



BARBARA BUSH  
FOUNDATION *for*  
FAMILY LITERACY

# Promoting Digital Literacy for Adult Learners

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# List 10 things you did today that require digital skills

**Bb**

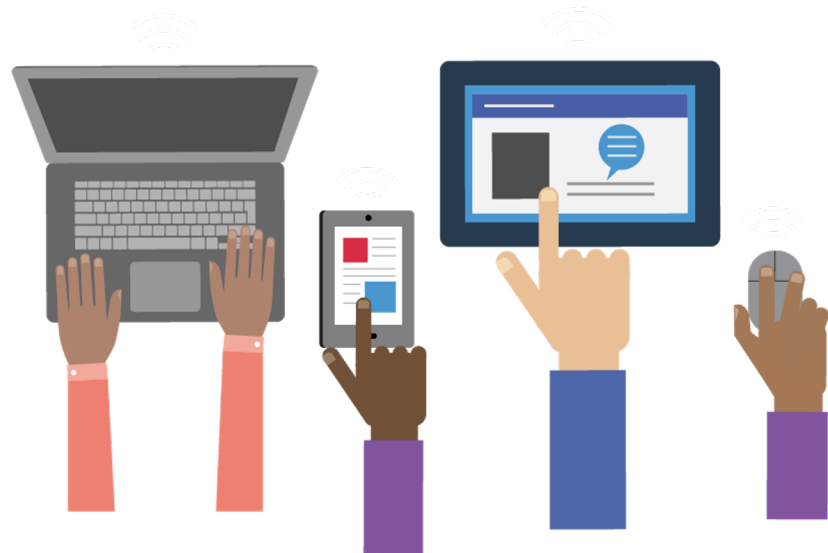
“

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

”

– *UNESCO*

# 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.

# 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.










# Digital Literacy Resource Guide

## Promoting Digital Literacy for Adult Learners: A Resource Guide

April 2022



SCAN ME

 <b>5</b> Chapter 1 <b>Overview</b>	 <b>9</b> Chapter 2 <b>Understanding the Adult Learner Experience</b>	 <b>15</b> Chapter 3 <b>Defining Digital Literacy</b>
 <b>27</b> Chapter 4 <b>Preparing to Teach Digital Literacy</b>	 <b>33</b> Chapter 5 <b>Strategies for Building Digital Literacy for the Whole Learner</b>	 <b>54</b> <b>VI Additional Resources</b>
 <b>58</b> <b>VII Appendix Resources</b>		

- Framework for working with adult learners in the context of digital literacy
- Supplemental support to digital literacy skill building – supporting a variety of contexts
- Focuses on key concepts for teaching digital literacy and explores learner variability
- Supports identifying adult learners' digital literacy needs and goals
- Training shows how to navigate resource guide as an essential resource and find strategies for digital literacy

