

Imagine a Canada

<https://nctr.ca/>



IMAGINE A CANADA



issbc.org



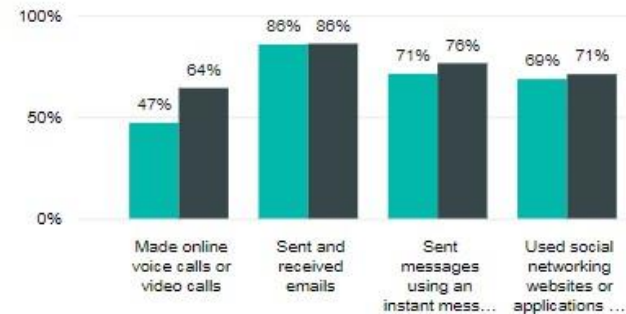
Helping immigrants build a future in Canada

Building Digital Literacy with ISSofBC's Digital Literacy Materials

Online activities in Canada, 2018 and 2020

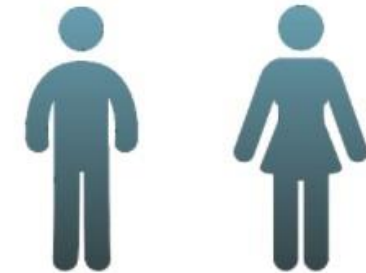
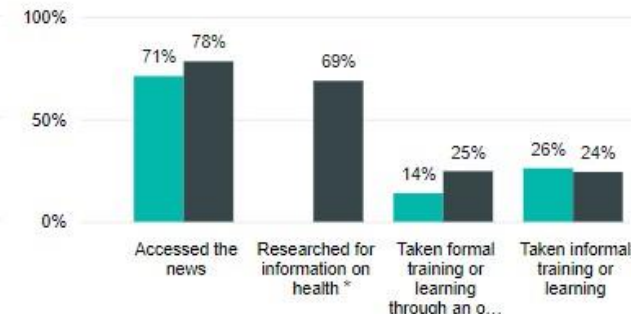
Communication

2018 2020



Accessing information

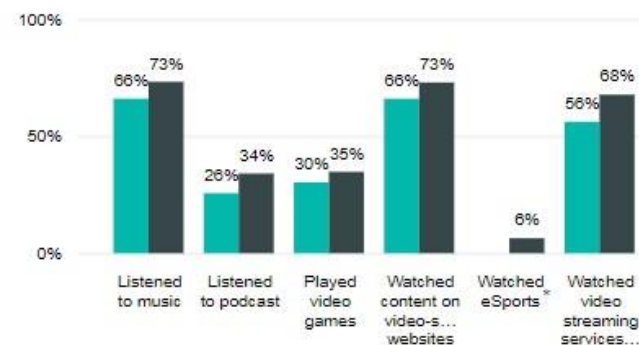
2018 2020



Select an activity for gender %

Listening & watching content online

2018 2020



Accessing online service

2018 2020



Age group

- ☐ 15 to 24 years
- ☐ 25 to 44 years
- ☐ 45 to 64 years
- ☐ 65 years and over
- ☒ Total, 15 years and over

Level of education

- ☒ Total, highest certificate, ...
- ☐ High school or less
- ☐ College, trade school, or ...
- ☐ Bachelor's degree or higher

