

Using Frameworks to Define Digital Skills

Rachel Riggs and Jeff Goumas
World Education

January 30, 2024



Good Morning!!!



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WORLD EDUCATION
— A DIVISION OF JSI —



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



Defining Key Terms

Go to menti.com

Enter the code

7617 7086

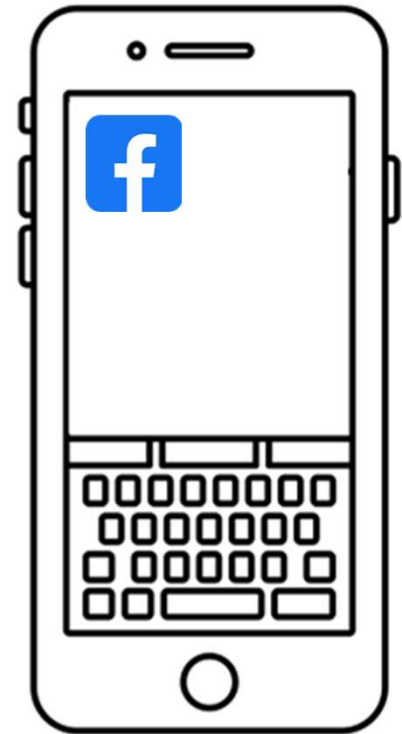


DIGITAL...
SKILLS
LITERACY
RESILIENCE

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)



What social media platform should I post to?



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?

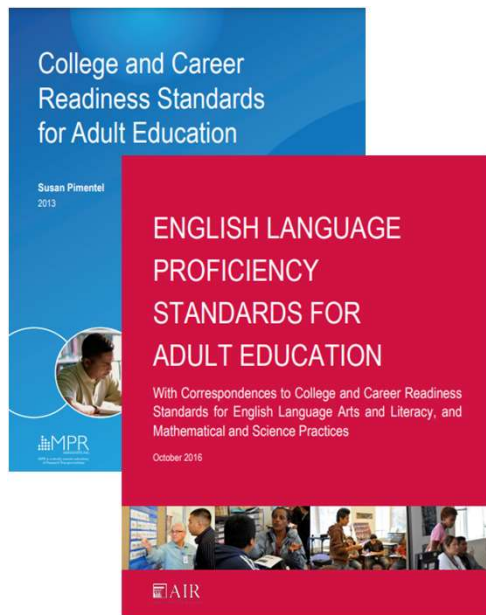
In the chat...

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



Framework examples...

Academic / Language Skills



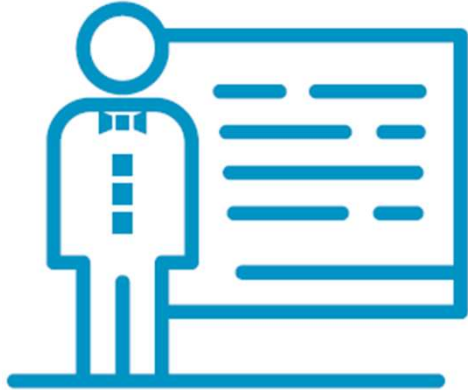
Industry-specific Skills



Digital Skills



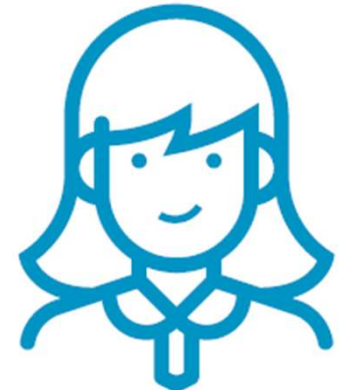
Considering the needs...



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

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

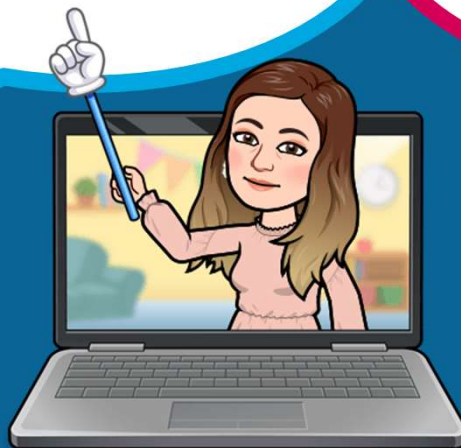
Let's draft an email
to your boss.

*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

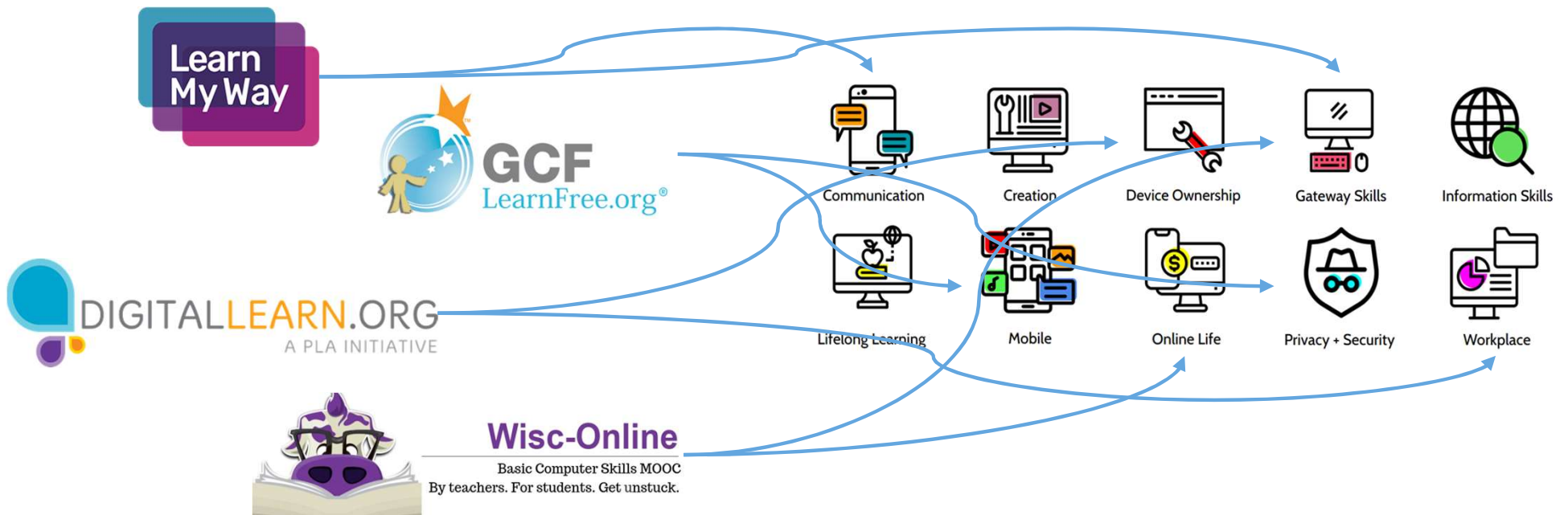
Digital Skills Resources



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.

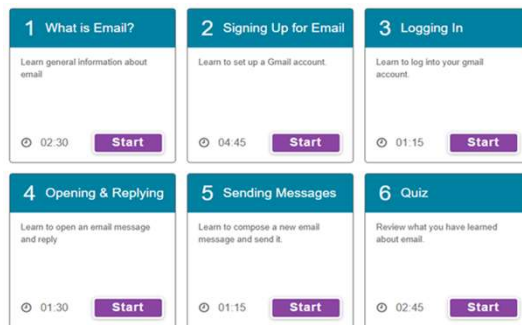
Search:

topic: subtopic: format: name: language:

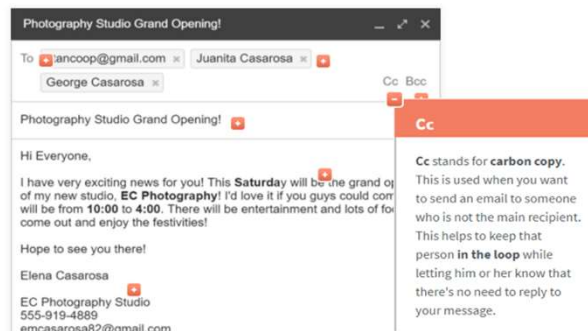
 Excel Formulas: Solving Real-Life Problems in Excel GCF LearnFree.org Excel can be used to solve all kinds of real-life problems. But how do you turn those problems into formulas that Excel can understand? All it takes is a little bit of planning (and some basic math). Video	 Excel 2016: Basic Tips for Working with Data GCF LearnFree.org Learn these basic tips for working with data to help you organize it and find what you need. Lesson	 Excel 2016: Charts GCF LearnFree.org Learn how to insert and modify charts to visualize comparisons in your data. Video Lesson	 Excel 2016: What If Analysis GCF LearnFree.org Learn how to use "what if" analysis to answer different types of questions. Video Lesson
 Making Sense of Data News Literacy Project 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

Choose the resource that works best...

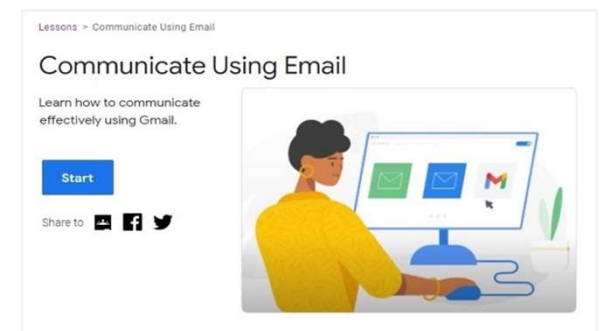
Skill: EF.8 *Get an email account*



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.
[Video](#) [Lesson](#)

**Making Sense of Data**
News Literacy Project
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



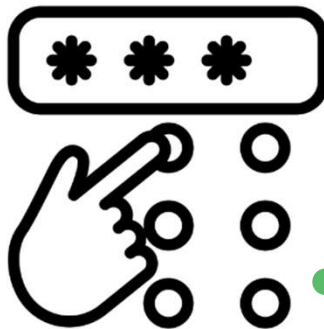
DEFINITION:

(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

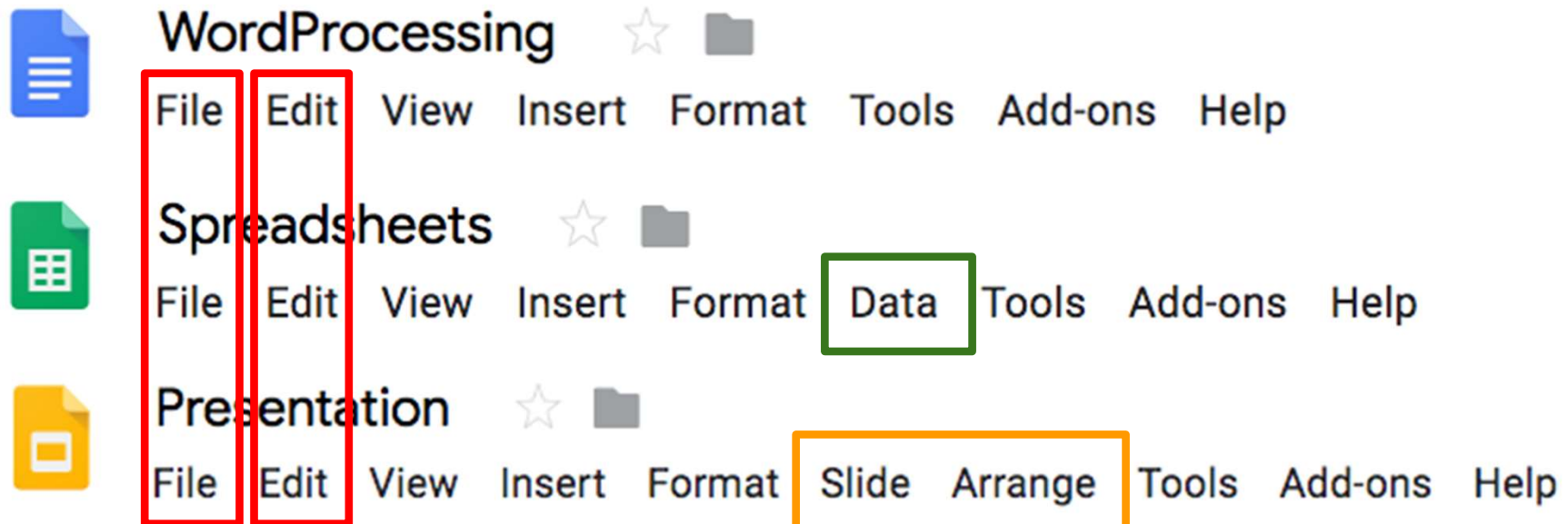
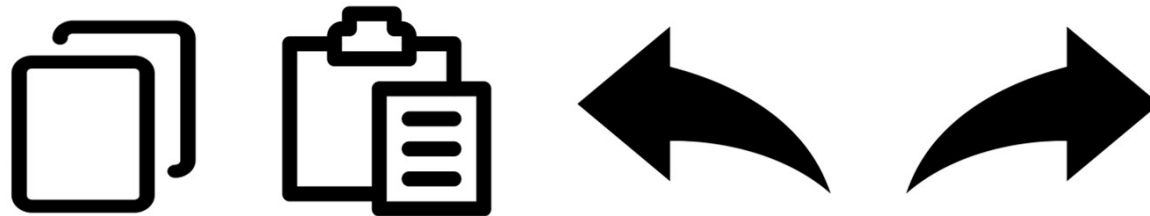
-  Build Visual Recognition
-  Build Language
-  Recognize Common Features + Functions
-  Understand Use Across Contexts
-  Experiment with New Tools

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




Recognize Common Features + Functions

Help learners make the following connections to build digital resilience:

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

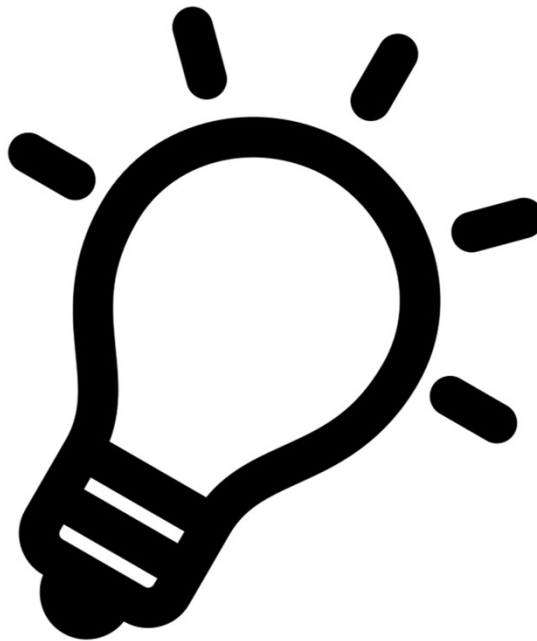


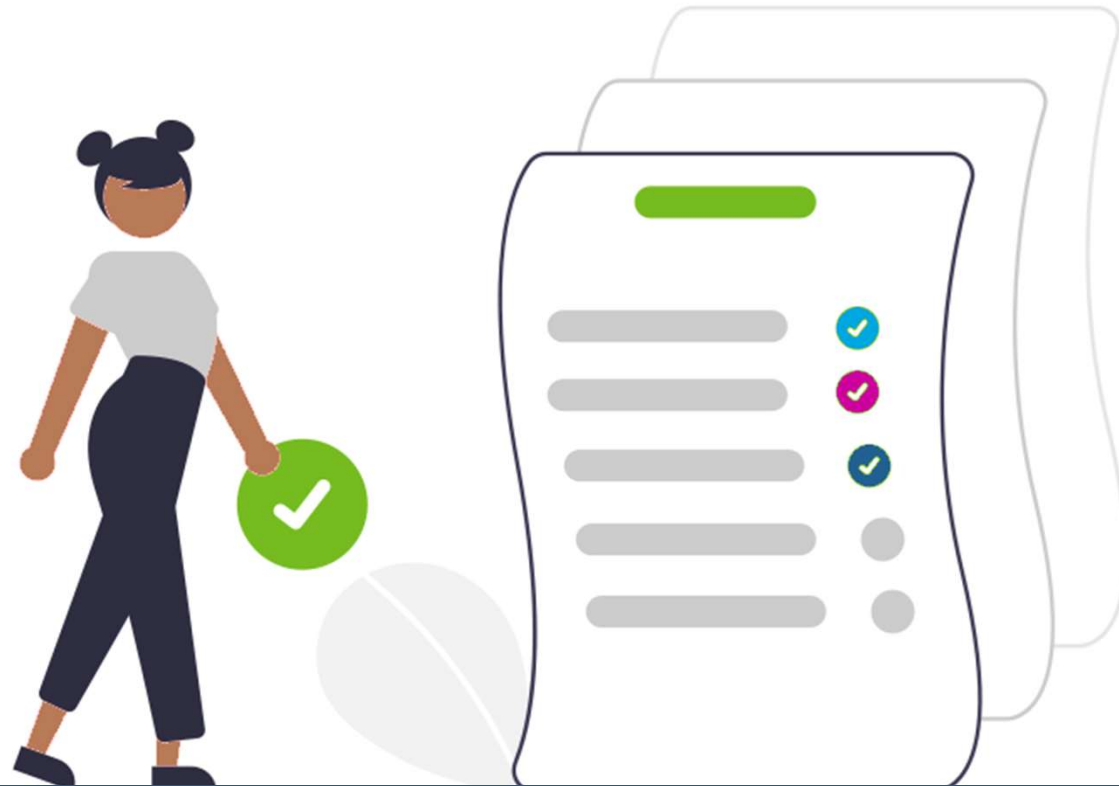
Understand Use Across Contexts

 *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">• Left-click in the address bar• Left-click the bookmarks bar• Left-click a hyperlink	<ul style="list-style-type: none">• Left-click in document• Left-click one time in the menu bar	<ul style="list-style-type: none">• Left-click an icon• Left-click a text or search field• Left-click a menu item
Double-click	<ul style="list-style-type: none">• Double-click a word on a web page	<ul style="list-style-type: none">• Double click a word within a document	<ul style="list-style-type: none">• Double-click a folder or app shortcut on the desktop• Double-click listed items or folders within the file/document explorer
Right-click	<ul style="list-style-type: none">• Right-click an image on a web page	<ul style="list-style-type: none">• Right-click on a selected word or paragraph• Right-click within a table	<ul style="list-style-type: none">• Right-click the desktop• Right-click on a file icon or name within a list• Right-click on a folder
Scroll	<ul style="list-style-type: none">• Click and drag the scroll bar	<ul style="list-style-type: none">• Click and drag the scroll bar	<ul style="list-style-type: none">• Click and drag the scroll bar in a folder or (Windows) menu

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

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 Communicate Effectively	Awareness and adaptation of communication strategies to meet behavioral norms and respect user diversity (Netiquette) (E)
CO.2 Collaborate with Technology	Digital collaboration (E)
CO.3 Make Voice & Video Calls	Make Internet-based voice and video calls (using Skype, FaceTime etc.)
CO.4 Post on Social Media	Post messages and media on social media
CO.5 Use Social Media	Understand and identify the purposes of different social media platforms and online communities
CO.6 Set Privacy Settings	Understand and set privacy settings on social media (E)
CO.7 Share Information with Others	Understanding ways to share information with others (E)
CO.8 Use Messaging Tools	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 Access 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 web chat to get customer service or solve problems? #B.2 Use Technical Support #B.3 Access Help Features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BRIDGES 2024 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 Tiffney
From The Moon 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

11:27

[Back](#) Share information using online bulletin boards

What (and why) are your go-to learning resources?

EdTech Tool Type
Online Bulletin Board

Routine Details

What: Respond to prompts and peers' responses on an online bulletin board

Learners access an online bulletin board with a posted question(s) or prompt(s). They respond to the prompt or question by posting their name and/or the rationale for their thinking. Depending on the bulletin board, learners may also be required to respond to peers' responses.

Home Integrations EdTech Tools Digital Skills

“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.

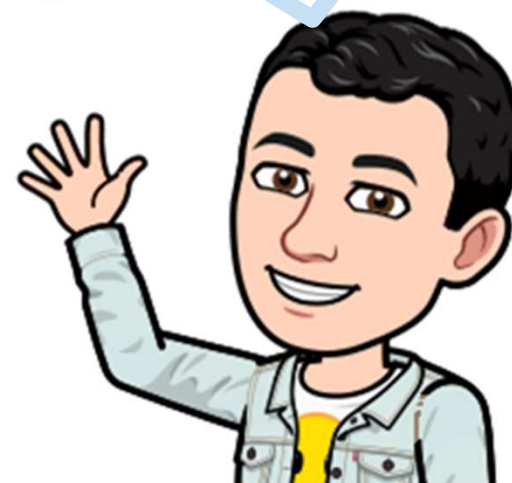
Tool Type	Examples	
Video Meeting Tools	Zoom Google Meet Teams	GoToMeeting FaceTime Skype
Messaging Tools	WhatsApp Remind TalkingPoints iMessage Slack	FB Messenger BAND app Google Voice Email Padlet
Social Media	Facebook Instagram Twitter/X	TikTok LinkedIn
Group Discussion Boards	Google Classroom Google 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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[World Ed](#)



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LEARNING. EVERYONE.
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[crowdedlearning.org](#)

Integrating Digital Skills into Instruction

Rachel Riggs and Jeff Goumas
World Education

January 30, 2024



Good Afternoon!!!