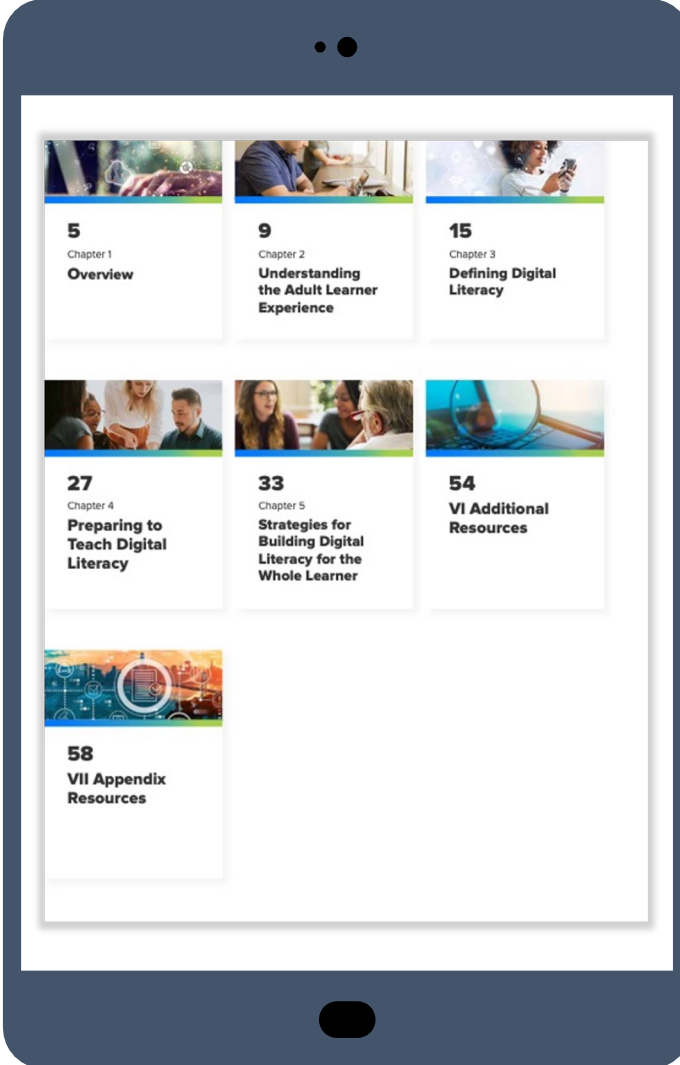
# Key Features








- **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

# 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?



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# Factors That Impact Adult Learning

Consider the multiple factors that impact adult learning.

Here they are grouped by **adult literacies**, **cognition**, **social and emotional learning**, and **learner background**.