* Data not available for 2018

characteristics of clients with low digital skills

Reluctance to
admit low skills

Lack of awareness
of the steps in
digital tasks

Overestimate,
underestimate
skills



Dependent, need
a helper

Can do some
tasks, perhaps
only on a phone

Frustration,
anxiety, stress

barriers to learning

Lack of
equipment
or access to
equipment

Low
confidence,
Internalized
failure

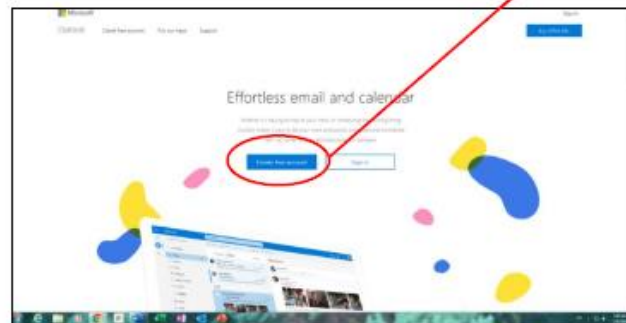
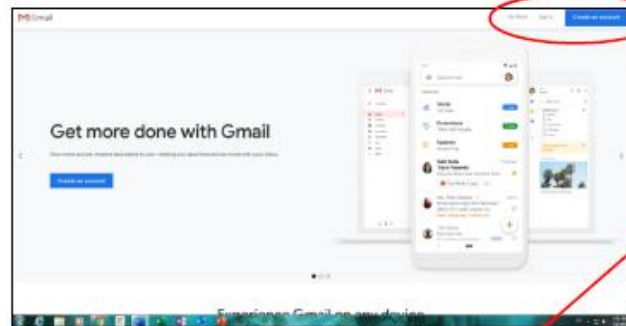
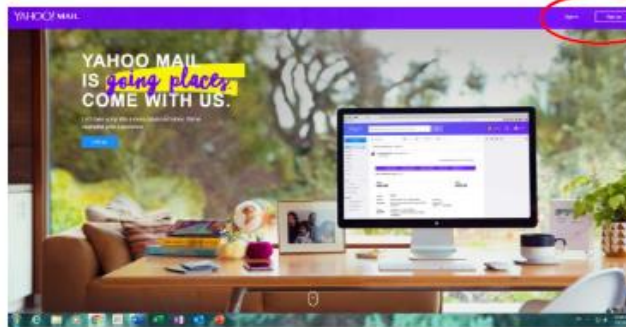


Fear of
technology

Reading/
Literacy
challenges

Childrearing or
work
responsibilities

2. Create a Free Email Account: Create an Account / Sign up

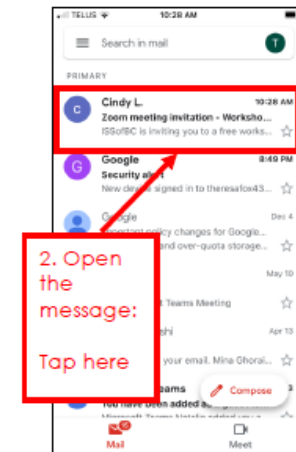
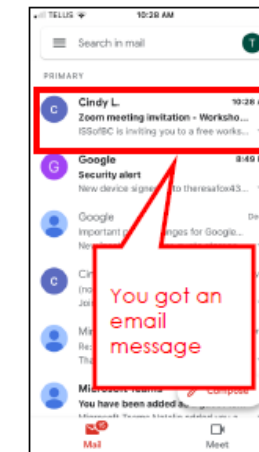
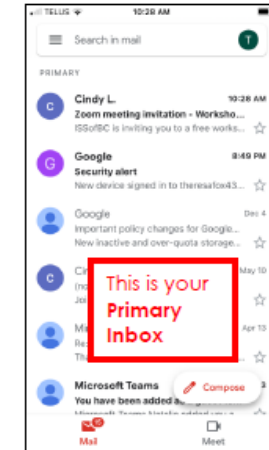
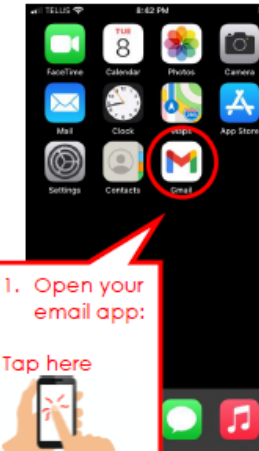


Look for:

- Sign up
- Create an Account or
- Create new account button in the top right corner or in the centre of the webpage.

Be careful! Do not click on the Sign in button! You will use this button later, after you have your new email account.

