REEP ESL Curriculum for Adults

DIGITAL LITERACY SKILLS DEVELOPMENT
DRAFT

In this section, you will learn about:

1. principles of teaching digital literacy within a learner-centered, whole language, lifeskills instructional system,
2. how digital literacy is integrated into the REEP Curriculum, and
3. resources for teaching and assessing Digital literacy.

The following principles guide the integration and implementation of Digital literacy instruction and evaluation in the REEP ESL Curriculum for Adults:

What is digital literacy?

"Digital literacy" is an aspect of technology integration where students are actively engaged developing their computer skills and applying them towards a goal, as opposed to technology that students passively experience, such as the LCD projector and to some extent the language software. The standards for digital literacy that REEP aligns with (VADOE, TESOL, ELPS) have been established to prepare students to more effectively participate in increasingly technology-rich environments.

Generally speaking, "digital literacy" refers to navigating, evaluating, creating, and communicating information using a range of digital technologies, such as computer hardware, software, Internet-based resources and tools, and mobile devices, and applying the use of these technologies to achieve language and life skills goals.

How much digital literacy should be taught?

Digital literacy skills development in adult ESL instruction happens within a wide spectrum where teachers make decisions on what to integrate and how based on students' needs and interests with the available time and resources on hand. Here are just a few examples:

- building awareness of basic skills to develop during needs assessment activities
- learning vocabulary for computer equipment, Internet navigation, and relevant software
- explicit instruction of basic navigation to independently get to Internet destinations
- explicit instruction of basic Microsoft Word skills to complete an essay or resume
- applying critical thinking skills to search and vet Internet sources for a research project
- collaborating as a group on a fieldtrip reflection story in PowerPoint on an online tool

REEP ESL Curriculum for Adults

How should digital literacy be taught?

- Digital literacy lessons and activities should be learner-centered, based on learner needs and priorities.
- Digital literacy should be meaningful and practiced in context.
- Digital literacy should be taught using all four language skills.
- Digital literacy instruction should address different learning styles. Not all students benefit from direct skills instruction.
- A variety of activity types and contextualizing should be incorporated.
- Students should have an opportunity to reflect on their learning.

How should digital literacy be assessed?
(See also Learner Assessment section for ideas on assessing learners.)

- Instruction should begin and end with the real-world application clear for the students.
- Errors should be corrected whether digital literacy is the focus of an activity or the errors affect comprehensibility. Overcorrection of errors discourages students and impedes communication.
- Students should be assessed on their ability to use their skills effectively within the context of real-life tasks.
- Students should only be assessed on their ability to use skills identified for their instructional level and should match the instructional focus.

Digital literacy Integration in the REEP Curriculum

How do I know what Digital literacy to teach?

REEP uses widely adopted digital literacy standards to priority skills instruction. The digital literacy section offers a chart of general skills that are foundational to the activities in the digital literacy integration column of the Unit Objectives. Consult the details of the lesson plan, the unit objective chart, and the digital literacy skills development section to understand which skills are needed for the activity. Assess your students' abilities to determine what digital literacy skills need to be taught, practiced, and assessed, and what additional instructional or classroom management support you need for your students to be successful.

How do I plan for digital literacy integration in the lifeskills levels (100, 150, 200, 250, 300, 350, 450)?

The curricula for the lifeskills levels (100, 150, 200, 250, 300, 350, 450) are organized around lifeskills topics such as work, health, consumerism, etc. Digital literacy skills are integrated in each lifeskills topic. The digital literacy to be taught, practiced, and assessed is

driven by the language needed to communicate effectively within the topic areas and/or specific performance objectives. Ask yourself, *in the technology-rich environment that we live in, what digital literacy skills or technology-enhancements are needed to implement this lesson and have the students accomplish this lifeskill objective?*

The following example is from the Level 350 Health Unit.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
5. Describe home remedies, alternative care, and preventative care.	Seek and report info: What do you do for a cold in your country? I take… Structures: Wh questions; Simple present	Students share and discuss photos taken on their phones of home remedies.Share and project from a class management tool or using a document camera. See REEP Video Smartphones in Adult ESL Instruction: *Picture Prompts and Review*	*Our Own Stories* p. 19 *Expressways 3* (2nd) p. 103, 108 Student generated remedies Home remedies	Cross culture: home remedies

The first column states the lifeskills performance objective. The second column identifies sample language that a student at this level needs to produce in order to achieve the lifeskills objective. The integration column identifies the Digital literacy structures that students need to use to produce the sample language to achieve the lifeskill objective. In this way, the digital literacy to be taught, practiced, and assessed for a particular objective is directly related to the structures found in the sample language.

When planning lessons with the REEP ESL Curriculum for Adults, it is necessary to consult the integration column for digital literacy structures to teach or review. In the 350 Health unit example above, the structures: "Wh questions" and "simple present" are taught, practiced, and assessed within the context of the lifeskill objective: "Describe home remedies, alternative, and preventative care."

What about written digital literacy?

The majority of the lifeskill objectives involve mostly speaking and listening skills. Therefore, it is necessary to incorporate activities that develop digital literacy competence in writing and reading as well. This can be done through integrating writing and reading into the lifeskills topic. Topic related resource suggestions are included in each unit. Also, see Reading Development and Writing Development in the Instructional Planning section.

REEP ESL Curriculum for Adults

What about Digital literacy at levels 400 (intermediate writing) and 500/550 (academic preparation)?

These levels do not have a lifeskills focus. See 400 and 550 curricula for information about integrating digital literacy into those levels.

What are the priorities for digital literacy instruction?

- It is important not to try and teach all the digital literacy skills.
- Results from the language and lifeskill topic needs assessment will provide a first level of priority.
- You should also assess students' digital literacy skills and plan to integrate and review skills development, based on what's needed for each project and over the course of a cycle, to be successful in your class.
- Decide also what instructional supports you will require to address students' digital literacy skills development needs.
- See again, ***How do I plan for digital literacy integration in the lifeskills levels (100, 150, 200, 250, 300, 350, 450)?*** above.