

# Using Frameworks to Define Digital Skills

Rachel Riggs and Jeff Goumas  
World Education

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# Good Morning!!!



Jeff Goumas

*Senior Technical  
Advisor*



Rachel Riggs

*Technical  
Advisor*



**WORLD EDUCATION**  
— A DIVISION OF JSI —



**CROWDED**Learning®  
LEARNING. EVERYONE.



**Consider this task...what skills are being used?**



## Defining Key Terms

Go to [menti.com](https://menti.com)

Enter the code

7617 7086

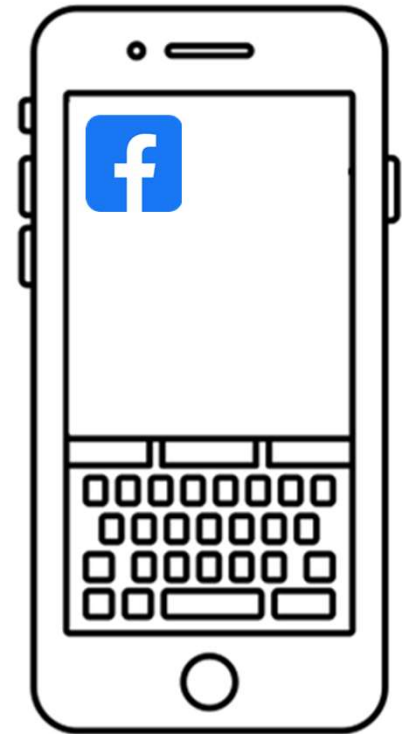


**DIGITAL...**  
**SKILLS**  
**LITERACY**  
**RESILIENCE**

## DIGITAL SKILLS

“Digital skills are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information.”

~ UNESCO, 2018



## DIGITAL LITERACY

Digital literacy is the ability to use the information and communication technologies to find, evaluate, organize (curate), create, and communicate information, requiring **both cognitive and technical skills.**

*~ American Library Association (ALA)*

A pink speech bubble with a white background and a pink border. It contains the text: "What social media platform should I post to?"

What social media platform should I post to?

A blue speech bubble with a white background and a blue border. It contains the text: "Should I post this at all?"

Should I post this at all?

## DIGITAL RESILIENCE

“...having the awareness, skills, agility, and confidence to be empowered users of new technologies and **adapt to changing digital skill demands**. Digital resilience improves the capacity to problem-solve and upskill, navigate digital transformations, and be active participants in society and the economy.”

~ Digital US Coalition

### Life



### Education



### Career



## Our Focus Today...

### AM Session

#### *Using Frameworks to Define Digital Skill Needs*

- Examining Digital Skills Frameworks
- Teaching Digital Skills

### PM Session

#### *Integrating Digital Skills into Instruction*

- Embedding digital skills into edtech-based instruction
- Contextualized skill application





# Choosing and Using Frameworks



## What is a Framework?

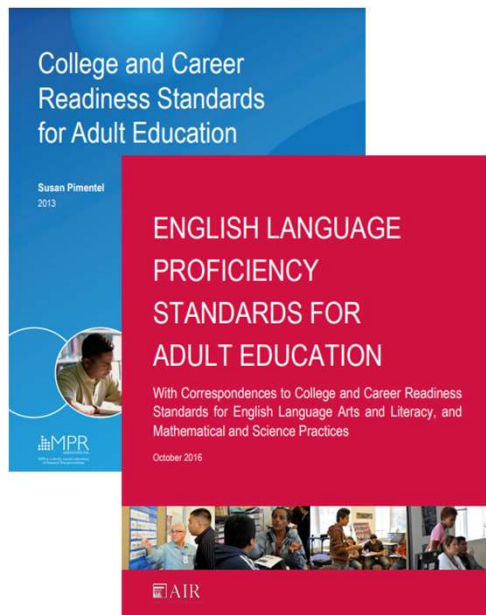
In the chat...

*What are examples of  
**skills frameworks** you use to  
guide your instructional focus?*



# Framework examples...

## Academic / Language Skills



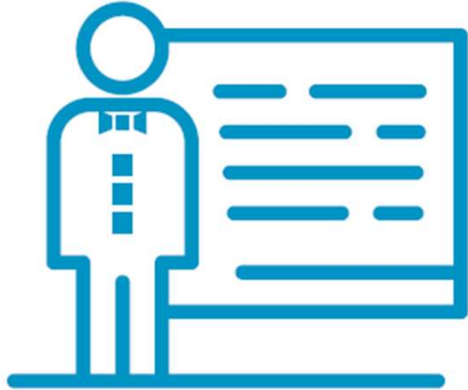
## Industry-specific Skills



## Digital Skills



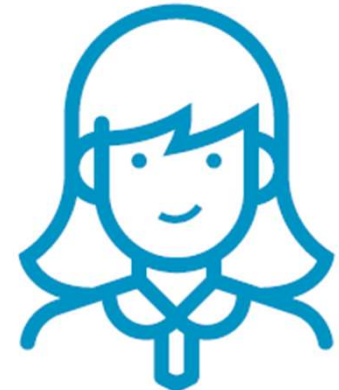
## Considering the needs...