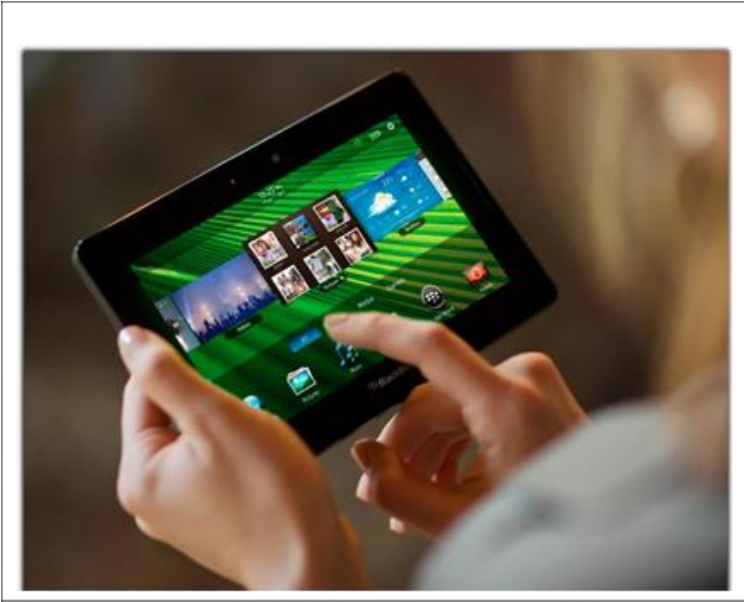
Join Zoom Meeting from a link in Email (Gmail)



Digital Literacy Training vs Conveying Digital Information



Digital Literacy =



Skype

**knowledge and independent abilities that
are transferable from task to task**

Why it takes time to build digital literacy

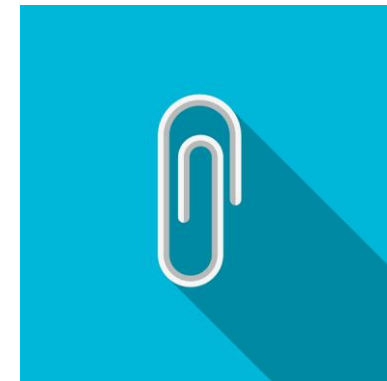
- How many steps are there to write a simple email and send it with an attachment ?