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WORLD EDUCATION
— A DIVISION OF JSI —



CROWDEDLearning®
LEARNING. EVERYONE.

Our Focus Today...



AM Session

Using Frameworks to Define Digital Skill Needs

- Examining Digital Skills Frameworks
- Teaching Digital Skills

PM Session

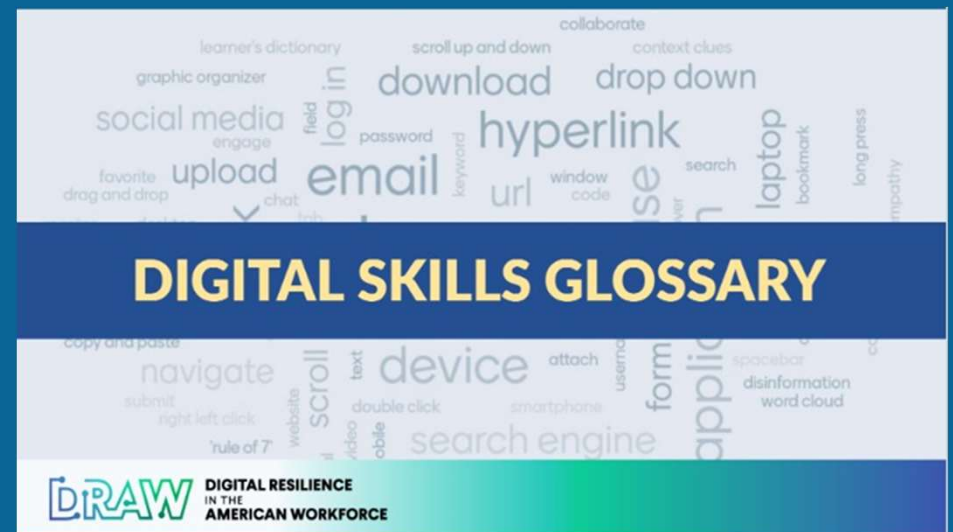
Integrating Digital Skills into Instruction

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

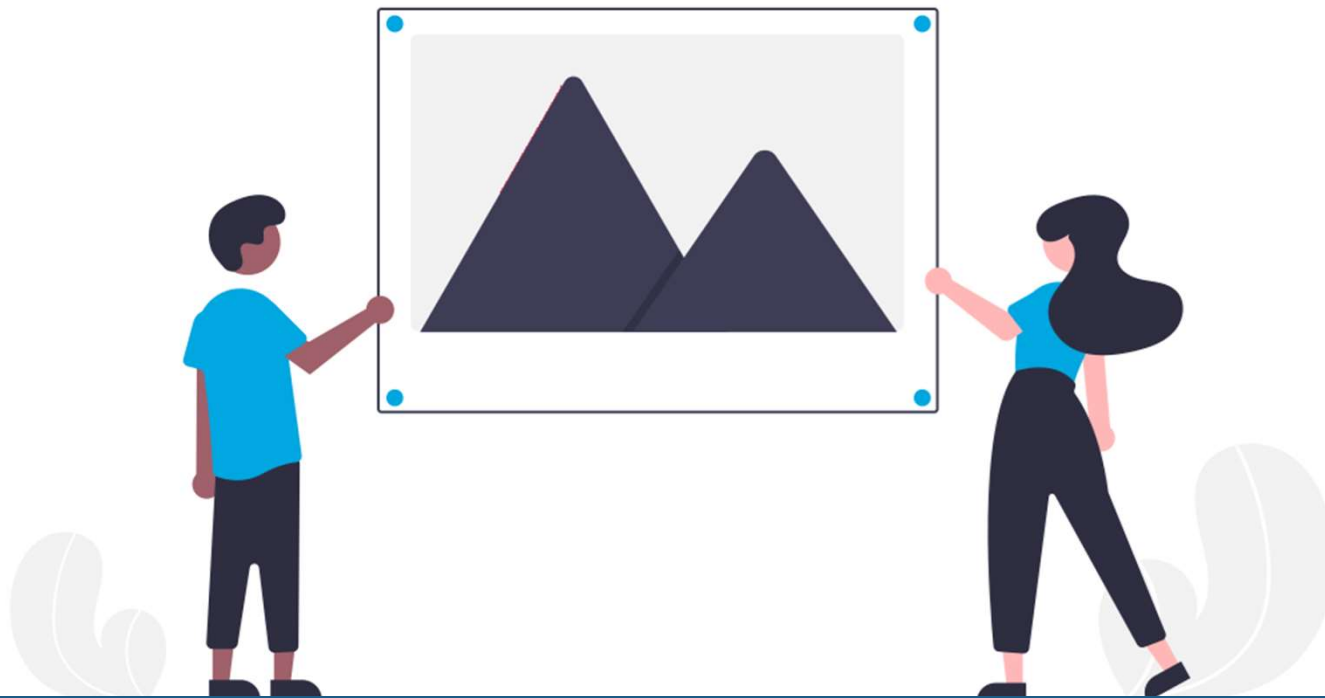
From this morning...



Digital Skills Library



Digital Skills Glossary



Setting Digital Skills Goals

Diverse Learners, Diverse Needs, Diverse Approaches



Ferhana

Image credit: By Rido on Canva Pro



Javier

Image credit: [alejandrophotography](#) from [Getty Images Signature](#) on Canva Pro



Akeisha

Image Credit: [Dean Drobot](#) on Canva Pro

Let's jam!

Look at the learner
personas and add
which **digital skills**
they might need to
reach their goals.





Sign our [Change.org](https://www.change.org) petition!

Akeisha has enrolled in the school's hyflex GED program. In the program, students have the option to attend classes remotely via Zoom, and students are expected to submit assignments via the school's learning management system (LMS). What digital skills might they need?



Akeisha

Image Credit: [Dean Drobot](#) on Canva Pro

Javier, a U.S. citizen from Mexico, has been looking for a part-time job but has been told repeatedly he has to apply online. What digital skills might he need?



Javier

Image credit: [alejandrophotography](#) from
[Getty Images Signature](#) on Canva Pro

Ferhana is an Afghan refugee who is comfortable using her mobile device but has never used a computer. She wants to learn how to use a computer so she can begin exploring local community services. What digital skills might she need?



Ferhana

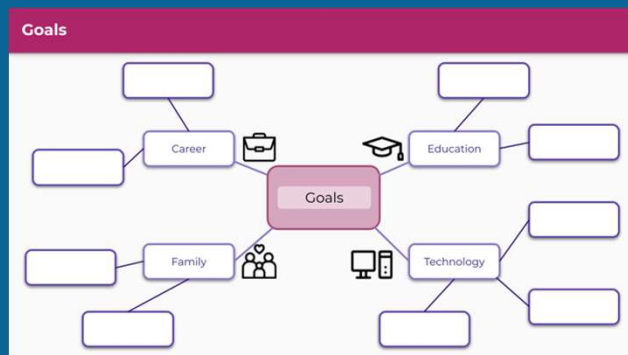
Image credit: By Rido on Canva Pro

Setting Goals with Learners

Checklist: Analyze priorities

Rank each skill using a range of 5 (Very important) to 1 (Not important)		Students' priorities for themselves	Instructors' priorities for students	Employers' priorities for students
Communication (CC)				
<input type="checkbox"/> CC.1	Communicate effectively	Awareness and adaptation of communication strategies to meet behavioral norms and respect user diversity (netiquette) (E)		
<input type="checkbox"/> CC.2	Collaborate with technology	Digital collaboration (E)		
<input type="checkbox"/> CC.3	Make voice and video calls	Make internet-based voice and video calls (using Skype, FaceTime etc.)		
<input type="checkbox"/> CC.4	Post on social media	Post messages and media on social media		
<input type="checkbox"/> CC.5	Use social media	Understand and identify the purposes of different social media platforms and online communities		
<input type="checkbox"/> CC.6	Set privacy settings	Understand and set privacy settings on social media (E)		
<input type="checkbox"/> CC.7	Share information with others	Understanding ways to share information with others (E)		
<input type="checkbox"/> CC.8	Use messaging tools	Use a messaging app to communicate with others (WhatsApp, Messenger)		
Privacy & Security (PS)				
<input type="checkbox"/> PS.1	Manage Your Online Reputation	Awareness of permanence of actions in digital environments (E)		
<input type="checkbox"/> PS.2	Verify Secure Websites	Secure websites and transactions (E)		
<input type="checkbox"/> PS.3	Limit Sharing of Personal Data	Managing digital identity/reputation & data creation (tools and behaviors to limit tracking)		
<input type="checkbox"/> PS.4	Keep kids Safe Online	Online safety for kids		
<input type="checkbox"/> PS.5	Maintain Well-being Online	Protect health & well-being; awareness of social inclusion technologies; managing interpersonal risks & threats in a digital environment (cyberbullying) (E); responsible and ethical use of data and devices/apps		

Concept Map: Organize goals



From [Digital Learning Selector](#)

Survey: Gather data

Digital Literacy Goals Survey

[Sign in to Google](#) to save your progress. [Learn more](#)

* Indicates required question

Goal Setting

In what area will new digital skills help you the most?

☐ work
☐ personal life (social, hobbies, family)
☐ school
☐ Other:

Which skill do you think you need to learn? Remember, these are just general areas. If you're not sure which skill will help you reach your goal, ask your teacher for help.

☐ Communication: collaborate, share, and exchange information on digital platforms
☐ Creation: design, create, and revise content online
☐ Device Ownership: care and protection that supports device longevity
☐ Essential Foundations: basic skills required to use a device and participate online
☐ Information Skills: apply, evaluate, and manage information across digital and physical environments
☐ Lifelong Learning: self-assessment and self-reflection of digital skills
☐ Mobile: use a mobile device to communicate and access goods and services
☐ Online Life: access online resources for daily tasks and socialization
☐ Privacy and Security: maintain a secure digital identity, recognize threats
☐ Workplace: advance professionalism with online tools and digital systems

Collaborative goal setting supports confidence, self-regulation, and motivation

Considering the needs...



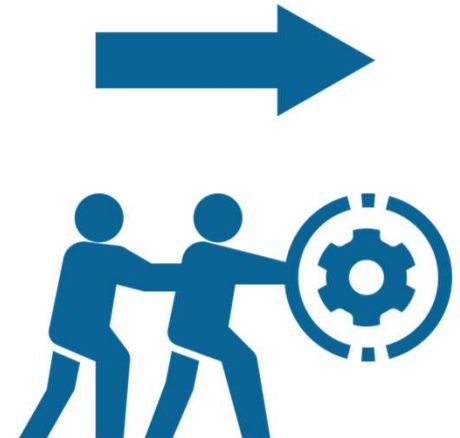
Goals

What do learners want to accomplish? How does technology fit in?



