Go to **www.menti.com** and use the code **8669 6799**

Digital literacy

- "...the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship" (Law et al., 2018)

- The teaching of digital skills competencies should be connected to a range of outcomes including (DRAW, 2022):

  - Increased literacy and language acquisition

  - improved social inclusion and integration

  - Increased self-efficacy, agency confidence and well-being

  - Participation in civic life

  - Promotion of critical thinking

- Digital literacy skill development is important due to the everyday life, employment and learning activities that have become digitised (Smythe, 2018)

- There is a significant gap in knowledge and skills of migrants and refugees due to a lack of access to technology, and the skills required to use different types of technology (Alam & Imran, 2015)

How do you feel about teaching digital literacy?

Go to **www.menti.com** and use the code **8669 6799**

Digital resilience

…digital resilience, defined as having the awareness, skills, agility, and confidence to be empowered users of new technologies and adapt to changing digital skill demands…digital resilience encompasses transferable skills, self-efficacy, and a flexible mindset about technology use. To foster such development, teachers said they need training on how to support social-emotional learning and employ innovative instructional approaches and resources. (DRAW project, 2022)
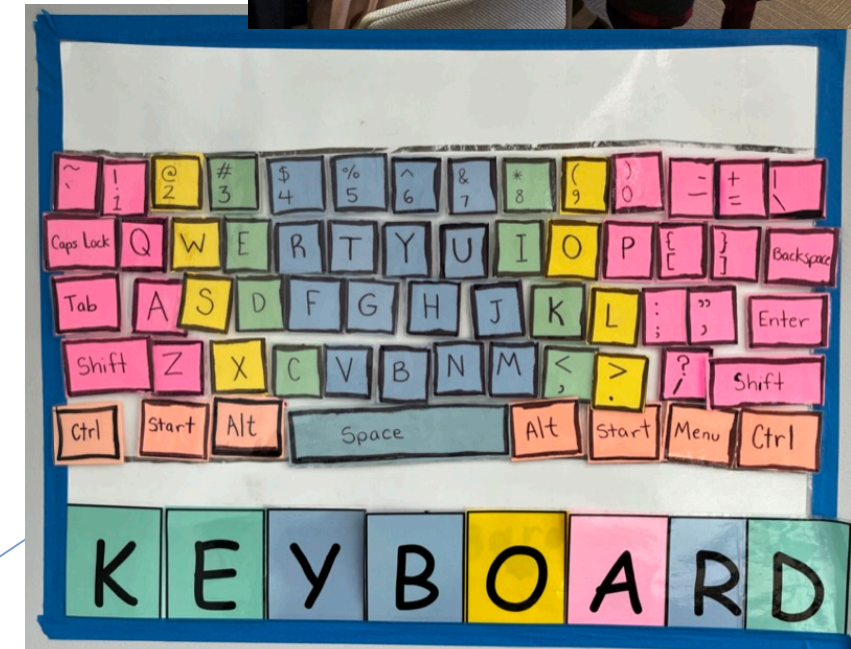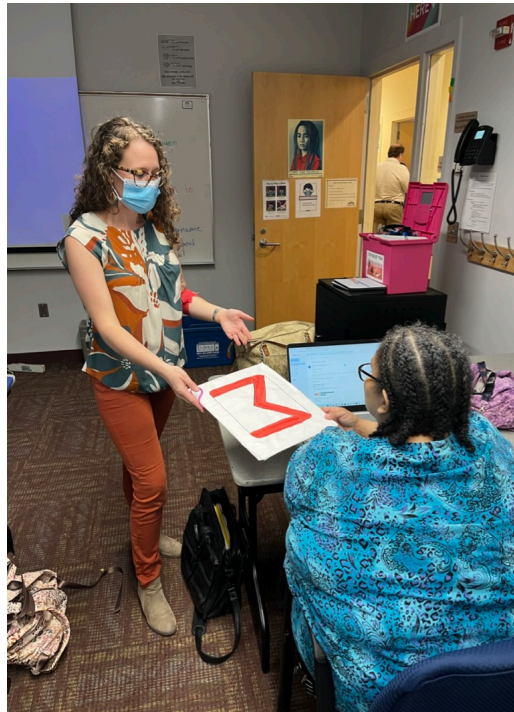
At the heart of sustainable change is developing and helping people to build up an "inner resilience" that guards them from experiencing every change that comes their way as disruptive. Instead, this resilience ensures that they learn to cope with these changes more as part of their continuous "agile development and learning" (Cashman, 2009), recognizing patterns in one situation and making sense of them and applying them in another (Kop, Fournier & Mak, 2011, p. 76).
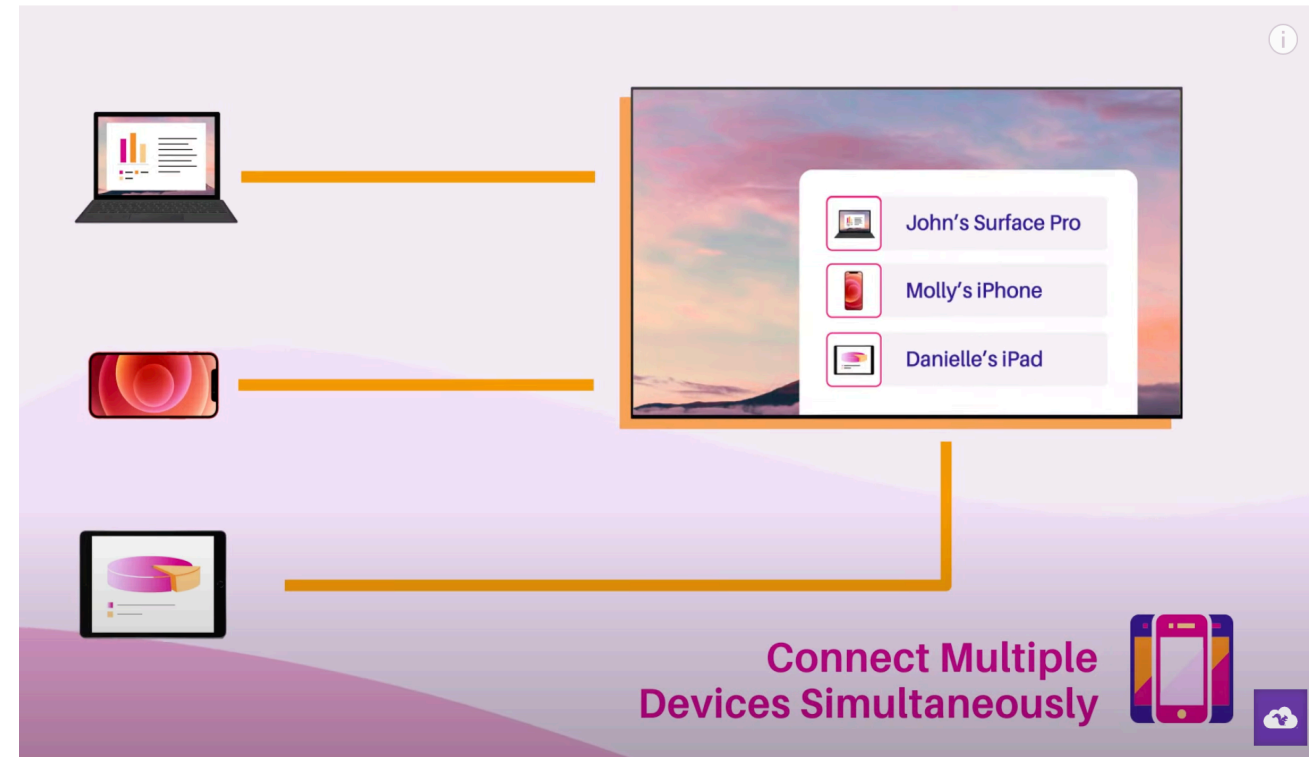
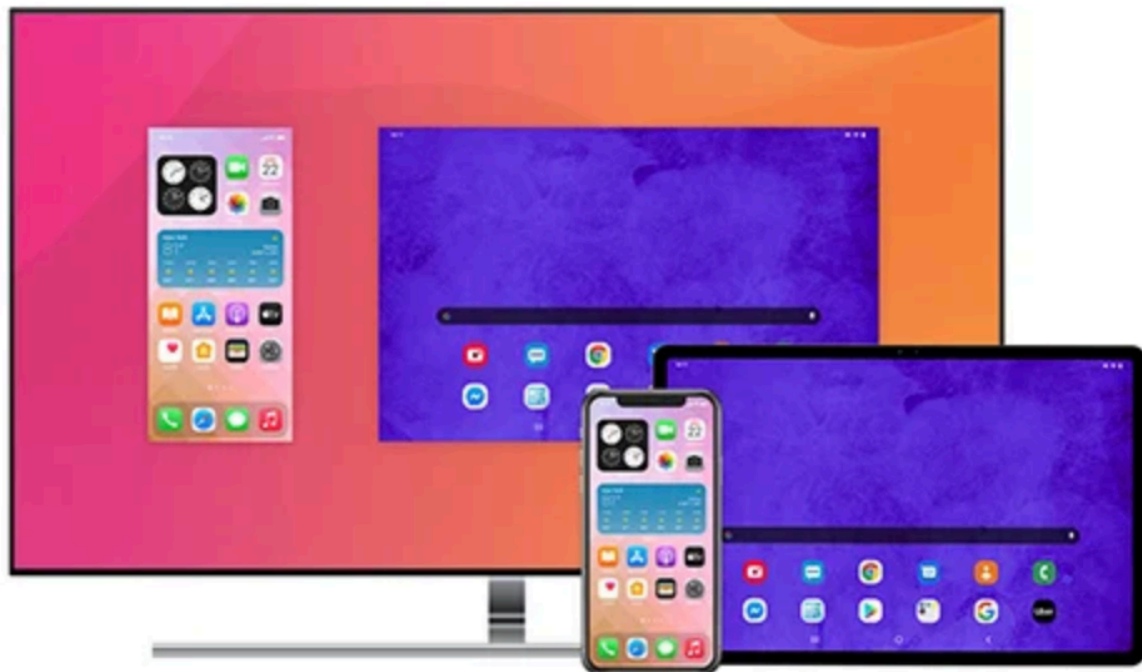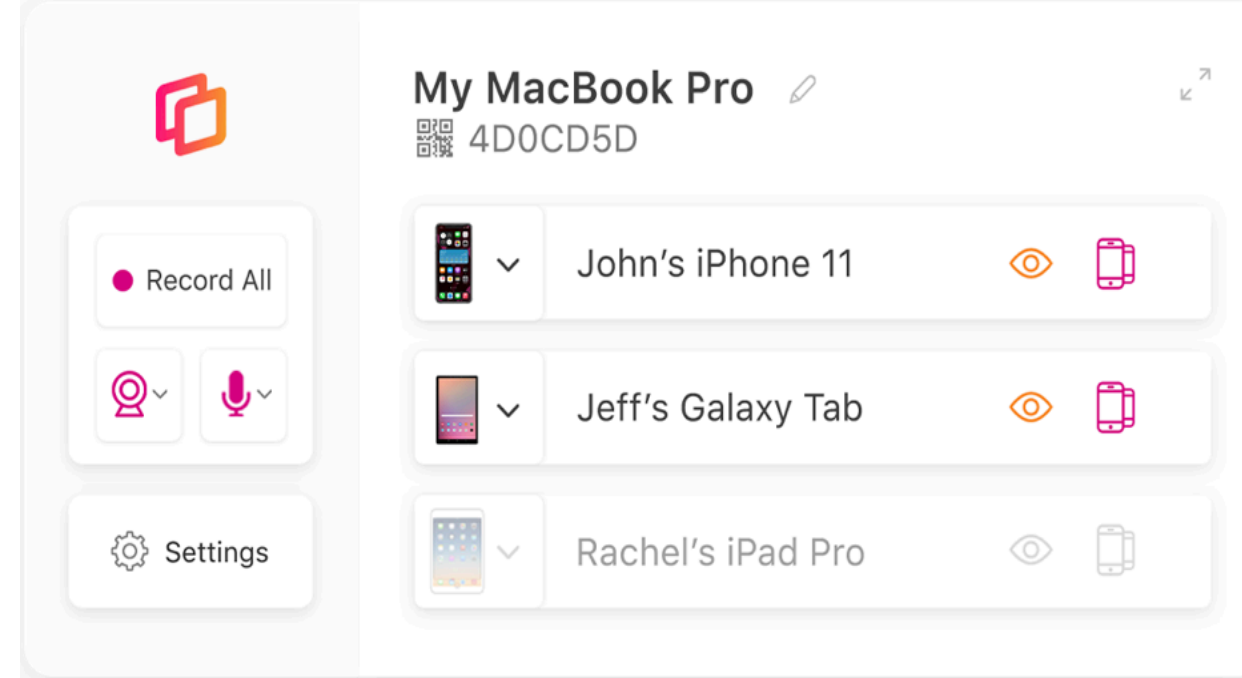# Strategies for Teaching Digital Literacy