- 17 steps



Why it takes time to build digital literacy

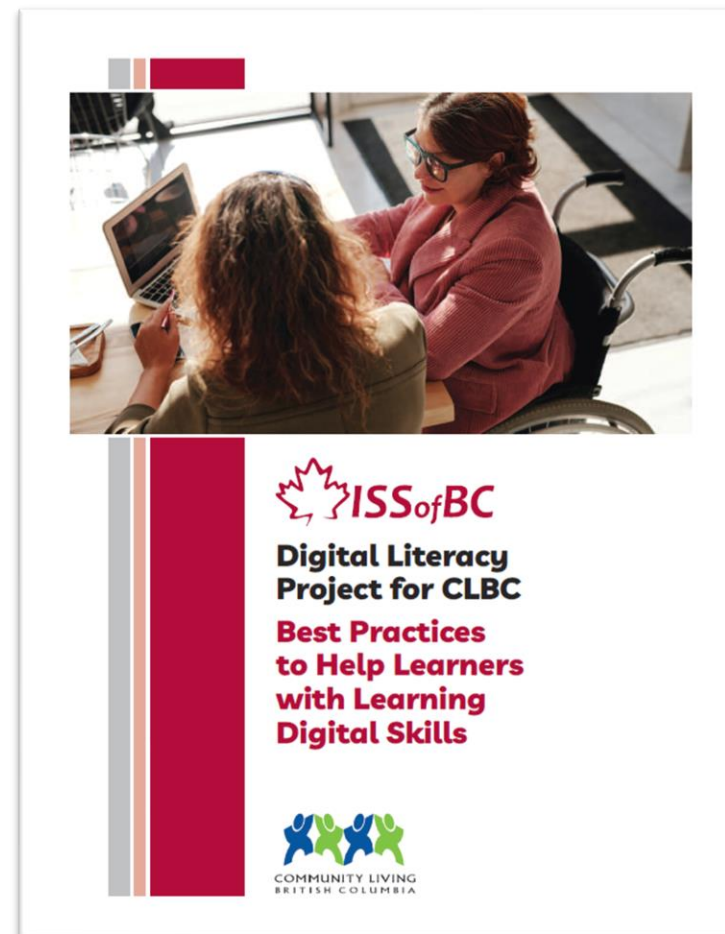
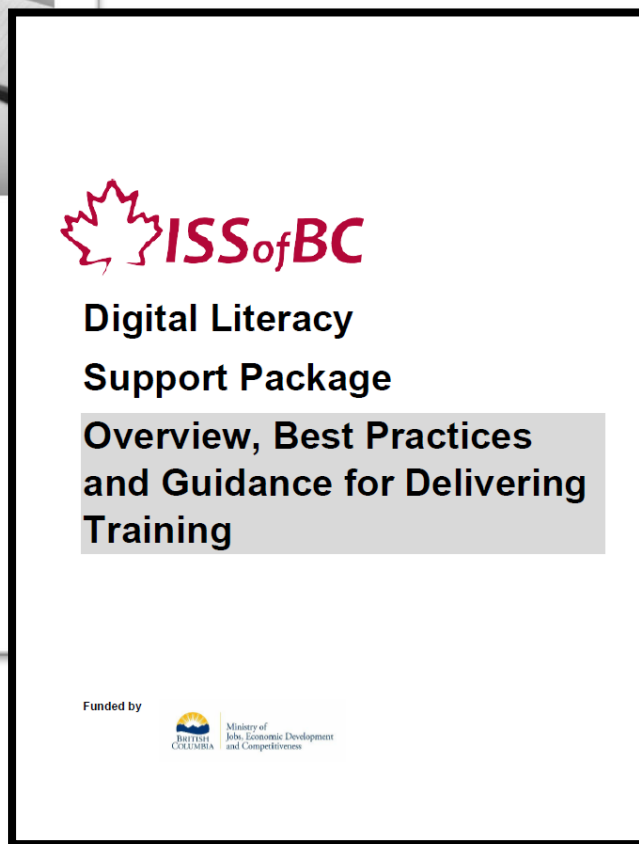
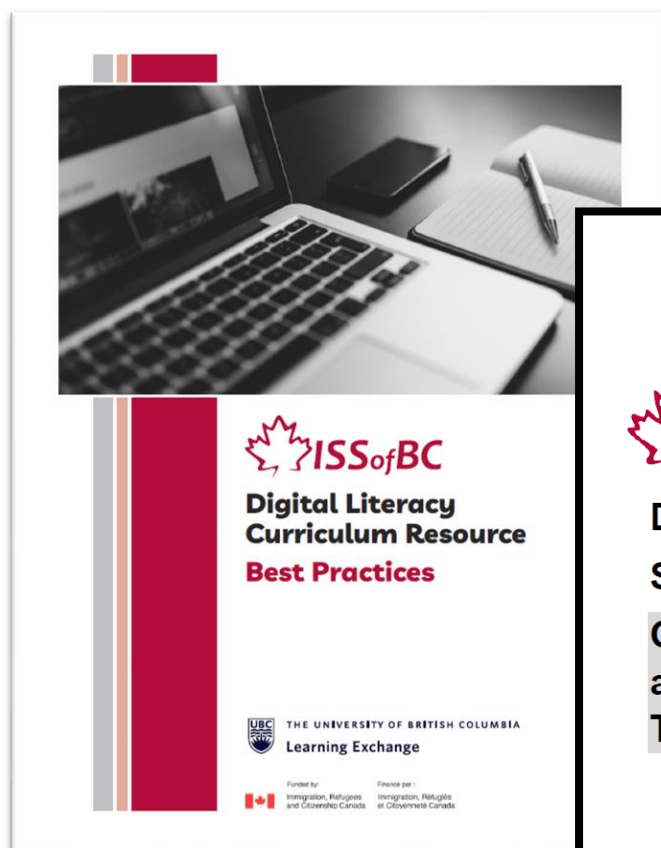
- You want to send an attachment in an email.
- In order to do that, what do you need to know how to do already ?
- What skills do you need to already have ?



The prerequisite skills you need to know:

- how to read / recognize basic words and icons.
- how to move the cursor with your mouse or trackpad.
- what a browser icon is.
- and how to click or double click on it to open it depending where it is on your desktop.
- how to find the email icon and click on it to open it.
- how to find the Compose icon.
- how to type the email address(es), the subject, the email message.
- recognize the paperclip “attach files” icon
- and then know where the file is located that you want to attach
- how to find that file on your desktop
- to double click on it to attach it.
- to find and click on Send.
- how to check you sent it and
- how to close the email app.

■ Overview of ISSofBC Digital Literacy Projects



Overview of Contents



Diagnostic/Needs Assessment Tool

DNA tool consists of:

- Online diagnostic activities
- Rubrics for assessor
- Self assessment for learner

Digital Literacy Curriculum Resource

Needs Assessment Module 1: Mouse

Digital Literacy Learner Diagnostic / Needs Assessment Rubric




Name: _____ Date: _____

CLB Level: _____ Assessor: _____

Digital Literacy Learner Diagnostic/Needs Assessment Module 1: Mouse and Navigation

Observe the learner follow the instructions in the Digital Literacy Learner Diagnostic/Needs Assessment Online Tool (DLDNA Online Tool). Does the learner do each skill in a confident/deliberate way? Check Yes or No.