Skills

What is the starting point? What existing skills can serve as a foundation for growth?



Instruction

Which approach will work for the learner's needed and the learning environment?

What is the role of assessment?

How do you currently assess digital skills? Consider...

- Self-assessment
- Informal assessment
- Formal assessment
- Performance-based assessment






Assessing Skills

Checklist: Tracking progress

SDEI Skills Checklist: Employment Goal			
Rank each skill using a range of 3 (Very important) to 1 (Not important)			
Communication (CC)	Students' priorities for themselves	Instructors' priorities for students	Employers' priorities for students
<input type="checkbox"/> CC.1. Communicate effectively	Awareness and adaptation of communication strategies to meet behavioral norms and respect user diversity (Netiquette) (E)		
<input type="checkbox"/> CC.2. Collaborate with technology	Digital collaboration (E)		
<input type="checkbox"/> CC.3. Make voice and video calls	Make internet-based voice and video calls (using Skype, FaceTime etc.)		
<input type="checkbox"/> CC.4. Post on social media	Post messages and media on social media		
<input type="checkbox"/> CC.5. Use social media	Understand and identify the purposes of different social media platforms and online communities		
<input type="checkbox"/> CC.6. Set privacy settings	Understand and set privacy settings on social media (E)		
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<input type="checkbox"/> CC.8. Use messaging tools	Use a messaging tool to communicate with others (Outlook, Messenger)		
Money & Security (MS)			
<input type="checkbox"/> MS.1. Manage Your Online Reputation	Awareness of permanence of actions in digital environments (E)		
<input type="checkbox"/> MS.2. Verify secure websites	Secure websites and transactions (E)		
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<input type="checkbox"/> MS.4. Keep Kids Safe Online	Online safety for kids		
<input type="checkbox"/> MS.5. Maintain Well-being Online	Protect health & well-being; awareness of social inclusion technologies; managing interpersonal risk & threats in a digital environment (collaborating) (E)		

Skills for Diverse Users

 DIGITALLEARN.ORG


Section 3: Internet and Web browsers

1. Rate your comfort with each of the following.

	I don't think I could do that	I could probably manage that	Fair/OK	Confident enough to show/tell others	This does not apply in my work environment
Explaining what a Web browser does, and some strengths/ differences between different browsers					
Learning several different search engines					
Clearing browsing history and cookies					
Setting a browser to private, or incognito					
Describing the differences between a search box and address/ omnibar					
Shortening a URL					
Adding, deleting, and organizing bookmarks or favorites					
Printing all or part of a web page					
Identifying, preventing and removing fake pop-ups or malware					
Accessing and applying your library's computer and internet use policies					
Creating logins and secure passwords					

Improve your understanding of Internet and Web browsers!
Resources from DigitalLearn.org about managing websites
Resources from GCE LearnFree.org for learning Internet Basics
Resources from GCE LearnFree.org about internet safety

Link to Staff Checklist



Adult Education Digital Skills Self-Screener

Please fill out this form to help us learn about your computer skills. There are no right or wrong answers, so please be honest as you answer each question. By giving honest answers, we can support you by helping you gain the skills you need to be confident using the computer.

Email *

	I don't know how to do this	I have trouble doing this	I need to practice this	I can do this comfortably	I can help others with this/teach others how to do this
Logging on to your email from your phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logging on to your email from a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing an email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attaching a document to an email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[View Form](#) | [Copy Form](#)

Formative assessment is assessment for learning. It fosters growth mindset and informs instruction

Connecting Instruction to Assessment...

1 Identify skills to improve using Northstar Digital Literacy Assessment score reports



Incorrect (2 out of 45)

SKILLS TO IMPROVE

- × Tell the difference between a URL and an email address.
- × Understand basics of email etiquette.

2 Use BRIDGES crosswalks to identify aligned skills.

CO.1 Communicate Effectively
EF.9 Send and Receive Email



3 Find aligned learning resources in the Digital Skills Library.

A screenshot of the Digital Skills Library search results for the term 'etiquette'. The search bar at the top shows 'etiquette'. Below the search bar, there are three search results, each from GCF LearnFree.org. The first result is 'Email 101: Email Etiquette and Safety', the second is 'Email 101: Email Violations Can Jeopardize Your Job', and the third is 'Email 101: How Formal Should an Email Be?'. Each result includes a brief description and a 'Lesson' button.



Turning Assessment into Action

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*

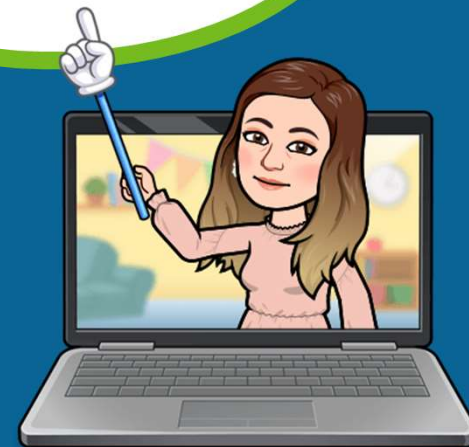
Integrated

Open your email for
today's assignment.

*Digital skills woven into the
fabric of learning*



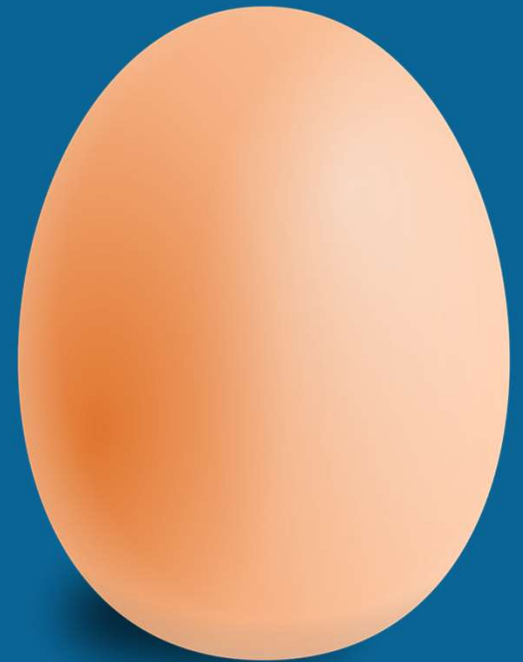
This morning...








Contextualizing Digital Skills

Which comes first... Topic? Academic skills? Digital skills?



Contextualized Instruction

Teaching digital skills against the backdrop of other subjects

		
Academic	Digital	Workplace
Listening for key details	Add events to a digital calendar	Scheduling appointments
Calculating volume	Use spreadsheet formulas to make quick calculations	Track movement of cargo
???	???	???



Curriculum > Plan Your Community Service Project

Plan Your Community Service Project

Collaborate with your class using Google Sheets to plan and organize a large-scale project for something you would like to do for your school or community.

Start

Share to



Google
Applied Digital Skills

Community

Spreadsheet

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	Task	Deadline	Status	Task Owner	Notes																					
2	Select a clean-up site	4/22/2019	Complete	All	We are cleaning up the neighborhood around Belmont High School.																					
3	Call community leaders to set an event date	4/24/2019	In progress	Rebekah	Call to Public Works Director																					
4	Decide on a meeting spot and time	4/25/2019	Not started	Rebekah	Michael Jones at city hall																					
5	Meet with Principal Edwards to discuss getting help to volunteer	4/30/2019	Needs teacher approval	Jane	PTA contact Dominique Campbell																					
6	Schedule a meeting with PTA	5/3/2019	Not started	John	Ask for one volunteer that will meet																					
7	Send a volunteer sign-up sheet to Betty	5/6/2019	Needs teacher approval	All	Meeting on 5/6/2019																					
8	Obtain and print flyers	5/10/2019	Not started	Rebekah																						
9	Control numbers given about donating trash bags and gloves	5/15/2019	Not started	John																						
10	Control numbers given about donating bottled water	5/17/2019	Needs teacher approval	Rebekah																						
11	Order coffee, orange juice, and doughnuts for volunteers	5/23/2019	Needs teacher approval	Jane	We will need to estimate how much to order.																					
12	Call garbage company to schedule trash pickup	5/24/2019	Not started	Christian	Order a dumpster and recycling bins and schedule them to be picked up after the event.																					

Research

Photo by Joel Muniz on Unsplash



Applying for Jobs Online

DigitalLearn.org

Look at the process of filling out and submitting a job application and includes tips and advice for completing an application.

Course/Tutorial

Job Search

Online

APPLY TODAY

3. Filling Out an Application

04:30

0% Complete

Step 1 of 3: Activity 1

City*	
Cincinnati	
State*	
OH	
Zip Code*	Country
25202	US
Phone	
Primary	
Alternate	
Email Address*	
joe@digitallearn.org	

Forms

Photo by [Eric Prouzet](#) on [Unsplash](#)

Contextualizing Skills

Language instruction?

Math instruction?

Reading instruction?

Digital skills instruction?



Math Skills for Construction

How do you currently
provide contextualized /
integrate academic skills
with industry specific skills?

[Link to Residential Construction Competency Model](#)



2.3.1 Computation

- Add, subtract, multiply, and divide with whole numbers, fractions, decimals, and percents
- Calculate averages, ratios, proportions, and rates
- Convert decimals to fractions; convert fractions to percents

2.3.2 Measurement

- Take measurements of structures, distances, length, width, height, perimeter, area, weight, and temperature
- Use and report measurements correctly
- Convert common units of measurement (e.g., from English to metric)
- Find level, plumb, and square
- Read gauges and measurement instruments accurately

2.3.3 Estimation

- Estimate sizes, distances, and quantities
- Use dimensions, spaces, and structures calculations to estimate resources, materials, and supplies needed for project completion

2.3.4 Application

- Choose the right mathematical method or formula to solve a problem
- Perform math operations accurately to complete jobsite/workplace tasks
- Use various formulas for calculating the amount of materials needed to complete a task
- Calculate volumes of shapes and structures
- Calculate dimensions from blueprints



Hot Technologies

What do you think are the “hottest” technologies across all jobs within the O*Net Database?