1. Clear modelling and extensive scaffolding
2. Strength-based approach
3. Learner-centered instruction
4. Celebrate success and encourage experimentation and a flexible mindset

Clear modelling and extensive scaffolding

▶ Break down the skills and knowledge

▶ Start small!

▶ Start with the alphabet and keyboard for lower levels

Reflector 4

My MacBook Pro
4D0CD5D

Record All

Settings

John's iPhone 11

Jeff's Galaxy Tab

Rachel's iPad Pro

John's Surface Pro

Molly's iPhone

Danielle's iPad

Connect Multiple
Devices Simultaneously

Strength-based approach

- ▶ Identify and build on learners' existing skills and knowledge
- ▶ Avoid a deficit way of thinking
- ▶ Support the transference of skills
- ▶ Work in language groups
- ▶ Encourage peer-to-peer collaboration

Celebrate success and encourage a flexible mindset

► Coaching: resisting "right answers" and instead prompting learner problem solving

► Model experimentation and troubleshooting

► The think aloud strategy

► Reflection

Learner-centered instruction

▶ Choice, relevance and motivation

▶ Contextualize skills with a social purpose

▶ Informal and incidental learning

▶ Self-directed learning

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Padlet

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Breakout rooms

1. How does the concept of 'digital resilience' fit into your own relationship with technology?

2. How do your students demonstrate digital resilience to you? In what areas could they become more digitally resilient?

3. Which teaching strategies and approaches could you use in the classroom to support students' digital literacy?

Q&A

Thank you

emily.tucker@carringbush.org.au

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