Module 1: Mouse and Navigation

The learner can:		Yes
• move the mouse and hover		Yes Learner hovered over the 5 icons.
• double click		Yes Learner double clicked on the 5 icons.
• click, drag and drop		Yes Learner clicked, dragged and dropped the 5 icons.

Do Module 2 with the learner even if the learner struggled with the above module.

Digital Literacy Learner Self-Assessment Needs Assessment-Checklist

Name: _____ Date: _____




CLB level: _____ Teacher: _____

School: _____

What can you do? ✓ ☺ or ☹

Module 1: Mouse and Navigation

I can:

		☺	☹
• move the mouse and hover		☺	☹
• double click		☺	☹
• click, drag and drop		☺	☹

Digital Skills

Module 1 – CLB Lit/1 –
Mouse & Navigating

[Download](#) 

Module 2 – CLB Lit/1 –
Keyboarding

[Download](#) 

Module 3 – CLB Lit/1 –
Online Skills Basics

[Download](#) 

Module 4 – CLB Lit/1 –
Online Skills

[Download](#) 

Module 5 – CLB Lit/1 –
Email

[Download](#) 

Module 6 – CLB Lit/1 –
Mobile Phones

[Download](#) 

Module 7 – CLB Lit/1 –
Safety & Security

[Download](#) 

Module 8 – CLB Lit/1 –
Zoom on Computer

[Download](#) 

Lessons

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

Module 3: Online Skills Basics

Ask a stronger student to take the mouse and move the observing how the cursor shapes change. Say:

Please sit here.
Show me left.
Show me right.
Show me up.
Show me down.
Show me type.
Show me click.

Repeat with another student.

DIGITAL SKILL 1

Approximate time 10-15 min

Identify different browsers

Information for the teacher:

The most popular browsers as of October 2019 are Chrome (Google products), Microsoft Edge, and Internet Explorer. (Safari is an Apple product).

Objectives

Students will be able to:

- recognize icons for different browsers
- identify, open and close a browser

Vocabulary

- **desktop** – a screen on a computer which shows the icons of the programs that can be used
- **taskbar** – the bar (usually) at the bottom of your computer screen. It has icons and open programs

Learn

Approximate time 20-30 mins

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.

As you point to each browser icon, say:

Browser. Browser. Browser.

What does it do? (Pause and see if anyone can answer).

Explain to students what a browser is. Say:

Click on it. It opens the internet.

Practice

Approximate time: 15-25 mins

Give students an enlarged copy of Module 3-Lit/CLB 1-Digital Skill 5-Practice-Handout Search for Information Online.

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.

Your turn

Approximate time: 15-25 min

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.

Circulate and support as necessary.