4,233,859	Microsoft Excel
4,182,829	Microsoft Office software
2,267,756	Microsoft Outlook
2,261,001	Microsoft PowerPoint
1,367,252	Microsoft Word

Let's look at the list of all of the O*NET “[hot technologies](#)”





Construction +

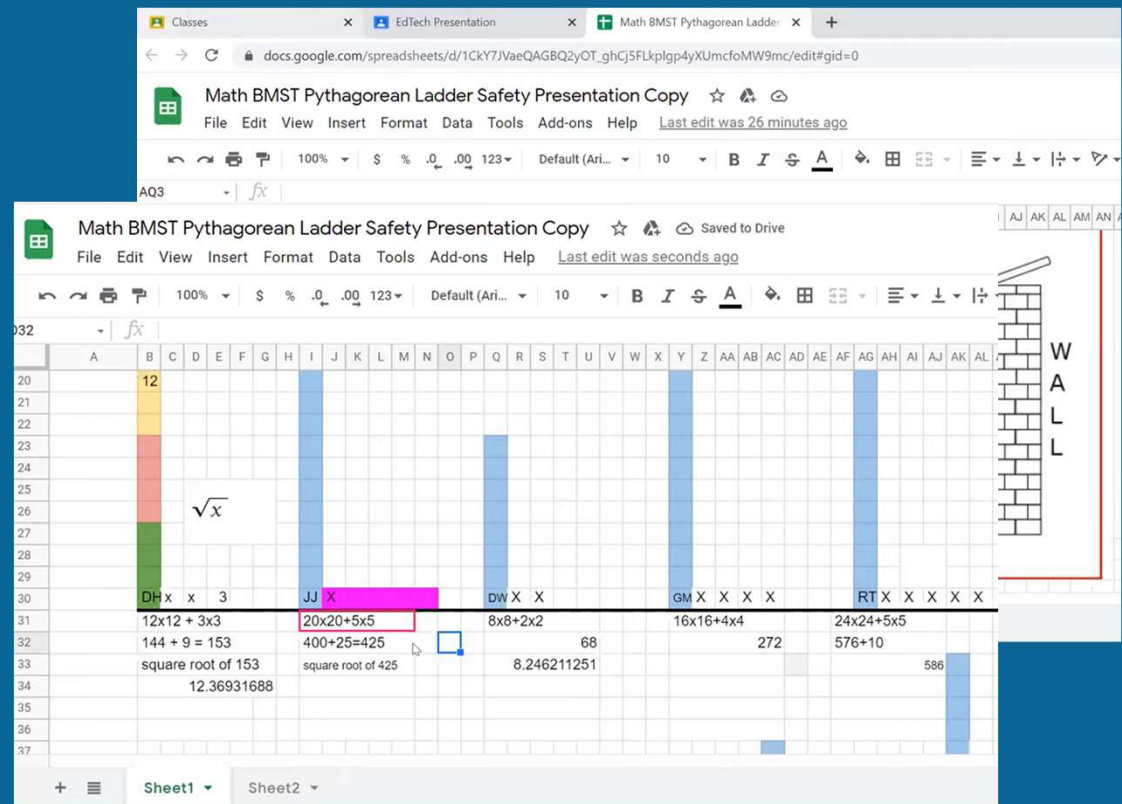


Math +



Google Sheets

Students look at different scenarios for applying “4 to 1” positioning for ladder placement based on height. They use Google Sheets to perform calculations (ratios, Pythagorean Theorem)



Video: [EdTech Strategy Session: Contextualized Instruction Using Google Classroom](#)

Establish Relevance: Connecting Digital Skills to Careers

When would I ever use Digital Tools in real life?



Chefs use

- Sheets to keep food inventory and know when to order more
- Forms to track the popularity of each dish
- Sites to advertise their restaurants
- Docs to record recipes and collaborate with other chefs
- Slides to pitch investors for new locations

Cosmetologists use

- Sheets to organize work schedules
- Drawings to create logos for advertising
- Sites to attract clients
- YouTube to learn new makeup techniques

Construction workers and Carpenters use

- Sheets to plan and budget project costs
- Docs to create scope of work proposals
- Slides to present design plans
- Forms to collect prospective clients
- Sites to share portfolios of work
- Gmail to communicate with subcontractors

Retail Associates use

- Sheets to track inventory
- Calendar to make schedules
- Drawings to create display signs for sales
- Forms to request customer feedback

Housekeepers use

- Sheets to track materials and costs
- Docs to advertise services
- Drawings to create logos and business materials
- Calendar to schedule clients and swap work with other cleaners
- Sites to advertise services

Photographers and Graphic Designers use

- Slides to collaboratively build portfolios with other artists
- Sites to sell artwork
- Sheets to track artwork creation for clients
- Drawings to create logos and other brand recognition materials
- Photos to organize and share albums

Journalists and Writers use

- Docs to collect notes and compose articles
- Sheets to budget and track travel expenses
- Photos to organize images for articles
- Slides to present research findings
- Sites to blog

HR Managers use

- Docs to create flyers and newsletters for recruiting
- Sheets to track payroll
- Hangouts to conduct long-distance interviews
- Slides to present project plans

Nurses, Doctors, and Medical Practitioners use

- Sheets to track and graph patients' vital signs
- Docs to collect the latest medical research
- Search to learn about the latest in healthcare
- Gmail to communicate with patients
- Hangouts to check on remote patients
- Sites to create a recruitment portfolio

Mechanics use

- Sheets to track costs
- Forms to collect customer feedback
- Docs to draft bills and contracts
- Photos to document damage for insurance

Electricians use

- Sheets to track labor and give estimates
- Slides to get approval from planning committees
- Drawings to sketch lighting designs
- YouTube to learn new techniques
- Calendar to schedule installations

Get started at g.co/AppliedDigitalSkills
#AppliedDigitalSkills
#GrowWithGoogle

Google

When would I ever use Digital Tools in real life?




Construction workers and Carpenters use

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#AppliedDigitalSkills
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Google

When would I ever use Digital Tools in real life?



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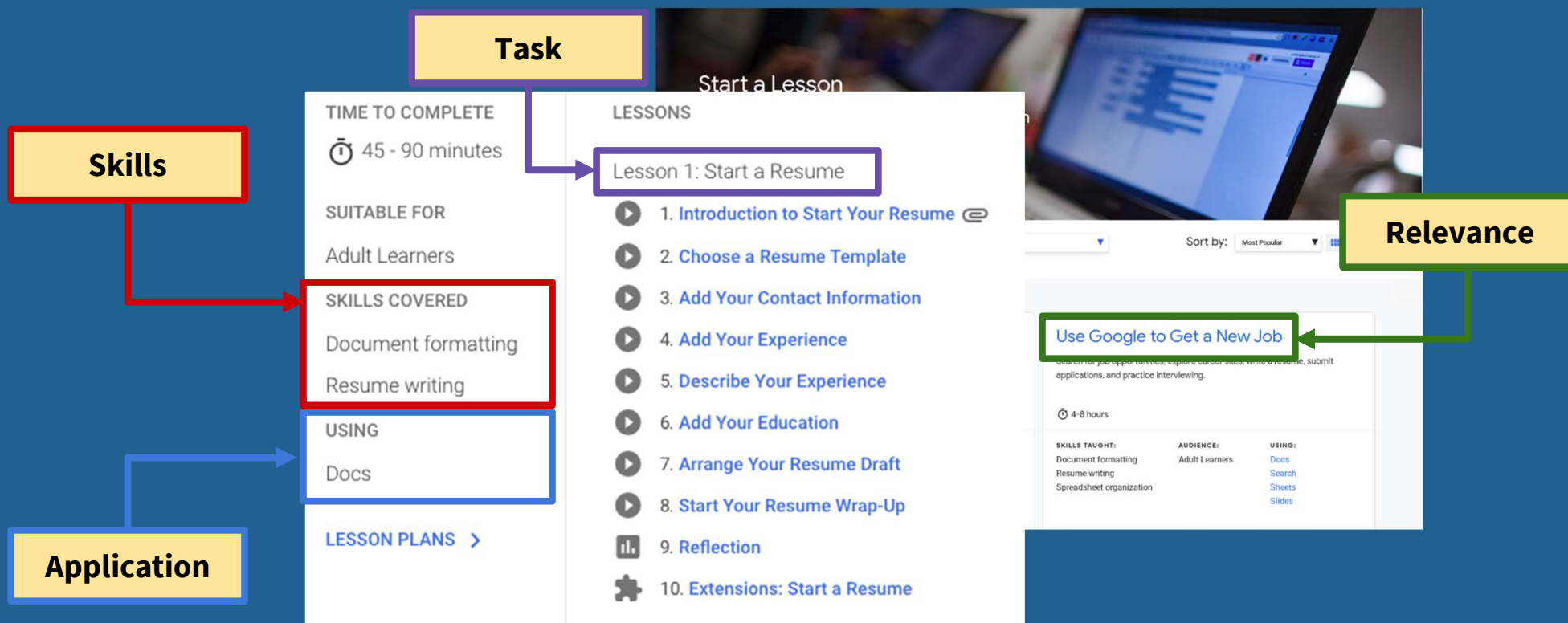
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Get started at g.co/AppliedDigitalSkills
#AppliedDigitalSkills
#GrowWithGoogle

Google

 Google Applied Digital Skills classroom posters

Anatomy of a Contextualized Lesson



Source: <https://applieddigitalskills.withgoogle.com/s/en/home>

Consider Digital Skill Application within IET Contexts

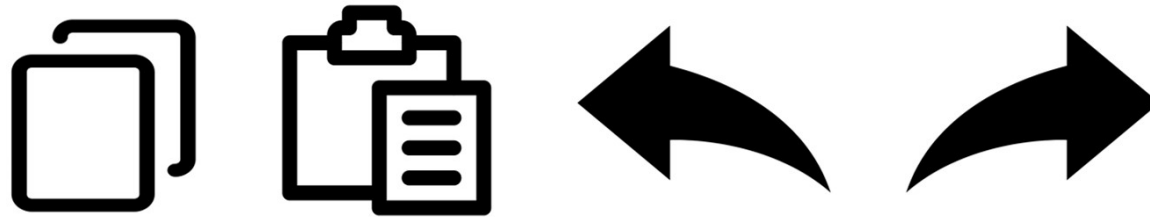
Visit the Applied Digital Skills site.

Which projects/activities are relevant to your learners' goals (career, personal, educational)?