Teachers



Learners



Employers

## Whole Group Activity: *What digital skills are most critical?*

In your assigned Jamboard, identify the skills that are most critical for learners:

- career
- education
- everyday life



As well as instructors/trainers...

- for teaching + learner support

Feel free to add examples of ***how you develop*** each skill

# ISTE Standards for Students



1 Empowered  
Learner

5 Computational  
Thinker

2 Digital Citizen

6 Creative  
Communicator

3 Knowledge  
Constructor

7 Global  
Collaborator

4 Innovative  
Designer

# Northstar Digital Literacy Assessment Modules



## Essential Computer Skills

---

 Basic Computer Skills

---

 Internet Basics

---

 Using Email

---

 Windows

---

 Mac OS



## Essential Software Skills

---

 Microsoft Word

---

 Microsoft Excel

---

 Microsoft PowerPoint

---

 Google Docs



## Using Technology in Daily Life

---

 Social Media

---

 Information Literacy

---

 Career Search Skills

---

 Accessing Telehealth Appointments

---

 Your Digital Footprint

---

 Supporting K-12 Distance Learning

[Link to full set of Northstar standards](#)

# Frameworks Create a Shared Language



**Foundational  
Skills-based**



**Learner Behavior-  
based**



# Frameworks Help Clarify Skills Goals

By having a clear set of skills, all stakeholders have clarity around what skills need to be developed.

## Examples:

- [Briya Charter Schools DL Integration at All Levels Chart](#)
- [Tech Skills Checklist for Library Supervisors and Staff \(PLA\)](#)

Skill	B1	B2	Int 1	Int 2	Adv 1	Adv 2	CO A
Zoom							
Participate in Zoom sessions on phone and Chromebook							
Participate in creating group expectations for Zoom participation							
Demonstrate appropriate behavior, use phrases to show respect in Zoom setting							
Use hand signals/other nonverbal communication in Zoom meetings							
Turn camera on/off							
Turn microphone on/off							
Raise hand virtually using "hand raise" Zoom function							
Use reactions							
Type name in chat for attendance/Rename self in own panel							
Send/read messages in chat							
Click a link in chat							
Open another document while in Zoom							
Navigate between tabs							
Join a breakout room							
Click to navigate between gallery view and speaker view							
Answer polls							
Use the Annotate function							
Share screen							
WhatsApp							
Receive/read/access text messages and audio messages							
Send text messages and audio messages							
Send photos							

## BRIDGES Framework (Coming soon!!!!)

- Aggregate framework from digital skills assessments and curricula
- Adapted from the *Seattle Digital Equity Initiative* framework to include:
  - Aligned curriculum/OER
  - Goal-setting tools
  - Guidance for skill development
  - Instruction/assessment tools



# BRIDGES - 75 Skills Organized Across 10 Domains

## Foundational



Gateway Skills



Device Ownership



Privacy + Security



Mobile

## Independent Learning



Online Life



Information Skills



Lifelong Learning

## Productivity



Communication



Creation



Workplace

## BRIDGES: Which domains are most important?

Go to [menti.com](https://menti.com)

Enter the code

7617 7086



Communication



Creation



Device Ownership



Gateway Skills



Information Skills



Lifelong Learning



Mobile



Online Life



Privacy + Security



Workplace



# Teaching Digital Skills

# 3 Ways to Approach Digital Skill Development

## Explicit

Here's how you  
compose an email  
in Gmail.

## Contextualized

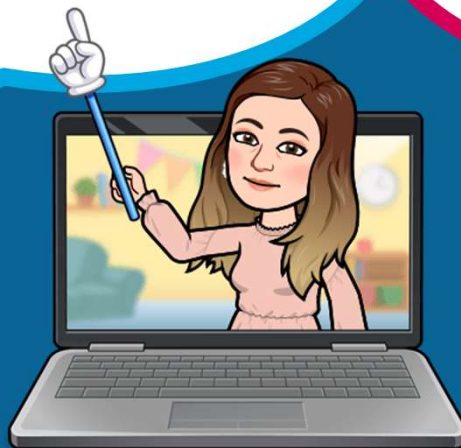
Let's draft an email  
to your boss.

*Digital skills against the  
backdrop of other subjects*

## Integrated

Open your email for  
today's assignment.

*Digital skills woven into the  
fabric of learning*



 This afternoon...



