



Not Just Clicks!



A Workshop for Creating Digital Literacy at the Right Level

Introduction



Dionne Pelan, Digital Literacy Programs Coordinator

Dionne is a non-traditional educator with over 20 years' experience teaching community-based digital literacy for adults. Dionne works with community organizations to identify opportunities to develop and lead computer workshops within their own spaces. She collaborates with academics and community members on research related to digital literacy, access and equity issues.

Karen Chiang, Drop-in Programs Facilitator

Karen is a bi-lingual, experienced community educator with experience setting up and leading formal and informal workshops, pop-up tech cafes, and events in the Downtown Eastside community. She graduated from UBC with a background in political science and psychology.

Your facilitators

Dionne



Karen



Digital Literacy Programs offered at the UBC Learning Exchange

Basic Computer Skills Workshop

5 week workshop for beginners. Goes over how to turn on a computer, file management, intro to word, internet basics and email.

Advanced Computer Skills Workshop

Focus on the Microsoft Suites (Excel, Word, and PowerPoint). For those who are already familiar with using computers but want more in-depth learning.

Drop-in Computer Access

First come first serve access to computers. Free printing of up to five pages

Tech Cafes

Pop-up one on one tech help (just in time Digital Literacy). Takes place in a variety of community spaces

Objectives for Today



1

Provide tips and tricks on how to deliver digital literacy workshops

2

Explore ways to adapt complex concepts materials for different skill levels

3

Drill down core skills for digital literacy, tailoring the traditional pedagogy while keeping the workshops fun and engaging



What are your current digital literacy activities?

How are they being taught?



**The mind is just like a muscle
— the more you exercise it,
the stronger it gets and the
more it can expand.**



Idowu Koyenikan

I Do, We Do, You Do



I DO: The facilitator explains the concepts and shows the group how to do something. This also allows learners who like to take notes the time to write down their notes

WE DO: The facilitator walks the learner through the skill being taught, the learner is doing the same thing on their own computer.

YOU DO: Have the learners practice on their own. The facilitator can observe the learner and offer help if the learner gets stuck or asks for help.

Tips & Tricks



1

Hands off the mouse! Let learners learn their own way and make their own mistakes. Walk them through it instead.

2

Have a helper in the room (whenever possible)

3

Make it fun! Use lots analogies to relate tech to what they already know. Use of humor can also help relax learners making them feel more comfortable.

4

Avoid jargon and complex terms in your explanations

5

Stand or sit beside the person you are working with, don't lean over them

6

If you have learners at different beginner levels – give them different exercises (make sure you have different practice exercises for different levels)

7

Build in practice time whenever possible, with a variety of exercises

8

Always start with a review of the work you did last time you were together. This allows you to check in on prior learning and lets you know if the learners are ready for the next lesson.



Find a Partner!



Activity: Simplify complex computer terms



Note: remember to use analogies wherever applicable!

- **On your own:** write down a simple definition or explanation for the computer term you have been given
- Once you have come up with the definition for your term find a partner at your table
- Read your definition out but don't share what term you have been given. Can your partner guess what term you were given based on your explanation?



Who are the Learners?

Foundational:

Little to no comfort or experience with technology. Needs lots of guidance and support.

Beginner:

Some comfort and experience with technology. Large gaps in knowledge. Can perform some simple tasks on own with guidance and support

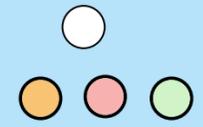
Intermediate:

Comfortable using technology. Can perform many tasks on own with minimal guidance or support needed

Digital Skills Frame Work

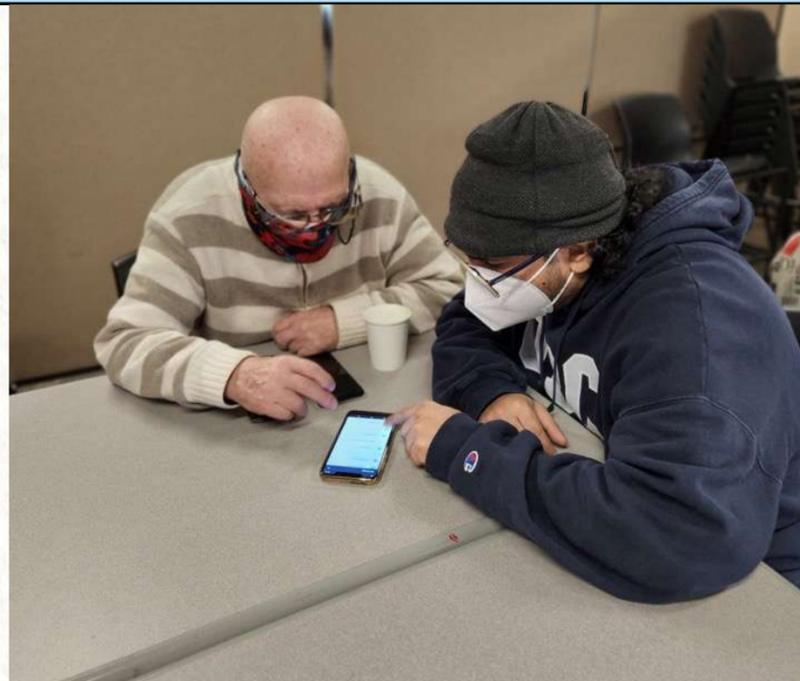
Breaking skills down into smaller tasks

Learner Skill Level	SKILL BEING TAUGHT: Internet/Online Skills
<p>Foundational: Little to no comfort or experience with technology. Needs lots of guidance and support.</p>	<ul style="list-style-type: none">• understand parts of a browser• understand how to connect to Wi-Fi
<p>Beginner: some comfort and experience with technology. Large gaps in knowledge. Can perform some simple tasks on own with guidance and support</p>	<ul style="list-style-type: none">• How to navigate the internet• can perform basic searches using search engine• knows what a link is and how to click on a link• familiar with browser• understand basic internet concepts• can create a strong password
<p>Intermediate: Comfortable using technology. Can perform many tasks on own with minimal guidance or support needed</p>	<ul style="list-style-type: none">• Can tell if website is secure• Safe use of social media• Can upload and download content across a variety of platforms• Can recognize and avoid phishing scams



Digital Skills Framework Exercise

The digital framework allows us to breakdown digital skills into simple, discreet, manageable tasks that scaffold or build on each other to achieve the larger overall skills.





Takeaways

- There are a lot of levels and variations in basic digital literacy
- A lot of teaching digital literacy is breaking down our own assumptions
- Be willing to adapt teaching materials whenever necessary
- Teaching digital literacy is about learning together
- Have fun!



**That's a
wrap! ○ ○ ○ ○**

Thank you for
participating.

Contact info

Location: 612 Main St

Phone: 604 827 2777

Website:

<https://learningexchange.ubc.ca/>

Dionne:

Email:

dionne.pelan@ubc.ca

Phone:

(604) 827 2325

Karen:

Email:

karen.chiang@ubc.ca

Phone:

(604) 827 2772