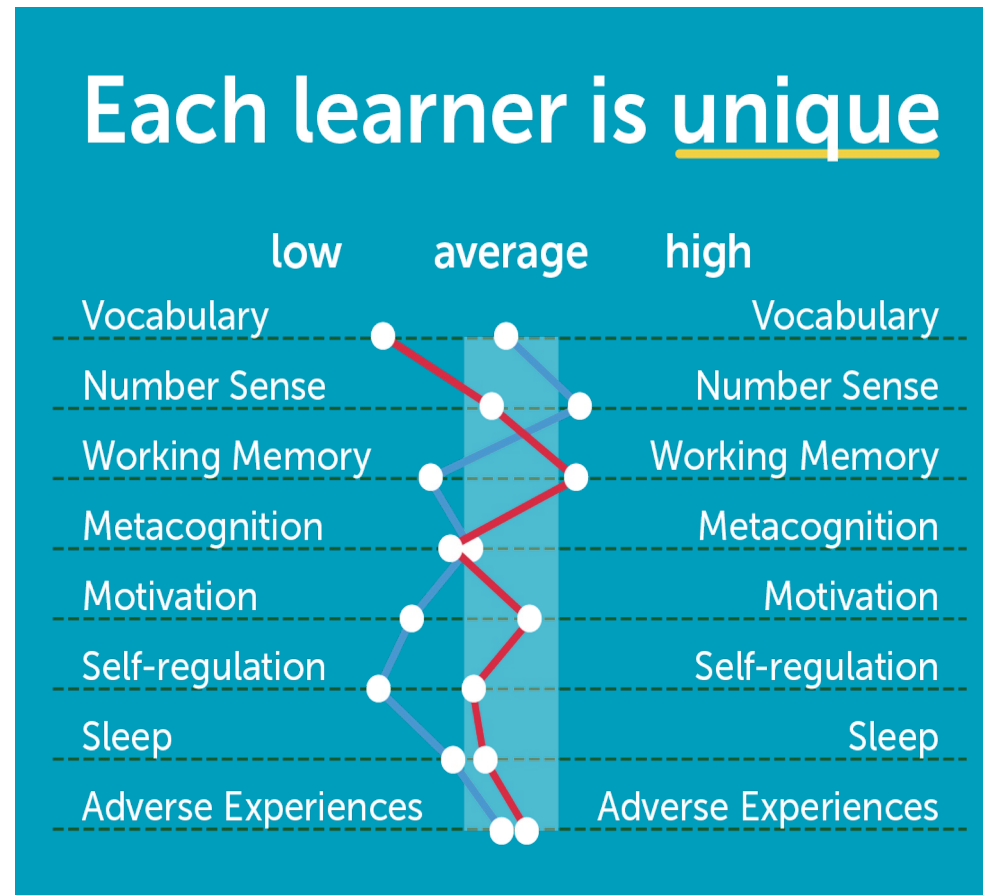
**Adult Learner**

Hover over the factors below to see their connections to each other. Then click to learn how each affects adult learner outcomes and to explore relevant strategies.

FACTORS			
Adult Literacies	Cognition	Social and Emotional Learning	Learner Background
Background Knowledge	Attention	Emotion	Adverse Experiences
Composition	Auditory Processing	Learner Mindset	Hearing
Digital Literacy	Cognitive Flexibility	Motivation	Literacy Environment
Disciplinary Literacy	Inhibition	Self-regulation	Physical Well-being
Foundational Reading Skills	Long-term Memory	Social Awareness & Relationship Skills	Primary Language
Numeracy	Metacognition	Stereotype Threat	Safety
Oral Communication Skills	Reasoning		Sleep
Problem Solving	Short-term Memory		Social Supports
	Speed of Processing		Socioeconomic Status
	Visual Processing		Vision
	Working Memory		

# What is Learner Variability?

Learner variability is the recognition that each individual has a unique set of strengths and challenges across a whole learner framework that are interconnected and vary according to context.



# Define digital literacy. What does it look like in practice?

Turn to pages 16-17 to see a list of the things that a person with digital literacy skills can do.

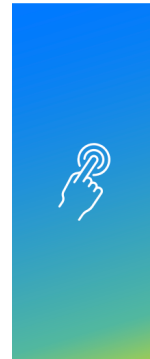
The ability and knowledge needed to **access** and **operate** internet-connected devices, to successfully **use** commonly available software, and to **navigate** and **utilize** online resources in order to effectively **communicate** and complete social and work-related **tasks** in a virtual space.

# Pre-Assessing Digital Literacy Skills

See page 62. Use the questions to pre-assess your own digital literacy within each competency.

How can this help you plan your sessions with learners?

A person who is digitally literate can:	Questions to ask yourself and learners	Self-Assess
<b>Understand graphic design and navigate interfaces</b> (photovisual literacy)	<p><i>Can you use different mouse clicks to perform tasks on a device? e.g., right-click, left-click, and double click</i></p> <p><i>Can you scroll up and down a page to find information?</i></p> <p><i>Can you find and use common website features? e.g., play buttons, hyperlinks</i></p>	<input type="checkbox"/> Yes, I can easily complete all of these tasks. <input type="checkbox"/> No, I still need practice to complete some of these tasks.
<b>Create multimedia works</b> (reproduction literacy)	<p><i>Can you take a screenshot on a smartphone or other device and edit the picture by adding a caption or other text?</i></p> <p><i>Can you add photos from the internet to a PowerPoint or Google Slides presentation, citing sources?</i></p>	<input type="checkbox"/> Yes, I can easily complete all of these tasks. <input type="checkbox"/> No, I still need practice to complete some of these tasks.
<b>Navigate the internet to find what they need</b> (branching skills)	<p><i>Can you easily find answers to questions using the internet? e.g., business hours for a bank, directions, recipes</i></p> <p><i>Can you schedule appointments online? e.g., doctor appointments, dentist appointments</i></p> <p><i>Can you easily find news online?</i></p>	<p>Yes, I can easily complete all of these tasks.</p> <p>No, I still need practice to complete some of these tasks.</p>
<b>Process large amounts of information at once</b> (real-time thinking skills and working memory)	<p><i>Can you remember and follow multiple steps to complete a task on a device? e.g., navigate to Google Docs to open a file and/or create a new document, open Microsoft Word and find a template to draft a resume</i></p> <p><i>If you aren't sure how to do something on a device, can you usually figure out how to do it on your own? e.g., watching a video online, researching how to do something, trying different ways</i></p>	<input type="checkbox"/> Yes, I can easily complete all of these tasks. <input type="checkbox"/> No, I still need practice to complete some of these tasks.