## What is *explicit* instruction?

*Teaching a skill directly, following best practices*

- Activate prior knowledge
- Provide practice opportunities
- Exercise “Gradual Release of Responsibility”
- Offer feedback and assess progress

# What might need to be taught *explicitly*?

## Foundational



Gateway Skills



Device Ownership



Privacy + Security



Mobile

## Independent Learning



Online Life



Information Skills



Lifelong Learning

## Productivity



Communication



Creation



Workplace



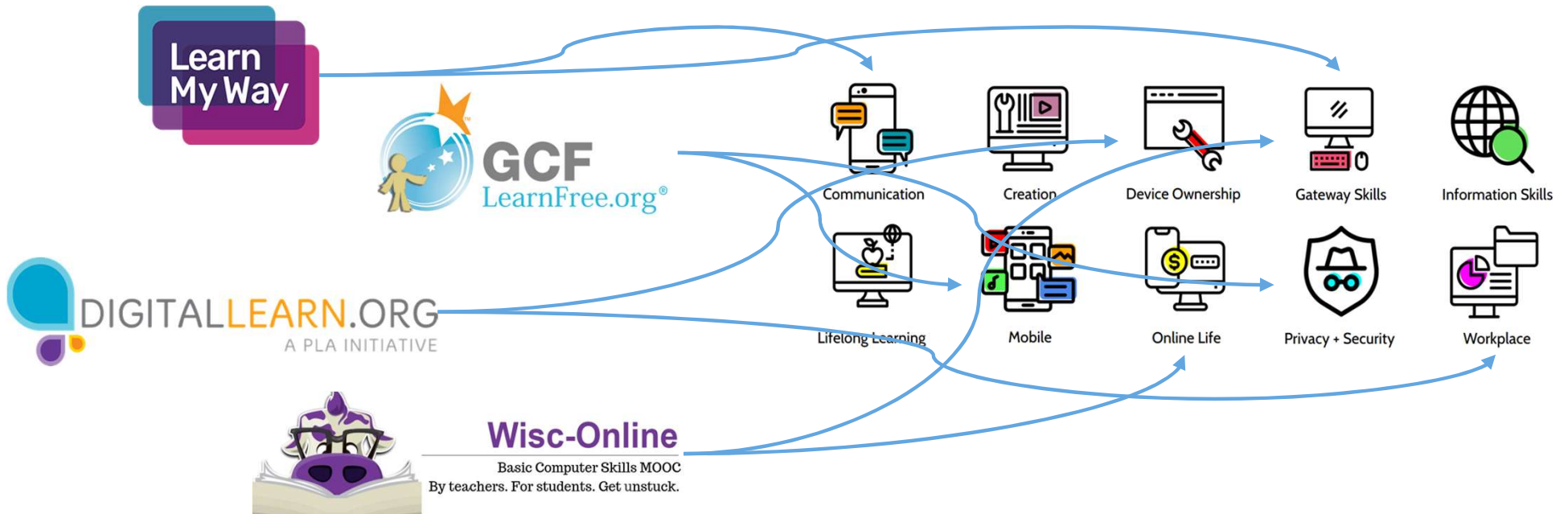
# Digital Skills Resources



# Organized by a framework...

Teaching and learning resources

Aligned to the skills



# Curated at digitalskillslibrary.org

Teaching and learning resources

In the Digital Skills Library



**Explore All Resources**

Want to search by skill? All resources within the library are aligned to the [Seattle Digital Equity Initiative Digital Skills Framework](#). Enter the skill code (CO.1, CO.2, etc.) in the search field to filter resources aligned to that skill.

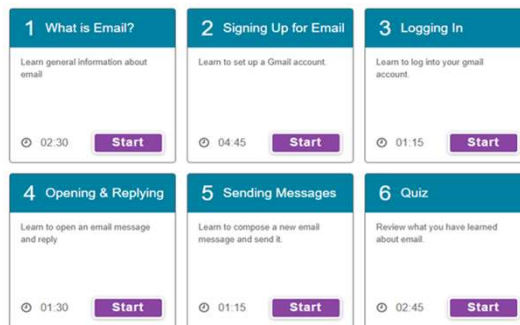
Search:

topic:  subtopic:  format:  name:  language:

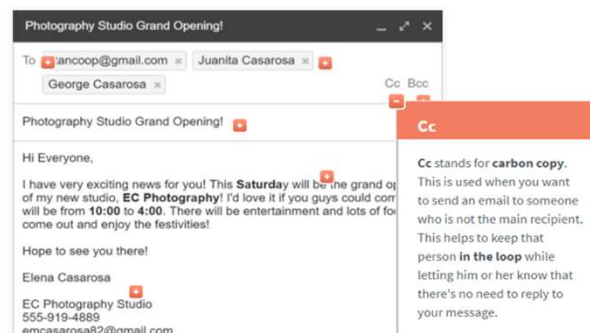
 <b>Excel Formulas: Solving Real-Life Problems in Excel</b> GCFLearnFree.org Excel can be used to solve all kinds of real-life problems. But how do you turn those problems into formulas that Excel can understand? All it takes is a little bit of planning (and some basic math). <b>Video</b>	 <b>Excel 2016: Basic Tips for Working with Data</b> GCFLearnFree.org Learn these basic tips for working with data to help you organize it and find what you need. <b>Lesson</b>	 <b>Excel 2016: Charts</b> GCFLearnFree.org Learn how to insert and modify charts to visualize comparisons in your data. <b>Video Lesson</b>	 <b>Excel 2016: What If Analysis</b> GCFLearnFree.org Learn how to use "what if" analysis to answer different types of questions. <b>Video Lesson</b>
 <b>Making Sense of Data</b> News Literacy Project Explore some of the special features of infographics that make these representations particularly challenging to interpret correctly. <b>Article</b>	 <b>Essential Digital Skills Assessment</b> User submitted Test your knowledge of technology with this quiz on all the basics. <b>Quiz/Assessment</b>	 <b>How to Fill Out a Job Application (English)</b> User submitted Learn how to fill out an online job application. Evaluate websites for security and reliability, complete an online form, and remove private personal information from any share device or internet browser. <b>Video Lesson Plan/Activity Guide Lesson</b>	 <b>How to Write a Professional Email (English)</b> User submitted In this lesson, students will learn how to write a professional email. They will understand the components and differences between a professional and personal email. They will also be able to create professional emails using best practices and guidelines. <b>Video Lesson Plan/Activity Guide Lesson</b>

# Choose the resource that works best...

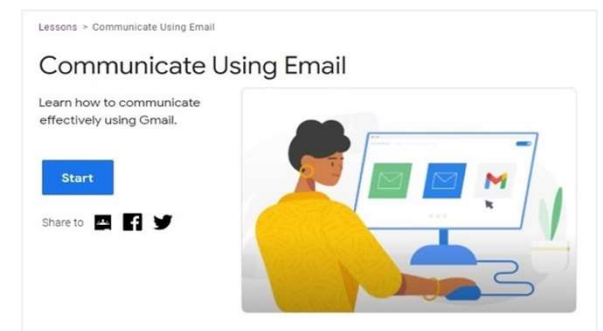
Skill: EF.8 *Get an email account*



E-modules



Print + Video  
Tutorial



Project-based  
Learning

# DigitalSkillsLibrary.org


1. Choose a skill you want to teach your learners.
2. Open the library.
3. Find an activity you might use to teach the digital skill.
4. Identify a key vocabulary word from the activity.


**Explore All Resources**


Want to search by skill? All resources within the library are aligned to the [Seattle Digital Equity Initiative Digital Skills Framework](#). Enter the skill code (CO.1, CO.2, etc.) in the search field to filter resources aligned to that skill.


Search


topic subtopic format name language

**Excel Formulas: Solving Real-Life Problems in Excel**  
GCFLearnFree.org  
Excel can be used to solve all kinds of real-life problems. But how do you turn those problems into formulas that Excel can understand? All it takes is a little bit of planning (and some basic math).  
**Video**

**Excel 2016: Basic Tips for Working with Data**  
GCFLearnFree.org  
Learn these basic tips for working with data to help you organize it and find what you need.  
**Lesson**

**Excel 2016: Charts**  
GCFLearnFree.org  
Learn how to insert and modify charts to visualize comparisons in your data.  
**Video Lesson**

**Excel 2016: What If Analysis**  
GCFLearnFree.org  
Learn how to use "what if" analysis to answer different types of questions.  
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**Making Sense of Data**  
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Explore some of the special features of infographics that make these representations particularly challenging to interpret correctly.  
**Article**

**Essential Digital Skills Assessment**  
User-submitted  
Test your knowledge of technology with this quiz on all the basics.  
**Quiz/Assessment**

**How to Fill Out a Job Application (English)**  
User-submitted  
Learn how to fill out an online job application. Evaluate websites for security and reliability, complete an online form, and remove private personal information from any share device or internet browser.  
**Video Lesson Plan/Activity Guide Lesson**

**How to Write a Professional Email (English)**  
User-submitted  
In this lesson, students will learn how to write a professional email. They will understand the components and differences between a professional and personal email. They will also be able to create professional emails using best practices and guidelines.  
**Video Lesson Plan/Activity Guide Lesson**

# The Digital Skills Glossary

## passcode



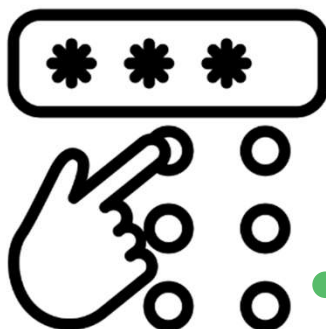
### DEFINITION:

(n) a string of characters used for authentication on a digital device

### USE IT IN A SENTENCE:

You need to set a passcode to protect your devices.