Instructional language included for

- Literacy/CLB 1
- CLB 2/CLB 3
- CLB 4
- CLB 5/CLB 6

Visuals and Handouts

Module 1-Literacy-CLB 1-Digital Skill 6-Learn-Visual

Cursor Shapes



Arrow

I-beam

Hand

ISSofBC DIGITAL LITERACY CURRICULUM RESOURCE • MODULE 1: MOUSE AND NAVIGATING • LIT/CLB 1 • VISUALS & HANDOUTS

Module 1-Literacy-CLB 1-Digital Skill 7-Learn-Handout


click



double-click



scroll



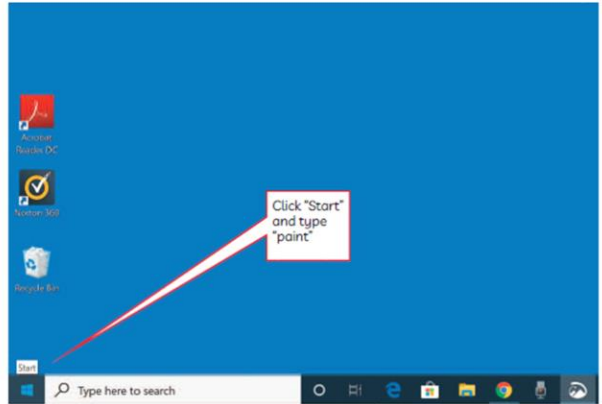
click, drag and drop



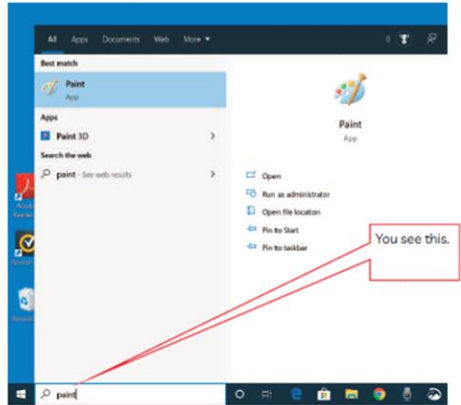
ISSofBC DIGITAL LITERACY CURRICULUM RESOURCE • MODULE 1: MOUSE AND NAVIGATING • LIT/CLB 1 • VISUALS & HANDOUTS

Module 1 Literacy-CLB 1 Digital Skill 7 Practice-Handout

1.



2.

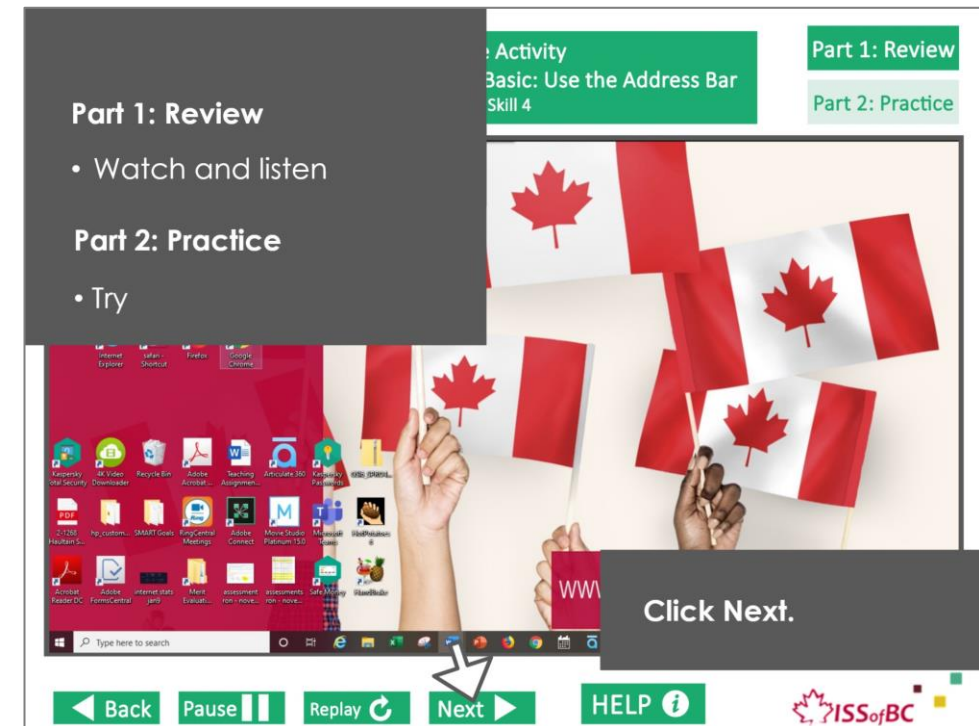


ISSofBC DIGITAL LITERACY CURRICULUM RESOURCE • MODULE 1: MOUSE AND NAVIGATING • LIT/CLB 1 • VISUALS & HANDOUTS

Extra Practice Activities

Extra Practice Activities:

- Provide extra practice learners can do on own time
- Allow learners to repeat key components of class lessons
- Allow learners to become more confident
- Should only be assigned after classroom instruction and in-class practice



CLB 2 - 3

Module 1 – Using the Mouse

[Start Activity >](#)

Module 2 – Using the Keyboard

[Start Activity >](#)

Module 3 – Using the Address Bar

[Start Activity >](#)

Module 4 – Navigating a Website

[Start Activity >](#)

Module 5 – Sign In, Sign Out & Send an Email – Gmail (part 1)

[Start Activity >](#)

Module 5 – More Ways to Send & Reply to an Email – Gmail (part 2)

[Start Activity >](#)

Module 5 – Sign In, Sign Out & Send an Email – Yahoo (part 1)