## LINKING THEORY TO PRACTICE | 2

Pre-assessing learners' digital literacy is an important first step in planning for instruction. Consider using the **Pre-assessing Digital Literacy Skills tool** to reflect on your own digital literacy within each competency, and interview learners to get a sense of the skills categories they will need the most support in. We are all lifelong digital literacy learners.

# Research-Based Strategies to Support Adult Learners

- Promote Instructors' Mindset Toward Equity (34-36)
- Support Learner Mindset (37-38)
- Support Reflection on Learning (39-41)
- Explicit Instruction on Digital Skills (42-44)
- Promote Active Learning (45-47)
- Encourage Collaboration Among Learners (48-51)




# Barbara Bush Foundation for Family Literacy and AT&T

- AT&T is making significant strides in narrowing the digital divide through their digital literacy learning materials
- The Barbara Bush Foundation for Family Literacy (BBF) joined AT&T and the Public Library Association (PLA) as a collaborator in this effort – providing training on using BBF's Digital Literacy Resource Guide as a supplemental resource to the AT&T digital literacy materials
- BBF provided training on the materials and technical support for facilitators at select sites
- Data was collected by all pilot sites to track participation and measure the efficacy of the program
  - Sites tracked enrollment, participation, completion of learning modules, and goal attainment

# Digital Literacy Shared Resources: BBF and AT&T

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English | Español

Tools and Resources for Trainers

**Sign Up / Log In**

DIGITALEARN.ORG

Search Courses

## Use a computer to do almost anything!

Choose a course below to start learning or search courses.

If you are new to computers, haven't used them for a while, are a little unsure and uncomfortable, or just need a bit of a refresher, we have the tools to help you tackle technology at your own pace and gain the confidence you need to succeed.

### Starting Out

**Basic Search (New!)**  
Learn about search engines and get started searching the internet. 7 mins

**Navigating (New!)**  
Learn your way around a computer.

Tools for Learners

DIGITALEARN.ORG

Course Materials | Instructional Design Training  
Templates | Contribute | Additional Resources

## Tools and Resources for Trainers

### How to Use These Resources

Welcome! This site contains all the elements you will need to facilitate a DigitalLearn module or design your own!

These resources are free for you to use and modify as you see fit.


Materials are also available in Spanish. Click on "Spanish Materials" to access those resources.

### Course Materials

Select a course below to view and download the supporting materials.

Supporting materials vary by course but typically contain:

- Instructor's Guide/Design Document
- Activity Sheet



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# DigitalLearn.org

## Tools for Learners

The screenshot shows the DigitalLearn.org website. At the top left, there are links for "English | Español" and the logo "DIGITALEARN.ORG". At the top right, there is a link for "Tools and Resources for Trainers" and a purple "Sign Up / Log In" button. Below the logo is a search bar labeled "Search Courses" with a magnifying glass icon. A large teal banner with white text reads "Use a computer to do almost anything!". Below the banner, there is a section titled "Choose a course below to start learning or search courses." followed by a paragraph: "If you are new to computers, haven't used them for a while, are a little unsure and uncomfortable, or just need a bit of a refresher, we have the tools to help you tackle technology at your own pace and gain the confidence you need to succeed." Underneath is a "Starting Out" section with three course cards:

Course Title	Description	Duration
Basic Search (New!)	Learn about search engines and get started searching the internet.	7 mins
Navigating a Website (New!)	Learn your way around websites.	6 mins
Getting Started on a Computer (New!)	What a computer is and how to use a mouse and keyboard.	21 mins

- Short, asynchronous learning modules for learners
- Self paced authentic content
- English and Spanish
- Structured framework with interactive activities
- Explore for small group learning or 1:1 learning

# DigitalLearn.org

## Tools and Resources for Teachers

The screenshot shows the DigitalLearn.org website interface. At the top left, it says 'Tools for Learners' and features the DigitalLearn.org logo. To the right, there are navigation links: 'Course Materials | Instructional Design Training Templates | Contribute | Additional Resources'. Below this is a dark green header with the text 'Tools and Resources for Trainers'. The main content area has a section titled 'How to Use These Resources' with a welcome message and instructions. Below that is a 'Course Materials' section with a list of typical supporting materials.

Tools for Learners

DIGITALLEARN.ORG

Course Materials | Instructional Design Training  
Templates | Contribute | Additional Resources

### Tools and Resources for Trainers

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Select a course below to view and download the supporting materials.

Supporting materials vary by course but typically contain:

- Instructor's Guide/Design Document
- Activity Sheet
- Handouts

- Dedicated page for instructors
- Course materials support building lessons
- Use some or all of the materials
  - Guide (lesson), activity sheets, handouts, PowerPoint presentation, and practice files
- Additional materials:
  - Instructional Design training document
  - Templates to make your own materials
- Explore for small group learning or “workshop” model
- How could you combine these courses with the asynchronous learner modules?

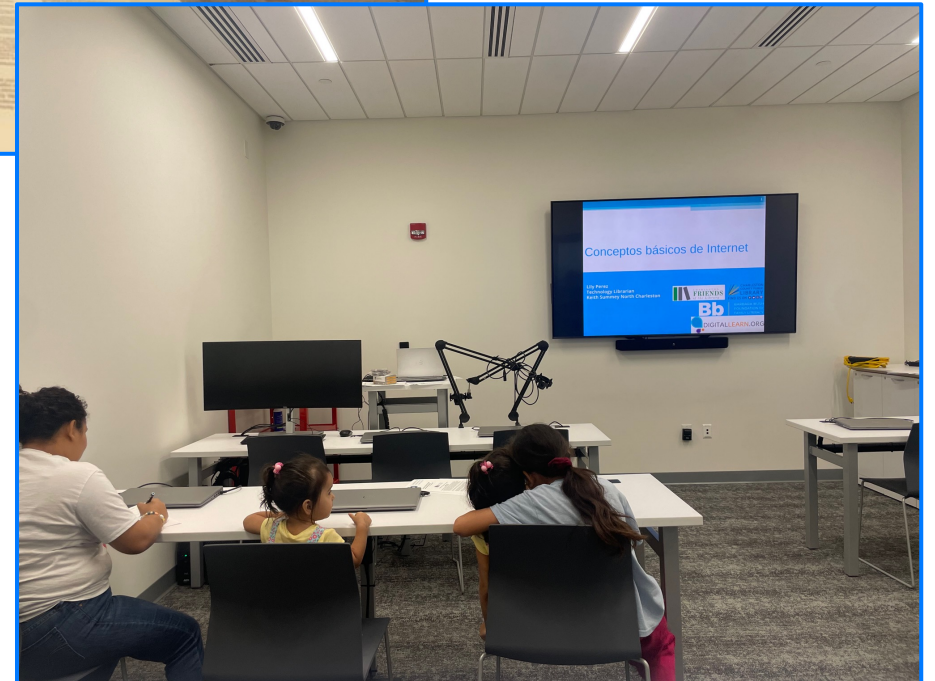
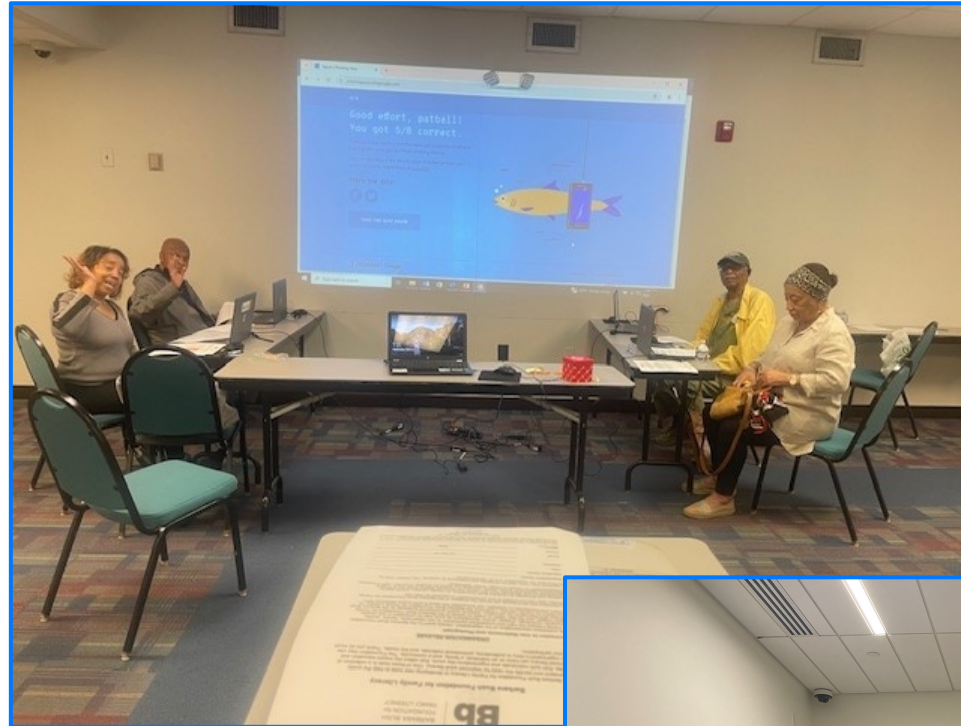
# Adult Literacy Sites