"Finger pressing buttons to enter passcode"



Created by Lars Meiertoberens from the Noun Project

## 🧠✅ Designing for Accessibility

Makers added "Alt text" for each image and used proper text color contrast ratios for readability

## 🔍 Find and Insert Images

Makers explored various sources for quality, freely licensed images.






## 💡 Intellectual Property + Fair Use

Makers documented source info for each image they included.


## 📝 Using Plain Language





Makers used *Hemingway Editor* to write content at  $\leq$  GLE 6.

## Building Resilience through Digital Skills Vocabulary

-  Build Visual Recognition
-  Build Language
-  Recognize Common Features + Functions
-  Understand Use Across Contexts
-  Experiment with New Tools

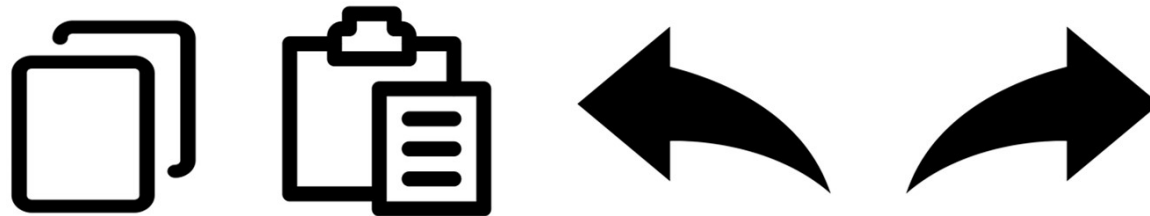
## Build Visual Recognition

 *When will you encounter these different cursor styles?*

Symbol	Action	Left-click	Right-click
	Select	Double-click to open folders.	Context menu with options related to the selected object (image, shape, etc.)
	Type	Click within an editable text field to type. Double click to select a word. Triple click to select a whole block of text.	Context menu with text formatting options.
	Open; select or deselect	Click a hyperlinked item on a webpage to open it. Click on a selection element (radio button, checkbox) to select/deselect.	N/A
	Move	Click, hold, and drag to move the object.	Context menu with options related to the selected object (image, shape, etc.)



## Build Language



WordProcessing



File Edit View Insert Format Tools Add-ons Help



Spreadsheets



File Edit View Insert Format Data Tools Add-ons Help






Presentation



File Edit View Insert Format Slide Arrange Tools Add-ons Help


## Recognize Common Features + Functions

Help learners make the following connections to build digital resilience:

Action	 Mouse	 Trackpad	 Touchscreen
Scroll	<b>Click</b> and <b>drag</b> the <b>scroll bar</b> ; <b>roll</b> the <b>scroll wheel</b>	<b>Touch</b> the trackpad two fingers and <b>slide</b> up and down	Touch the screen with one finger and <b>slide</b> up and down
Left-click	<b>Click</b> the left <b>mouse button</b>	(Varies) <b>Tap</b> the left side of the trackpad	<b>Tap</b> the screen
Right-click	<b>Click</b> the right <b>mouse button</b>	(Varies) <b>Tap</b> the trackpad with two fingers	<b>Press and hold</b> certain screen elements; <b>double-tap</b> text elements
Drag	<b>Click</b> and hold the left mouse button; <b>slide</b> the mouse	<b>Press</b> and hold the left side of the trackpad; <b>drag</b> with a different finger	<b>Tap, hold, and drag</b> draggable elements