[Start Activity >](#)

Module 5 – More Ways to Send & Reply to an Email – Yahoo (part 2)

[Start Activity >](#)

Module 5 – Sign In, Sign Out & Send an Email – Outlook (part 1)

[Start Activity >](#)

Module 5 – More Ways to Send & Reply to an Email – Outlook (part 2)

[Start Activity >](#)

Module 6 – Mobile Phones Part 1: Touch Screen

[Start Activity >](#)

Module 6 – Mobile Phones Part 2: WiFi and Apps for Android

[Start Activity >](#)

Module 6 – Mobile Phones Part 2: WiFi and Apps for iPhones

[Start Activity >](#)

Module 7 – Safety and Security Part 1: Change email password

[Start Activity >](#)

Module 7 – Safety and Security Part 2: Phishing or legitimate quiz

[Start Activity >](#)

Module 3: Online Skills Basics

PBLA TASK

**The Digital Literacy Curriculum Resource does not include language skills.
The language skills need to be taught prior to using this assessment.**

Theme and Topic	Neighbourhood/Health and Safety
Digital Literacy Curriculum Module	Module 3: Online Skills – Basics
Digital skills required for this task	<p>Ensure that your students have the digital skills necessary for success in this task.</p> <p>Skills from other Modules:</p> <ul style="list-style-type: none"> • Mouse skills: hold the mouse, left click, double click, scroll, right click, drag and drop, cursor • Navigating: opening/closing a program, cursor • Keyboarding: basic typing, Enter key <p>Skills from Module 3:</p> <ul style="list-style-type: none"> • Locate and open a web browser • Use keywords to search for information online • Understand search results • Identify ads and sponsored content
Level(s)	Literacy/CLB 1
Skill(s) and CLB competency(ies)	<p>Writing LIT/CLB 1-II: Reproducing Information</p> <p>Copy numbers, letters, words, short phrases or sentences from simple short passages, for personal use or to complete short tasks.</p>
Task description	Look for a walk-in clinic in the area. Take notes.
Information for the teacher	<p>Conditions for assessment: Each student must have their own computer.</p> <p>Reminder: Teach the language skills prior to this assessment.</p> <p>Specific information for this task:</p> <ul style="list-style-type: none"> • Ensure that the students use Google search engine for this task. Using other search engines (e.g. Bing) can alter search results. • 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.

Module 3: Online Skills Basics • PBLA Assessment Tool

Student's Name: _____ Date: _____

Teacher's Name: _____

Using LIT/CLB 1-II: Reproducing Information

Numbers, letters, words, short phrases or sentences from simple lists or very short passages, for use or to complete short tasks.

of learner task:

in clinic in the area. Take notes.

	Can do	Not yet
words well		
phrases and short sentences with capitals and punctuation		
phone numbers		
conventions and styles when copying addresses and phone numbers		
some difficulties decoding some letters		

some difficulties decoding some letters

40

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

Success on the task: Yes Not Yet

Employment Review



13 Video lessons



Created specifically for this CLBC-ISSofBC Digital Literacy Training Project

Not yet on the Digital Literacy Curriculum Resource Website



Components of the Module

- mouse/trackpad skills and file management
- email basics Gmail
- email basics Outlook
- Zoom functions
- Zoom etiquette
- online search skills,
- Video search skills
- filling out an online job application form
- Online Safety
- Job scams

PPT slides that contain everything:

- Lesson notes
- Instructional language
- Links to the video lesson(s)
- Practice activities

Learning Digital Skills Remotely



Learning Digital Skills Remotely

Zoom Meeting
Recording

Mod3-OnlineSkillsBasics-CLB23-LESSON.pdf - Adobe Acrobat Pro DC (32-bit)

File Edit View E-Sign Window Help

Home Tools Mod3-OnlineSkillsB... x Mod3-OnlineSkillsB...

