Learning in the Cloud

Teaching Digital Literacy to ABE/ESL learners for Successful College and Career Transitions

S. Michele Echols, Assistant Dean @ the Gill Library - College of New Rochelle
S. Michele Echols, Assistant Dean Gill Library at the College of New Rochelle, President of the New York Black Librarians’ Caucus, Consultant, and Adjunct Professor at ASA College in New York City. Michele has worked in the human service field for more than 25 years; her areas of expertise include information literacy, research analysis, staff development including responsibilities in partnership coordination, youth and program development, case management, supervision, presentations and special events work.
American Library Association definition:

“the ability to use information and communication technologies to find, understand, evaluate, create, and communicate digital information, an ability that requires both cognitive and technical skills.”

The information-literate learner must combine the knowledge of how to find, evaluate, and communicate information within the context of a digitized environment.
According to Pub. L. 113-128, July 2014, Title II, Sec. 203(17). The term “workforce preparation activities” means: activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
Adults moving from ESL/ABE programs into higher education often face considerable challenges.
“Seriously?! No one saw this coming?!”

*The Many Ages of Information*
If the technology revolution only happens for families that already have money and education, then it’s not really revolution. — Arne Duncan, U.S. Secretary of Education
Technology can be a powerful tool for transforming learning

- can help affirm and advance relationships between educators and students
- reinvent our approaches to learning and collaboration
- shrink long-standing equity and accessibility gaps
- adapt learning experiences to meet the needs of all learners

The National Education Technology Plan (NETP), 2015

*Importance of Technology*
The National Education Technology Plan (NETP), 2015

*Digital, Technology and Information Literacy*
Literacy Means

* Able to read and write

* Literacy is deliberated taught and consciously and deliberately learned

* Ability to read and write impacts considerably on a person’s potential to communicate and learn

23, April 2008 Palawan
List represents just a few of the potential advantages:

* Learners sharpen their critical and creative thinking skills.
* Learners develop higher-order thinking skills.
* Students develop a deeper and more applicable understanding of the content they are learning.
* Individuals are able to communicate in knowledgeable, logical, and defensible ways regarding their work.
* Learners’ ability to effectively participate in problem solving and decision making is enhanced.

Advantages of Being Information-Literate

© 2015 Cengage Learning. All Rights Reserved
Information literacy is related to information technology skills, but has broader implications for the individual, the educational system, and for society. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literate individuals necessarily develop some technology skills.

[http://www.ala.org/acrl/standards/informationliteracycompetency#ildef]
Many “success” indicators

- Graduation rate
- Retention rate
- Course completion success
- Achievement
- Job and salary, workforce preparedness
- Career success
- Personal, college, and job satisfaction
- Critical thinking, problem-solving, lifelong learning
- preparedness
* Medical decision-making
* Financial decision-making
* Involved citizenship
* Lifelong learning

* Without Information Literacy Skills
A Digital Use Divide continues to exist between learners who are using technology in active creative ways to support their learning and those who predominantly use technology for passive content consumption.

Supporting learners in using technology for out-of-school learning experiences is often a missed opportunity.

The National Education Technology Plan (NETP), 2015
Can you imagine teaching digital literacy using a chalkboard like this?

*What is Digital Literacy*
The 8 Essential Elements of Digital Literacies

- Cultural (Cu)
- Cognitive (Cg)
- Constructive (Cn)
- Communicative (Co)
- Confident (Cf)
- Creative (Cr)
- Critical (Ct)
- Civic (Ci)

Baseline Skills

http://connectedprincipals.com/archives/7773

* Digital literacy is one component of being a digital citizen - a person who is responsible for how they utilize technology to interact with the world around them.

* Digital technology allows people to interact and communicate with family and friends on a regular basis due to the "busy constraints" of today's world.

* Not only do white-collar jobs require digital literacy in the use of media to present, record and analyze data, but so do blue-collar jobs who are looking for way to increase productivity and analyze market trends, along with increase job safety.

http://purposefultechnology.weebly.com/why-is-digital-literacy-important.html
Needed Skills for Online Learning

- Know how to return to the learning site
- Know how to use tab browsing
- How to click on a link that takes one outside the learning site
- Know conventions of websites & how to navigate them
- Quickly access an online dictionary and encyclopedia
- Know how to scroll down a page
- Know how to save written work
College and Career Readiness Standards for Adult Education

Susan Pimentel
2013

*CCRS vs ACRL Frameworks*
### CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)</td>
<td>With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)</td>
<td>With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)</td>
<td>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)</td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)</td>
</tr>
</tbody>
</table>
CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

| Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (W.1.7) | Conduct short research projects that build knowledge about a topic. (W.3.7) | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7) |
Scholarship is a Conversation
Scholarship is sustained discourse within a community of scholars or thinkers, with new insights and discoveries occurring over time as a result of competing perspectives and interpretations.