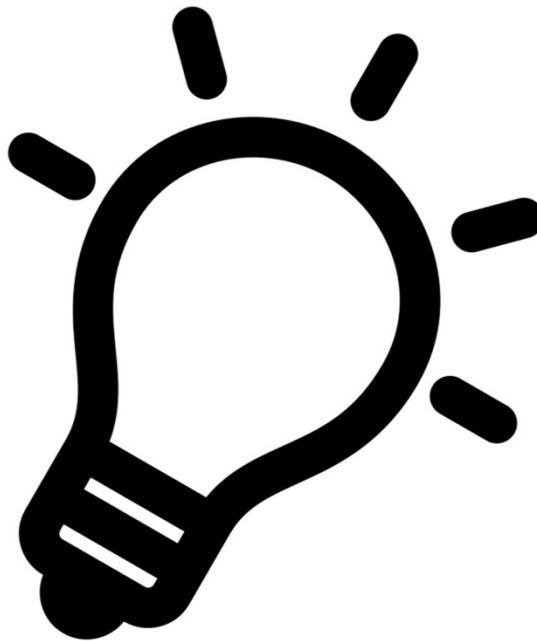


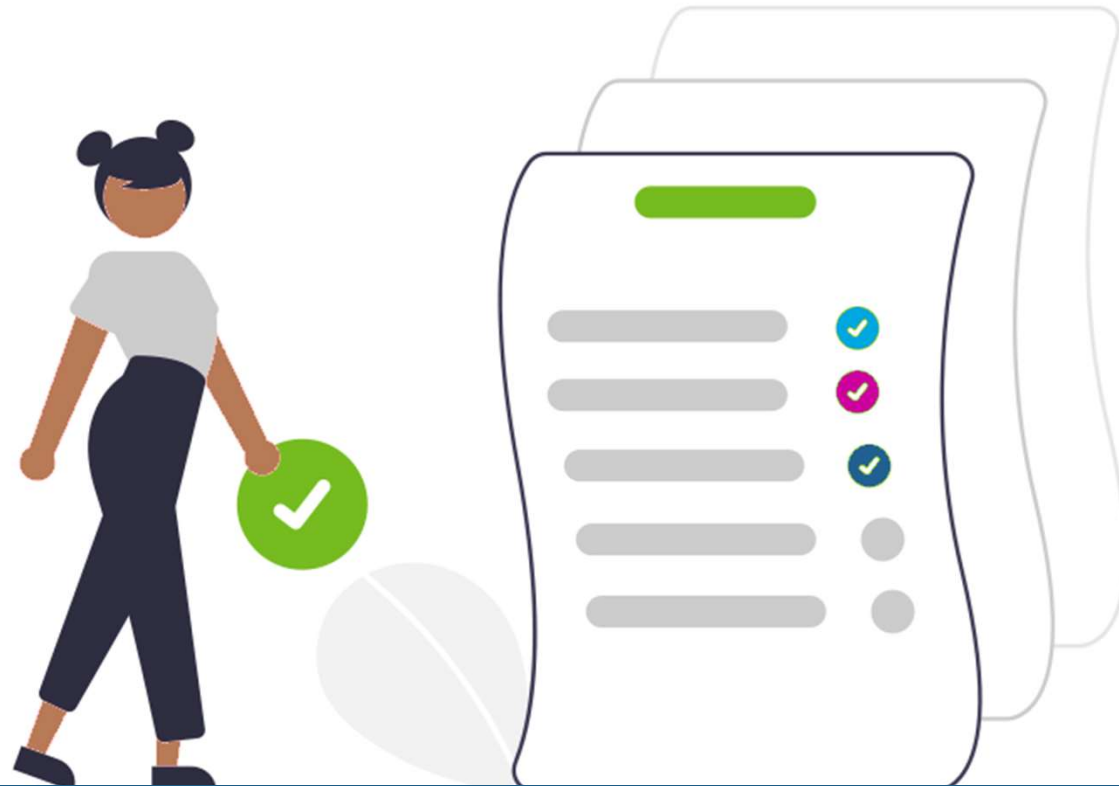
## Understand Use Across Contexts

 *In what instances do you only need to left-click once?  
When do you double-click?*

Action	Web Browser <i>Chrome, Firefox, Safari</i>	Document App <i>Google Docs, Microsoft Word</i>	OS Desktop <i>Windows, MacOS</i>
Left-click	<ul style="list-style-type: none"><li>• Left-click in the address bar</li><li>• Left-click the bookmarks bar</li><li>• Left-click a hyperlink</li></ul>	<ul style="list-style-type: none"><li>• Left-click in document</li><li>• Left-click one time in the menu bar</li></ul>	<ul style="list-style-type: none"><li>• Left-click an icon</li><li>• Left-click a text or search field</li><li>• Left-click a menu item</li></ul>
Double-click	<ul style="list-style-type: none"><li>• Double-click a word on a web page</li></ul>	<ul style="list-style-type: none"><li>• Double click a word within a document</li></ul>	<ul style="list-style-type: none"><li>• Double-click a folder or app shortcut on the desktop</li><li>• Double-click listed items or folders within the file/document explorer</li></ul>
Right-click	<ul style="list-style-type: none"><li>• Right-click an image on a web page</li></ul>	<ul style="list-style-type: none"><li>• Right-click on a selected word or paragraph</li><li>• Right-click within a table</li></ul>	<ul style="list-style-type: none"><li>• Right-click the desktop</li><li>• Right-click on a file icon or name within a list</li><li>• Right-click on a folder</li></ul>
Scroll	<ul style="list-style-type: none"><li>• Click and drag the scroll bar</li></ul>	<ul style="list-style-type: none"><li>• Click and drag the scroll bar</li></ul>	<ul style="list-style-type: none"><li>• Click and drag the scroll bar in a folder or (Windows) menu</li></ul>

**How would you use the library and/or glossary for explicit digital skill instruction?**





## Next Steps

## Our Focus Today...



### AM Session

*Using Frameworks to Define Digital Skill Needs*

- Examining Digital Skills Frameworks
- Teaching Digital Skills

### PM Session

*Integrating Digital Skills into Instruction*

- Embedding digital skills into edtech-based instruction
- Contextualized skill application



**DIGITAL RESILIENCE  
IN THE  
AMERICAN WORKFORCE**

*flexible, evidence-based, and piloted  
strategies and materials that help  
teachers build the digital literacy skills  
and digital resilience of adult learners*



**[bit.ly/drawonlincs](https://bit.ly/drawonlincs)**

# BRIDGES Framework: Coming February 2024

## Framework + Guidance

### Communication

Exchanging information with others on digital platforms using various strategies to collaborate, share, and communicate.

