

What We've Learned About Building Digital Resilience

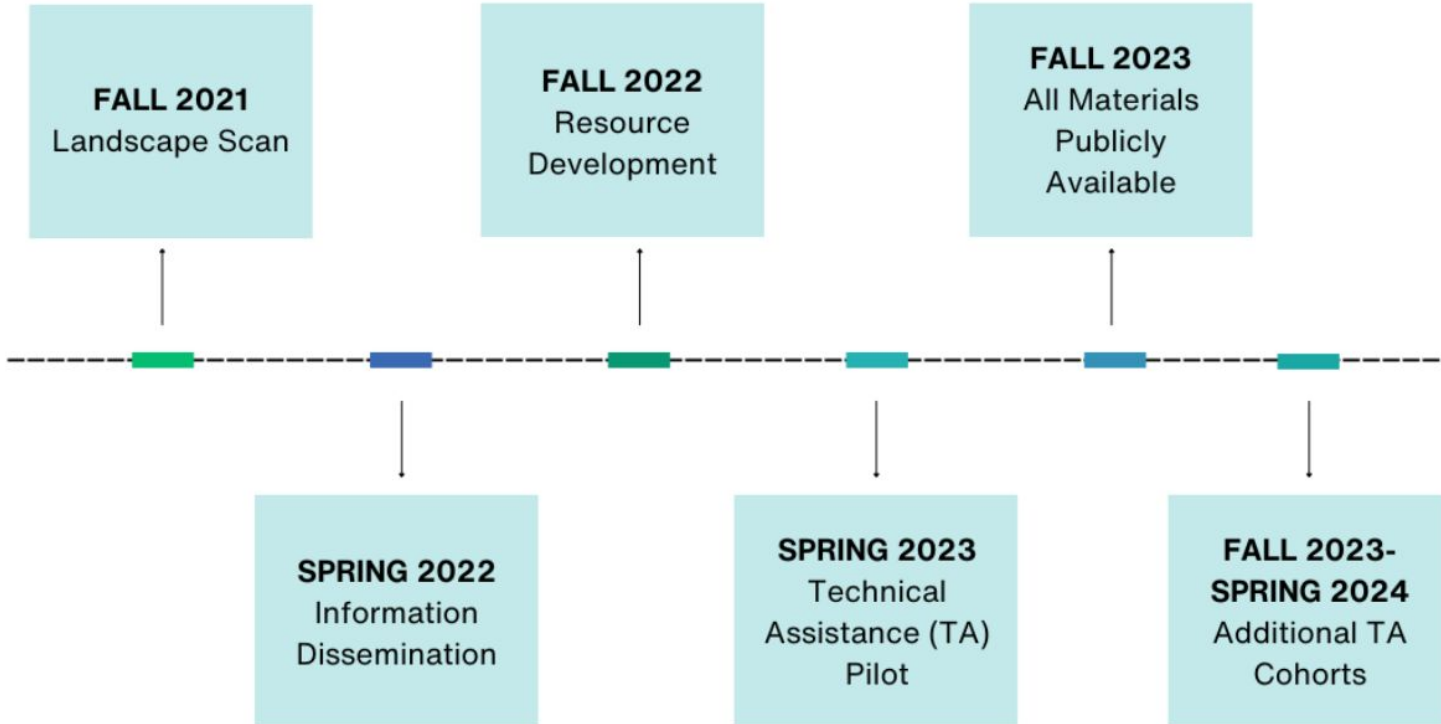
New England Literacy Resource Center

April 4, 2024

Initiative Overview

- A federal [initiative](#) in partnership with JFF and Safal Partners and funded by the Office of Career Technical and Adult Education (OCTAE).
- Provide the field with flexible, evidence-based, and piloted strategies and materials that help teachers build the digital literacy skills and digital resilience of adult learners

Initiative Timeline



Understanding the Initiative



create strategic and
learner-focused lesson
planning and
instruction



develop effective,
flexible technology-
enabled education and
support services



sustain and
expand digital
literacy efforts



train adult
education
professionals

Lessons Learned

Findings and Realizations: how to develop digital literacy, skills, and resilience

Impact: teachers experiences and students' responses

Need: support and assessments

Findings and Realizations

how to develop digital literacy, skills, and resilience

Clarity is essential

Frameworks provide clarity and definition of digital literacy skills. There are many.



Communication



Creation



Device Ownership



Gateway Skills



Information Skills



Lifelong Learning



Mobile



Online Life



Privacy and Security



Workplace

Tech integration

- Access to devices and internet is still a challenge.
- “...developing edtech routines takes time.” -teacher
- “...we've seen firsthand how the integration of technology in education—guided by DRAW strategies—fosters a strong link between the growth of teachers and the advancement of student learning.” -coach
- “Educators are becoming more adept at blending traditional teaching methods with digital tools, allowing them to provide more personalized and engaging instruction.” -coach

Resilience

“the power of continuing when a challenge arises with using technology and how this skill is something that students can apply outside of their development of digital skills (i.e. transportation). This conversation just talked about the power of building digital resilience has the potential to impact other areas of students lives (i.e. problem solving and critical thinking)” -coach

Impact

teachers experiences and students' responses

What are teachers excited about and/having success with regarding tech integration

- **Specific instructional strategies to support tech integration**
- **Recognition that tech integration is manageable**
- **New resources to support tech integration**
- increased confidence and comfort
- observing learner's excitement and/or increased confidence

Positives

- “My students LOVED class this week. We've had so much fun.” -teacher
- “The participants -- from two colleges located in two different parts of the state - have been super excited about networking with each other.” -coach
- “This not only improved the quality of student writing but also fostered a sense of community and collaboration among students, as they learned to give and receive constructive feedback.” -teacher
- “Hearing their feedback that it is working and they LIKE it is very valuable to me to keep going. It has been such a positive experience that I will take with me forever.” -teacher



What challenges are teachers having with tech integration?

- **learners' skill levels**
- **limited time for planning lessons**
- access issues
- learners' use of various devices
- learners' mindset or confidence
- limited time for instruction
- teacher's lack of confidence

Challenges

- “...one participant is having trouble understanding how to integrate tech into a set curriculum and understanding that the goal of the EdTech routine is to have students interact with digital tools instead of a digital tool that he will use to present.” -coach
- “...she doesn't see the direct relevance, doesn't think learners will value this, and doesn't think there's enough time in planning or instruction to make time for technology.” -coach
- “...his students are not usually very motivated to do tasks that are not directly related to the GED, and he thinks that they already have fairly developed tech skills” -coach

Needs

support and assessments

Professional development

- “Without adequate professional development opportunities, teachers might not be able to leverage the full potential of these tools, limiting the benefits for students.” -coach
- “Teachers also face the challenge of effectively incorporating ed-tech into their curriculum in a way that enhances, rather than disrupts, the learning process.” -coach
- “I found that the coaching session where the most valuable part of the DRAW experience.” -teacher
- “The coaching was where I learned the most.” -teacher

Assessment

“Assessments of digital literacy skills can come in various forms and serve different purposes: self-assessments and inventories; performance- or competency-based assessments; and formative, summative, or diagnostic assessments.” ([Selecting an Assessment for Digital Literacy](#) blog, 2022)

Questions & Answers

Reflection