2 / 12 100%

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Learning Exchange

Funded by: Immigration, Refugees and Citizenship Canada
Financé par: Immigration, Réfugiés et Citoyenneté Canada

Module 3: Online Skills Basics • TEACHER NOTES

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- Module 3-CLB 2/3 -Digital Skill 1-Learn-Visual Identify Different Browsers

Handouts

- Module 3-CLB 2/3 -Digital Skill 2-Learn-Handout Know Common Browser Commands
- Module 3-CLB 2/3 -Digital Skill 2-Practice-Handout

Preparation

Adobe Sign

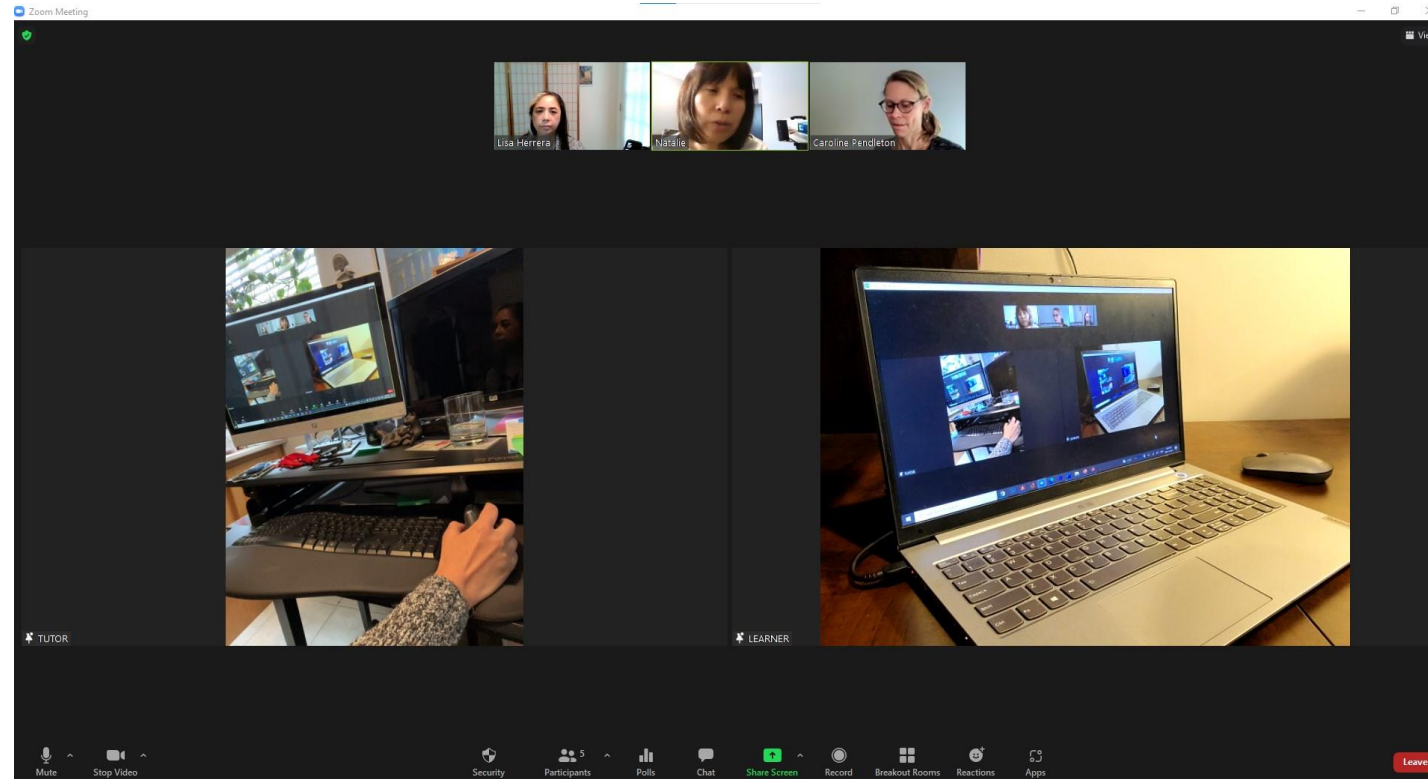
Natalie's phone

Natalie

Type here to search

9°C 7:29 PM 2021-10-07 ENG

Remote access to Digital Literacy Training for Newcomers RADLTN



Strategies for Ensuring Successful Digital Skill Learning



- Create a safe space for learning
- Slow the pace of learning
- Be patient with learners and encourage learners to be patient with themselves.
- **Use plain language**
- **Don't be tempted to show or tell everything you know!**
- Deliver tutoring in manageable “chunks.”
- Keep learners focused on the lesson
- Cater to different ways of learning
- Build motivation in learners

Access and Support

<https://digital-literacy.issbc.org/>

communications@issbc.org

Thank You!