#### Guiding Questions

- Do I understand the needs of my target audience?
- Am I able to adapt my message and communication strategy appropriately for my audience and context?
- Can I use a variety of digital technologies (devices and platforms) to interact and share information with others?
- Can I share digital content across multiple devices, restricting access as appropriate?



#### Communication Skills

CO.1 <a href="#">Communicate Effectively</a>	Awareness and adaptation of communication strategies to meet behavioral norms and respect user diversity (Netiquette) (E)
CO.2 <a href="#">Collaborate with Technology</a>	Digital collaboration (E)
CO.3 <a href="#">Make Voice &amp; Video Calls</a>	Make Internet-based voice and video calls (using Skype, FaceTime etc.)
CO.4 <a href="#">Post on Social Media</a>	Post messages and media on social media
CO.5 <a href="#">Use Social Media</a>	Understand and identify the purposes of different social media platforms and online communities
CO.6 <a href="#">Set Privacy Settings</a>	Understand and set privacy settings on social media (E)
CO.7 <a href="#">Share Information with Others</a>	Understanding ways to share information with others (E)
CO.8 <a href="#">Use Messaging Tools</a>	Use a messaging app to communicate with others (WhatsApp, Messenger)

## Goal-setting Tools

**BRIDGES**  
Digital Skills Framework

**Accessing the Internet: Digital Skill Checklist**

Having access to the internet allows you to find the information you need, protect yourself in an online environment, and collaborate with others to create content.

Check out your skills by answering the questions below. If there are skills you do not have or are not comfortable with, go to the [Digital Skills Library](#) and enter the code for the related skill(s) to find helpful resources.

Basic Skills	Yes	Maybe	No
Can you... Open an internet browser to find and use websites? #A.1 Use Basic Device Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use search engines to find the information you are looking for? #A.2 Access the internet #A.3 Use Search Engines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the internet to find information that helps you solve problems? #A.4 Use the internet #A.5 Use Social Media #A.6 Use Search Engines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use credit/debit cards or other forms of online payment to buy goods/services online (e.g., PayPal, Venmo)? #A.7 Shop Online #A.8 Use Apps to Shop #A.9 Use Financial Tools Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in video conferences, calls, or online meetings (e.g., Teams, Zoom)? #B.1 Make Voice & Video Calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use tools that let you get customer service or solve problems? #B.2 Use Technical Support #B.3 Access Help Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BRIDGES 2023 Technology Access and Adoption Study asked participants how comfortable they were when performing common digital activities that are classified into three categories: basic, setup, security, and collaboration. These same skills are used in this checklist.

## Skill Activities

### Digital Skills Library



## Skill Vocabulary

### Social Media Terms

- badge
- blog
- click (social media)
- comment
- direct message (dm)
- event
- feed
- follow
- follower
- forum
- friend
- geotag
- group
- handle
- hashtag
- influencer
- like
- meme
- mention
- Netiquette
- post
- profile
- share
- social media
- social media platform
- tag
- thread
- timeline
- troll
- tweet
- view
- viral

The slides in this category were designed by the following EdTech Maker Space participants:  
Mary Ford, Stacey Kimbro, Tiffany Lee

### comment

#### DEFINITION:

(n) a note on shared media or documents  
(v) to write your reactions, thoughts, or questions in response to what someone else shared

#### USE IT IN A SENTENCE:

She commented on her friend's picture on Instagram.



Created by Tiffani  
From The Maker Project



### Social Media Gallery Walk

Digital Resilience Strategy: [Recognize Common Features + Functions](#)

Digital Skill(s) **CO.4 Post on Social Media**  
**CO.5 Use Social Media**

Contributor(s) Tiffany Lee

Terms comment, follow, like, post, share

#### Activity Description

Facilitate a gallery walk by placing poster paper around the room (for a digital version, use Google Slides or Google Jamboard) with social media-related verbs. The posters will function as different stations. Each station/poster will be divided into different social media platforms. At each station, learners will complete activities:

- **Post:** Choose a social media platform and write a post.
- **Follow:** Choose a social media platform and write about who you like to follow.
- **Like:** Choose a social media platform and write one of the ways you can "react" to a post.
- **Comment:** Choose a social media platform and write down a comment you might make.
- **Share:** Choose a social media platform and write down something you might share with your network on that platform.