Hint: Check out the “College & Career Readiness” and “Study Skills & Organization” categories



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



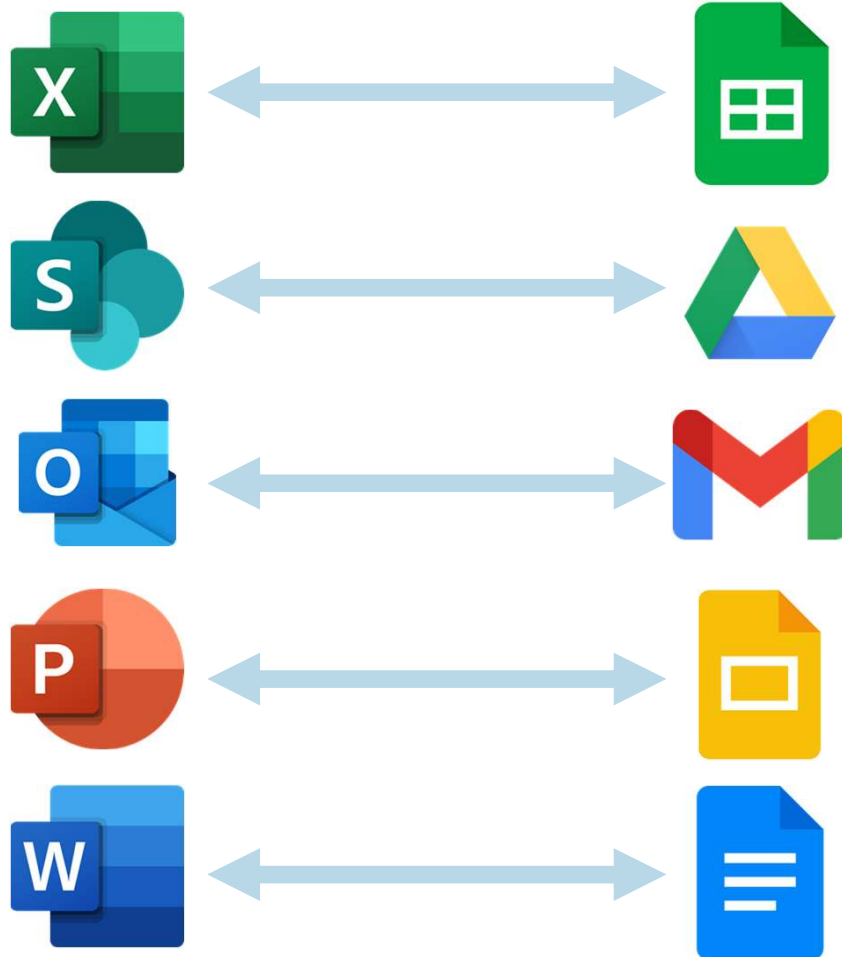
[Microsoft Excel](#)

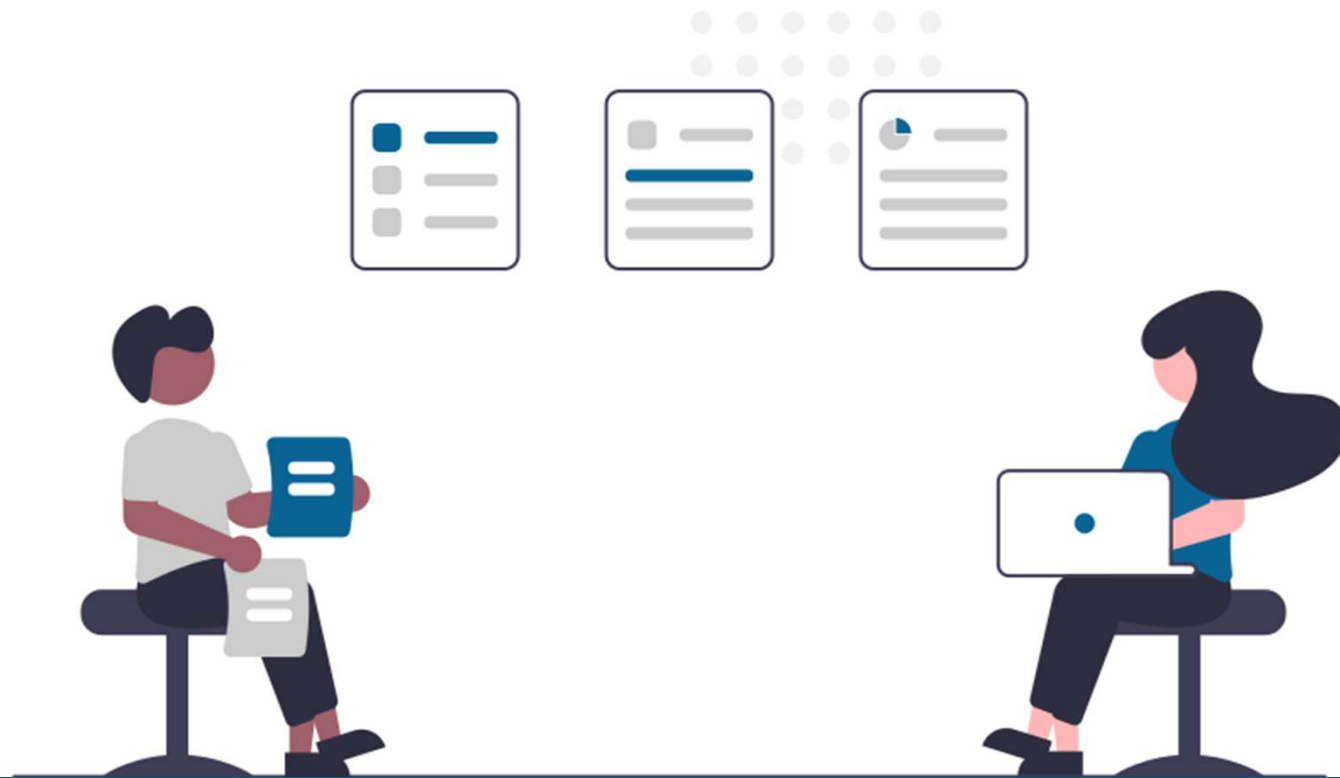
[Microsoft Office software](#)

[Microsoft Outlook](#)

[Microsoft PowerPoint](#)

[Microsoft Word](#)

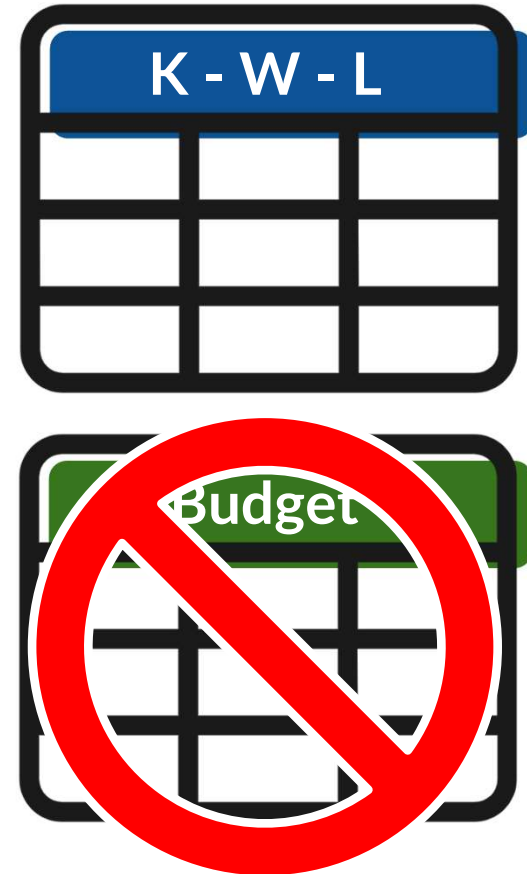




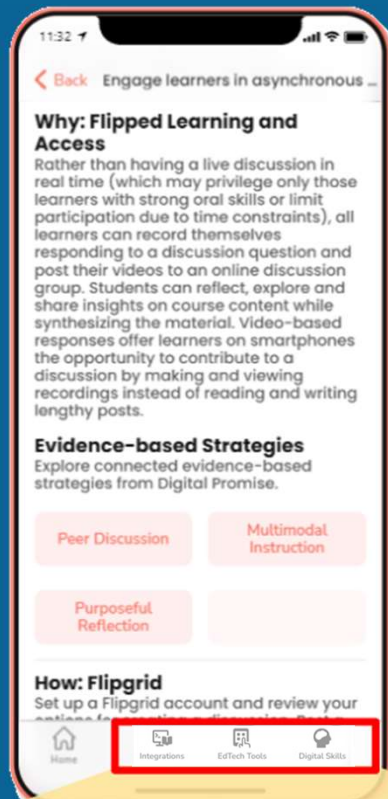
EdTech Integration (Routines)

What do we mean by “routines”?

A **replicable** edtech integration routine is one that can be incorporated into any instructor’s repertoire and adapted for teaching in virtual, hybrid, or in-person learning environments as well as across subject- and topic-areas



The EdTech Integration Strategy Toolkit



By Integration: What are my goals for using edtech? What do I want learners to be *doing*.

By Tool: What edtech tools am I using? In what ways can I expand their use?

By Skill: What skills are important for learners? How can I integrate these into my regular practice?



Let's Get the Toolkit!

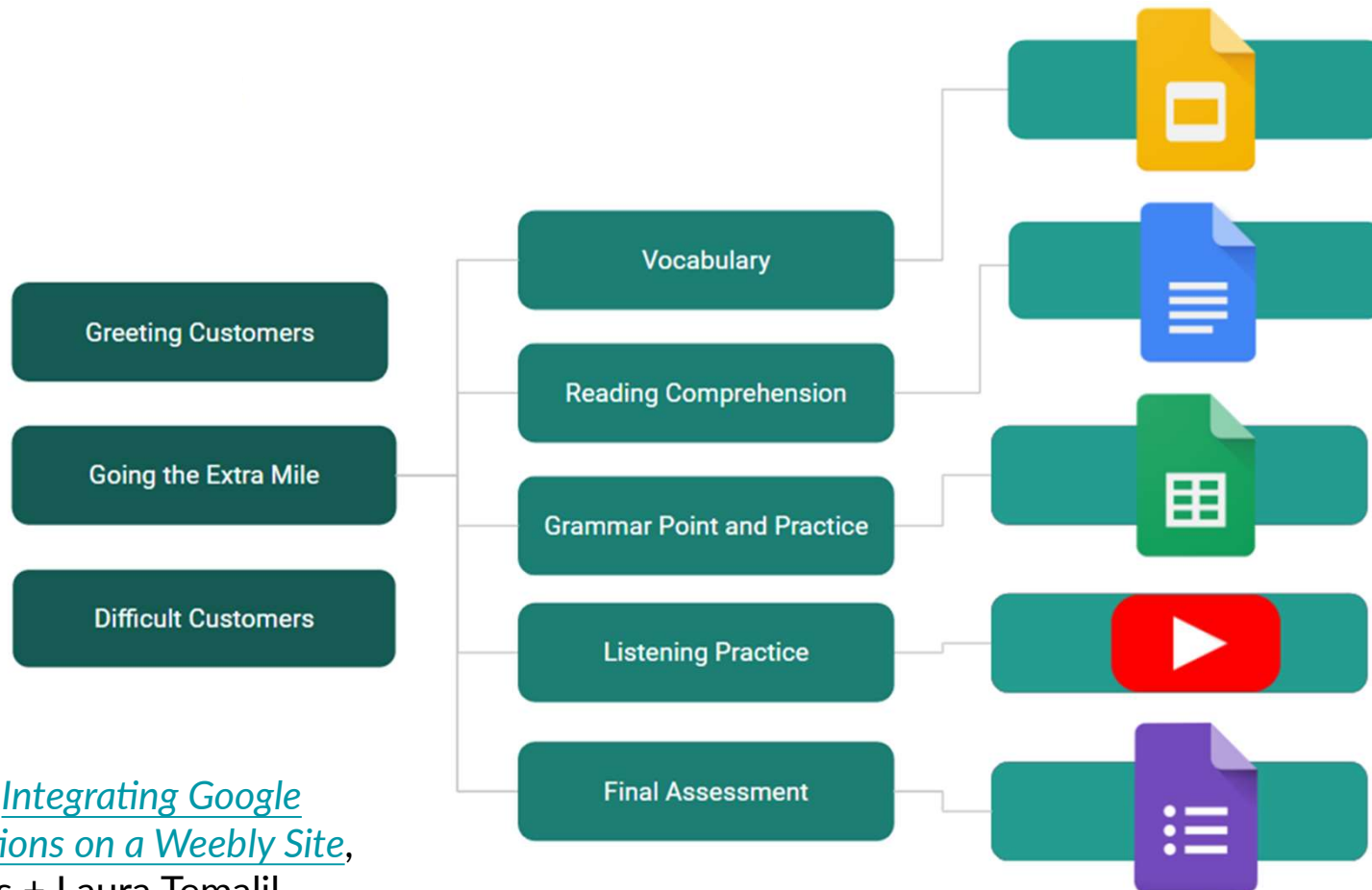
1. Scan this code.
2. The toolkit will launch in your phone's default browser.
3. Add the page to your home screen, which will allow it to function as an app moving forward.