Research as Inquiry
Research is iterative and depends upon asking increasingly complex questions whose answers develop new questions or lines of inquiry in any field.

Authority is Constructed and Contextual
Authority depends upon the origin, the information need, and the context in which the information will be used. This authority is viewed with an attitude of informed skepticism and an openness to new perspectives.

Format as a Process
The essential characteristic of format is the underlying process of information creation, production, and dissemination, rather than how the content is delivered or experienced.

Searching as Exploration
Locating information requires a combination of inquiry, discovery, and serendipity. Information discovery is nonlinear and iterative, requiring the use of a broad range of information sources and flexibility.

Information has Value
The creation of information requires a commitment of time, original thought, and resources. Information may be valued more or less highly based on its creator, its audience/consumer, or its message.

The six Information Literacy frames identified in the ACRL Framework.
*Let’s link the strategies*
WE LIVE IN THE INFORMATION AGE.

* Now What!!!
Information Literate Society
* Contact your local academic library ie: Community College or State Universities

* Create programs that will benefit both students and institutions

* Learn about how the ACRL Standards and Frameworks can be used side by side with the College and Career Readiness standards to introduce the concepts of Information literacy

* How can adult educators partner with librarians and focus on digital & information literacy skills to foster critical thinking skills with adult students?
* Adult education and postsecondary curriculum are aligned, sequential, and progressive to provide a seamless pathway for transition students.

* Instruction is contextualized so that transition students see the connection between the basic skills and academic or vocational content.

* Accelerated courses/programs that give transition students the opportunity to meet short and long-term goals more quickly.
Lesson Plans. Interactive Games.
Professional Development. Family Education.

*https://www.commonsensemedia.org/educators/digital-citizenship

*Common sense: Digital citizenship
FILTER BY TOPIC

- Self-Image & Identity
- Relationships & Communication
- Digital Footprint & Reputation
- Cyberbullying & Digital Drama
- Information Literacy
- Internet Safety
- Privacy & Security
- Creative Credit & Copyright
Scope & Sequence: Common Sense K-12 Digital Citizenship Curriculum

Our comprehensive Curriculum is designed to empower students to think critically, behave safely, and participate responsibly in our digital world. From lesson plans, videos, student interactives, and assessments, to professional learning and family outreach materials, our turnkey Curriculum provides schools with everything they need to take a whole-community approach to digital citizenship.

Check out our Scope & Sequence below to find the right resources for your classroom. The grade-differentiated units spiral to address a cross-curricular approach. Teachers can use the units either sequentially by grade or at any grade level within the band.

Download Scope & Sequence PDF

Información General Curriculum

SELECT GRADE BAND

K-2  3-5  6-8  9-12

https://www.commonsensemedia.org/educators/scope-and-sequence
February 24, 2016  Open eBooks, a new initiative and e-reader app that will make thousands of popular, top-selling eBooks available to children in need for free, is launching today. First Lady Michelle Obama is releasing a video today raising awareness of the new opportunity for children. The initiative is designed to address the challenge of providing digital reading materials to children living in low income households, and offers unprecedented access to quality digital content, including a catalog of eBooks valued at more than $250 million.
GCF LearnFree.org

www.gcflearnfree.org
What do you want to do for a living?

“I want to be a …”

Search careers with key words.

Describe your dream career in a few words:

Examples: doctor, build houses

Search

“I’ll know it when I see it.”

Browse careers by industry.

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services

Browse

“I’m not really sure.”

Tell us what you like to do.

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

Start

https://www.mynextmove.org
IT'S A LIBRARY, HONEY--
KIND OF AN EARLY VERSION OF THE
WORLD WIDE WEB.
Sandra Michele Echols - Assistant Dean Gill Library @ the College of New Rochelle

Personal email address: s.micheleeechols@gmail.com