## Skill Integration





## “I can”...statements...

Provide tangible examples that can form the basis of task-based assessment / skill application

### **CO.4 | Post on Social Media**

Post messages and media on social media

I can in my life...	I can in my work...	I can in my education...	I can as a teacher...
I can post a comment or an image on social media.	I can amplify my organization's work and accomplishments via an appropriate social media channel.	I can use the group function on social media to find others interested in a specific topic.	I can post on social media to ask questions and exchange ideas with other educators.

# Domain Level Features

## Vocabulary

### Communication Vocabulary

The following terms are commonly used when referring to digital communication. Here is a link to a spreadsheet version of this vocabulary list. For a comprehensive list of digital skills terminology and associated instructional/training materials, visit the [Digital Skills Glossary](#).

@	(n) A symbol that means "at"; it is commonly used as part of email addresses.
attach	(v) add a file to an email or message
attachment	(n) a file sent in an email or message
badge	(n) an icon awarded to a user for an achievement
bcc	(n) blind carbon copy; this allows the sender of a message to hide the names of recipients (v) use blind carbon copy, hiding the names of recipients
block	(n) a ban that prevents access to something (v) to stop someone from contacting you
blog	(n) a personal website that is used as an online journal (v) post on a personal website that is used as an online journal
camera	(n) a device for recording digital images
cc	(n) carbon copy, an easy way to send a copy of an email to other recipients (v) use carbon copy to send a copy of an email to additional recipients
chat	(v) exchange text or voice messages in real-time through a computer network
click (social media)	(n) a single instance of internet content being accessed
collaborate	(v) to work together with others to achieve a common goal
comment	(n) a note on shared media or documents (v) to write your reactions, thoughts, or questions in response to what someone else shared
compose	(v) write or create something
contact list	(n) a list of people that contains information you need to communicate with them
direct message	(n) a private communication between users of social media

## Tools

### Communication Tools

Digital communication happens in many ways through many different applications. In addition to the tools listed below, most of which are specifically designed for direct communication and/or the sharing of information, many workplace tools have built-in messaging capabilities, such as commenting tools within file creation applications (documents, spreadsheets, presentations) and productivity tools such as project management applications.

Tool Type	Examples	
Video Meeting Tools	Zoom Google Meet Teams	GoToMeeting FaceTime Skype
Messaging Tools	WhatsApp Remind TalkingPoints iMessage Slack	FB Messenger BAND app Google Voice Email Padlet
Social Media	Facebook Instagram Twitter/X	TikTok LinkedIn
Group Discussion Boards	Google Classroom Google Groups Canvas	Microsoft Teams Moodle Schoology
Storage / Sharing	Google Drive One Drive	Dropbox

# Crosswalks and more!

## Internet Basics

Internet Basics Test Objective	BRIDGES Skill(s)
1. Identify the different ways a person can connect to the internet.	MO.2 Understand Online Access EF.11 Connect to Wifi
2. Demonstrate knowledge of browsers and identify commonly used browsers.	EF.3 Use Basic Browser Tools
3. Demonstrate familiarity with website structure (e.g., landing pages, internal pages).	EF.3 Use Basic Browser Tools
4. Identify top-level domains (e.g., .edu, .com, .org).	IS.3 Evaluate Online Information
5. Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g., private browser windows, clearing search history, and declining to save passwords on shared computers).	PS.3 Limit Sharing of Personal Data EF.12 Protect My Privacy on Shared Devices
6. Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).	PS.3 Limit Sharing of Personal Data PS.6 Recognize Online Threats
7. Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks).	DO.3 Keep Devices Safe and Secure
8. Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods.	EF.3 Use Basic Browser Tools
9. Fill out an online form.	E.F. 4 Use the Mouse and Keys
10. Identify address bar and demonstrate understanding of its functionality.	EF.3 Use Basic Browser Tools
11. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).	EF.3 Use Basic Browser Tools
12. Perform internet search using clear parameters (terms and filters).	IS.3 Use Search Strategies EF.2 Search the Internet
13. Demonstrate ability to scroll up and down a page and left and right on a page.	EF.4 Use the Mouse and Keyboard
14. Identify and make use of common website interactions (e.g., play buttons, hyperlinks).	EF.3 Use Basic Browser Tools
15. Identify and work with tabs and windows.	EF.3 Use Basic Browser Tools EF.4 Use the Mouse and Keyboard EF.5 Understand My Computer
16. Enable a specific pop-up window.	EF.3 Use Basic Browser Tools
17. Use shortcut keys, or menu or mousing	EF.3 Use Basic Browser Tools

Join us this afternoon to learn about more strategies and tools for integrating digital skills into everyday instruction!



Questions?



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