[Video tutorial of how to install a Glide app on your device](#)



Create Consistency for Learners





Source: [Integrating Google Applications on a Weebly Site](#),
Kris Klas + Laura Temalil.



Select an Appropriate Tool

Most routines have multiple options...

KWLH Topic: Celebrations

What I know	What I want to know
 <ul style="list-style-type: none">• My classmates celebrate different holidays• Most people celebrate birthdays	 <ul style="list-style-type: none">• What celebrations are important in the United States• What celebrations are important to my classmates?





Slides

What I know	What I want to know	What I learned	How I learn more
			

Jamboard

KWLH Chart

Name

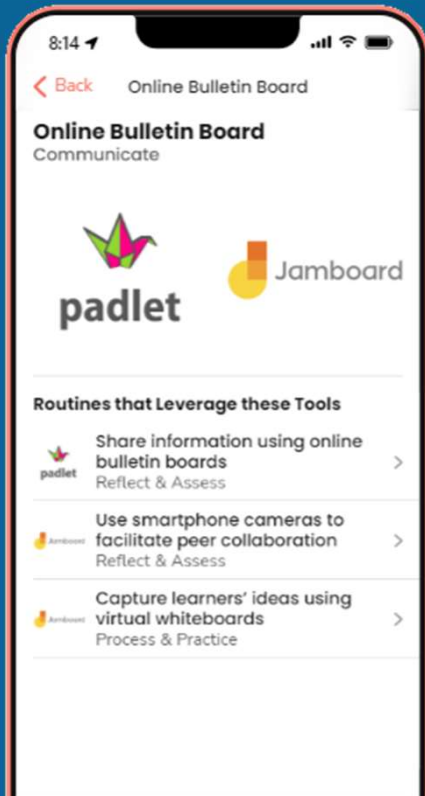
What I know	What I want to know	What I learned	How I learn more
			
[In this column write what you already know about the topic.]	[In this column write what you want to know about the topic.]	[In this column write what you have already learned about the topic.]	[In this column write about how you will learn more about the topic.]

Docs

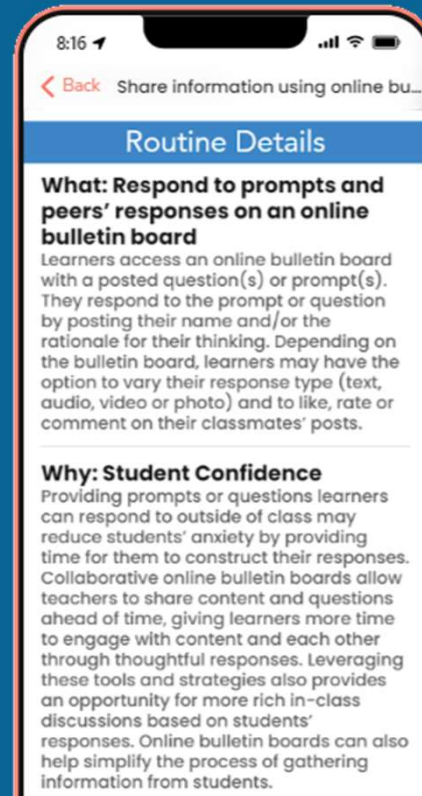


The [KWLH Chart](#) is © State of New South Wales (Dept. of Education), 2019, under a [Creative Commons Attribution 4.0 International \(CC BY 4.0\) license](#).

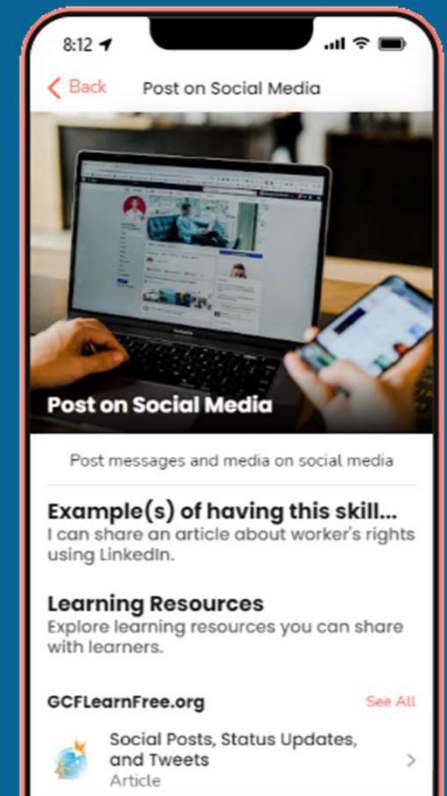
Connect Across Tools, Routines, Skills



By Tool



By Routine



By Digital Skill(s)

Routine Example: Mathematics

Let's explore two ways to use Padlet in Math to provide learners with open-ended opportunities to demonstrate understanding and develop digital skills:



[Angles All Around You](#)



[Let's Explore Order of Operations](#)




Let's Examine What Students Are Doing



Routine: Collaborative open-ended problem solving using Padlet


Activity	What are students doing?	What digital skills are they building?
Angles All Around You	Finding examples of angles in the real-world. Taking and uploading photos.	2.1 Interacting through digital technologies 3.1 Developing digital content 3.2 Integrating and re-elaborating digital content
Let's Explore Order of Operations	Developing understanding of properties of operations. Communicating in group settings.	2.1 Interacting through digital technologies 2.4 Collaborating through digital technologies


Using Common Tools for Problem Solving...

 LEARNING. ORGANIZED.


× CLOSE

Use  to Solve Multi-step Problems 


Access Code: UB4D8I  PRINT




Video | LearnZillion
Solving a Multi-step Word Problem with a Bar Model
Note:
LEARN: When solving problems, you often need to use more than one operation (addition, subtraction, multiplication, division) to calculate an answer. This video shows how you can use visual models to think through which operations you need.




Interactive Practice | Khan Academy
Represent Multi-Step Word Problems Using Equations
Note:
CHECK SKILLS: Complete this practice set to show what you know! Before you begin, be sure you are logged in to Khan Academy so it tracks your completion.




Interactive Practice | Khan Academy
Multi-Step Word Problems with Whole Numbers
Note:
CHECK SKILLS: Complete this practice set to show what you know! Before you begin, be sure you are logged in to Khan Academy so it tracks your completion.





Lesson, Video | Goodwill Community Foundation
Google Sheets: Creating Simple Formulas
Note:
MATH + TECHNOLOGY: Spreadsheets can be used to perform multiple calculations with ease. In order to use spreadsheets for calculations, however, you need to know how to enter formulas correctly. This requires you to understand order of operations. Review the lesson and watch the video on using simple formulas (addition, multiplication, subtraction, division). Then, attempt the APPLY TECHNOLOGY activity in this skill block.





Quiz/Assessment | CrowdED Learning
Solve Problems with Formulas in Google Sheets
Note:
APPLY TECHNOLOGY: Now that you've learned about solving problems with multiple steps and how to create formulas in Google Sheets, it's time to check your skills! Click "Use Template" to make a copy of this activity. Then, enter formulas for each problem that help you answer the four problems.

 LEARNING. ORGANIZED.


× CLOSE

Solve Problems Using YouTube  


Access Code: B2O68V  PRINT




Course/Tutorial | Public Library Association
Introduction to Searching Videos on YouTube
Note:
YouTube is a common place to look for videos for entertainment, instruction, information, and more! This course will help you understand how to search for and play videos on YouTube, and how to utilize the new functions that come with creating an account.



Simulation | Laura Stockton
Use YouTube to Solve Problems
Note:
In this Padlet activity, you will look at a different scenarios in which different people encounter a problem. Your task is to find a YouTube video to help solve the problem.



Quiz/Assessment | CrowdED Learning
Task: Solve Problems Using YouTube
Note:
In this activity, you will use YouTube to find the answer to a question or solve a problem of interest to you. As you do so, you will share information about how you searched, what type of information you found, and what you learned. Click "Use Template" to make a copy of this worksheet. Then follow the directions to complete the activity.