“She now uses the calendar app to keep track of doctor’s appointments and other meetings. She can text, search the internet, and use QR codes. ‘Digital literacy tutoring has been a really fun and rewarding experience. I’m grateful for the opportunity to work with my learner because she is fun to be around and always excited to learn.’”



# PLA Sites

“...to not be left behind in life.”



# Early Pilot Feedback

- Most users stated they had high confidence in their skills working with adult learners and with their own digital literacy skills.
- All users found the guide easy to use and supportive in their workshop planning and teaching.
- The highest ranked strategies from the guide were **building empathy** and **setting and monitoring goals**.
- All users felt that the guide encouraged them to get to know their learners more.
- Survey question: Did you observe any changes in learner understanding of or engagement with the digital literacy content as a result of using the resource guide: [Promoting Digital Literacy for Adult Learners](#), to inform your planning and/or instruction during the workshop?

# Recommendations

- Market digital literacy workshops – offer **relevant** skill building
- **Customize** for your community
- Learner focused
  - Apply a **strengths-based approach**
  - Encourage individual **goal setting**
  - **Share additional resources** – like the asynchronous learning modules
- Consider bundling courses – plan a **scope and sequence** for training
- Public Libraries Online Blog: [Barbara Bush Foundation joins PLA and AT&T in Promoting Digital Literacy for Adult Learners](#)

# Training Materials

## 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.

## Making the Most of *Promoting Digital Literacy for Adult Learners: A Resource Guide*

Facilitator's Training Handbook

Fall 2022



I'd love to hear  
from you!

- Engagement with Digital Literacy Materials
- Learner testimonials
- Suggestions for new resources

Pam Cote

[pam@barbarabush.org](mailto:pam@barbarabush.org)