Use  to Solve Multi-step Problems 

Solve Problems Using YouTube  

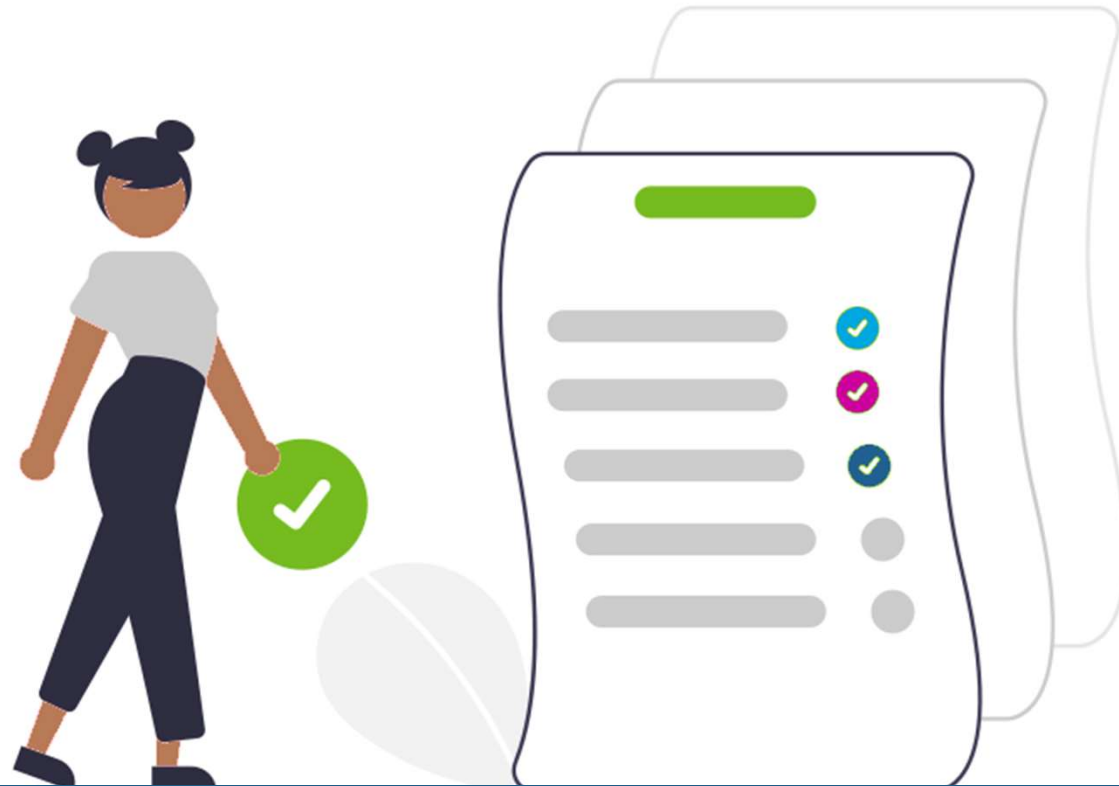
What routines might you incorporate?

Let's build off of this morning's work...

1. Review the skills
2. Consider tools that develop these skills
3. What routines could incorporate these



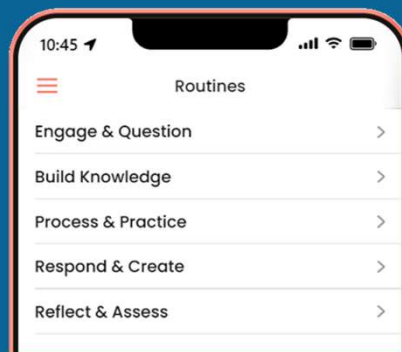
[Link to Jamboard](#)



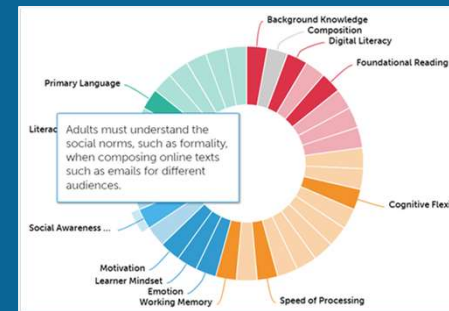
Next Steps

Resources to Support Routine Development

Routine Models



Evidence-based Strategies



Multimedia Projects
For adults, the Composition process can become more robust when learners can express ideas through multiple media, which includes visual, audio, and digital production.

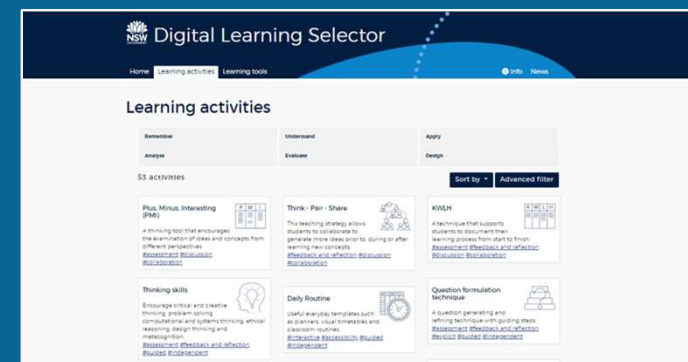
Peer Feedback/Peer Review
When learners provide constructive feedback on each other's work, they reflect on their own understanding, learn to give relevant suggestions, receive specific ways to improve, and engage in Metacognition.

Purposeful Reflection
Reflection can take place throughout learning, supporting critical thinking and Problem Solving skills when learners actively question assumptions, and after learning experiences to support Metacognition.

Digital Skills

COMMUNICATION		CREATION	
Exchanging information with others on digital platforms using various strategies to collaborate, share, and communicate.		Engaging in digital spaces to design, create, and revise content online.	
CO.1	Communicate Effectively	CR.1	Write Basic Code Beginning coding/programming (understanding concepts, writing basic code)
CO.2	Collaborate with Technology	CR.2	Understand and Use Data Computational thinking
CO.3	Make Voice and Video Calls	CR.3	Adapt and Reuse Digital Content Creating a new digital content based on existing digital material
CO.4	Post on Social Media	CR.4	Design Digital Content Design
CO.5	Use Social Media	CR.5	Create "Open" Content Increasing the amount of open content through creation, advocacy etc.
CO.6	Set Privacy Settings	CR.6	Produce Multimedia Multimedia production
CO.7	Share Information with Others	CR.7	Revise & Adapt Existing Content Revising digital content to improve processes and product
CO.8	Use Messaging Tools	CR.8	Build a Website Website creation basics - simple pages, HTML, WordPress (E)

Activity Templates + Tools



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 Communicate Effectively	Awareness and adaptation of communication strategies to meet behavioral norms and respect user diversity (Netiquette) (E)
CO.2 Collaborate with Technology	Digital collaboration (E)
CO.3 Make Voice & Video Calls	Make Internet-based voice and video calls (using Skype, FaceTime etc.)
CO.4 Post on Social Media	Post messages and media on social media
CO.5 Use Social Media	Understand and identify the purposes of different social media platforms and online communities
CO.6 Set Privacy Settings	Understand and set privacy settings on social media (E)
CO.7 Share Information with Others	Understanding ways to share information with others (E)
CO.8 Use Messaging Tools	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? #B.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? #B.2 Search the internet #B.3 Use Search Engines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the internet to find information that helps you solve problems? #B.4 Find the internet #B.5 Use & Apply Information #B.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)? #C.4 Shop Online #B.7 Use Apps to Shop #B.8 Use Financial Tools/Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in video conferences, calls, or online meetings (e.g., Teams, Zoom)? #B.9 Make Voice & Video Calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use web chat to get customer service or solve problems? #B.10 Use Technical Support #B.11 Access Help Features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BRIDGES 2024 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 Tiffney
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

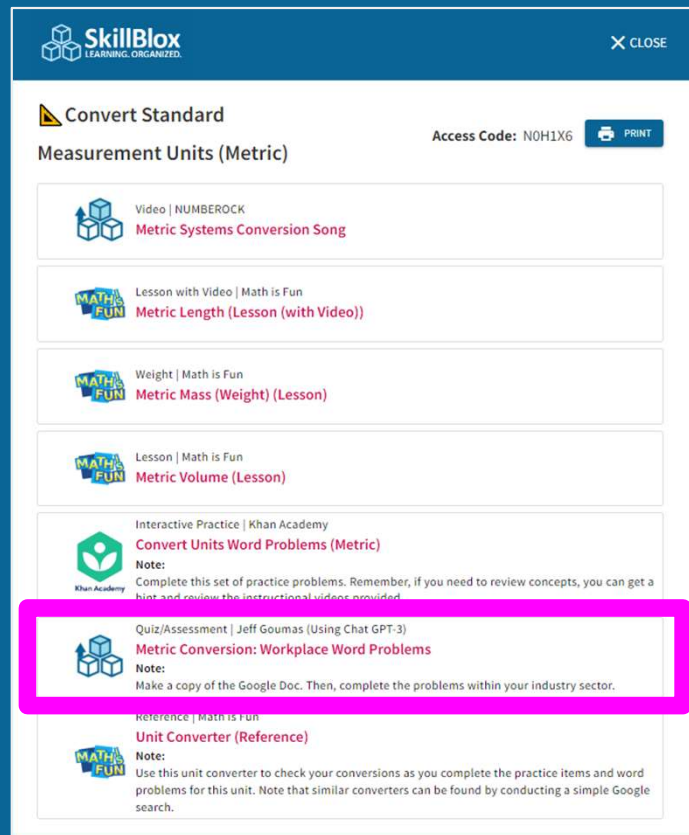
Facilitate a gallery walk by placing poster paper around the room (for a digital version, use Google Slides or Google Jamboard) with social media-related verbs. The posters will function as different stations. Each station/poster will be divided into different social media platforms. At each station,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



New SkillBlox: Create, Share, and Adapt Lessons



SkillBlox
LEARNING. ORGANIZED.

Convert Standard
Measurement Units (Metric)

Access Code: N0H1X6 [PRINT](#)

- Video | NUMBEROCK
Metric Systems Conversion Song
- Lesson with Video | Math is Fun
Metric Length (Lesson (with Video))
- Weight | Math is Fun
Metric Mass (Weight) (Lesson)
- Lesson | Math is Fun
Metric Volume (Lesson)
- Interactive Practice | Khan Academy
Convert Units Word Problems (Metric)
Note:
Complete this set of practice problems. Remember, if you need to review concepts, you can get a hint and review the instructional videos provided.
- Metric Conversion: Workplace Word Problems**
Note:
Make a copy of the Google Doc. Then, complete the problems within your industry sector.
- Reference | Math is Fun
Unit Converter (Reference)
Note:
Use this unit converter to check your conversions as you complete the practice items and word problems for this unit. Note that similar converters can be found by conducting a simple Google search.

Build a Single Lesson, Adapt for IET

Contextualized Math Problems

The contextualized math problems shown here were all written using ChatGPT May 3 version. All problems are designed to assess CCRS Math Skill 5.MD.1. To generate the 20 problems below, the following prompt was used:

Write 5 word problems in the context of working in the [name of industry] industry that assess the skill "Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real world problems." and provide the answers.

Each set of 5 contextualized word problems was written in under 20 seconds.

Jump to:

[Construction Problems](#)

[Health Care Problems](#)

[Information Technology Problems](#)

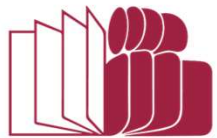
[Transportation, Distribution and Logistics Problems](#)

[Link to this SkillBlox](#)

Questions?



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