



California Emerging Technology Fund Overview of Digital Literacy Framework

Introduction

The purpose of this document is to provide an overview of Digital Literacy as a component of the Digital Equity Ecosystem, including the definition and content rubrics from credible sources to establish a framework to standardize proficiency assessments and develop curricula for training low-income households to get them connected to the Internet, referred to as an "Adoption." There are 3 primary barriers to achieving an Adoption for low-income households: (1) Cost; (2) Relevance; (3) Digital Literacy. "Cost" includes both the price of home Internet service and acquisition of a computing device appropriate for the household. For example, a household with children has different needs than one with only adults: a family with children in school need a computing device with a keyboard and larger screen for education whereas adults often want to use only a smartphone. "Relevance" requires outreach in-language and in-culture by trusted messengers to explain the importance of being online and prioritizing limited income to pay for Internet service and a computing device. "Digital Literacy" is essential because households need to know how to use the device and navigate the Internet to make the decision to subscribe to Internet service.

Overview

The California Emerging Technology Fund (CETF) identified Digital Literacy as a fundamental strategy to close the Digital Divide through increased broadband adoption in its original 2007 Strategic Action Plan. In 2008 CETF established a Digital Literacy Initiative and convened stakeholders in collaboration with the Governor's Office to review all existing Digital Literacy standards to recommend a coherent policy and framework for Information and Communications Technology (ICT) Skills. CETF published a Summary Report reflecting stakeholder consensus titled *California Basic Elements of ICT Digital Literacy – Continuum of Assessment Skills* which embraced the United Nations Educational, Scientific and Cultural Organization (UNESCO) definition of Digital Literacy as "a lifelong learning process of capacity building for using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, create and communicate information in order to function in a knowledge-based economy and society" accompanied by the following Framework of Basic Digital Literacy with 6 Elements.

In 2009 CETF secured a Governor's Executive Order (S-06-09) on Digital Literacy and ICT Skills which required the California Technology Agency to prepare an action plan that reaffirmed the Framework in the 2010 report titled *Digital Literacy Pathways in California*. The Executive Order remains in force today.

UNESCO FRAMEWORK FOR DIGITAL LITERACY

BASIC ELEMENTS OF DIGITAL LITERACY		
Elements	Definitions	Competencies
Access	Knowing about and knowing how to collect and/or retrieve information.	Search, find, and retrieve information in digital environments.
Manage	Applying an existing organizational or classification scheme.	Conduct a rudimentary and preliminary organization of accessed information for retrieval and future application.
Integrate	Interpreting and representing information - summarizing, comparing, and contrasting.	Interpret and represent information by using ICT tools to synthesize, summarize, compare, and contrast information from multiple sources.
Evaluate	Making judgments about the quality, relevance, usefulness, or efficiency of information.	Judge the currency, appropriateness, and adequacy of information and information sources for a specific purpose (including determining authority, bias, and timelines of materials).
Create	Generating information by adapting, applying, designing, inventing, or authoring information.	Adapt, apply, design, or invent information in ICT environments (to describe an event, express an opinion, or support a basic argument, viewpoint or position).
Communicate	Communicate information persuasively to meet needs of various audiences through use of an appropriate medium.	Communicate, adapt, and present information properly in its context (audience, media) in ICT environments and for a peer audience.
<p>Note: International and national digital literacy frameworks and assessment instruments all share these common elements.</p>		

CETF considers the first 3 Elements (Access, Manage, Integrate) foundational for Digital Literacy training for unconnected residents and the second 3 Elements (Evaluate, Create, Communicate) as integral to Education and Workforce Training Programs with STEM (Science, Technology, Engineering, and Math) and/or ICT Skills curricula.

Relationship of UNESCO Framework to Other Rubrics

The UNESCO definition of Digital Literacy and the Framework with the 6 Elements aligns well with other rubrics set forth by respected professional organizations. The following resources and rubrics have been reviewed for comparison to the UNESCO Framework:

- California Department of Education (CDE) and State Board of Education (SBE)
Common Core State Standards and Local Control Funding Formula (LCFF) 8 Priorities
- International Society for Technology and Education (ISTE)
- American Library Association
- Partnership for 21st Century Learning
- CDE and SBE Computer Science Standards
- CDE California AfterSchool Network (CAN) Program
- California Workforce Development Board SlingShot Initiative for ICT Skills

CDE and SBE Common Core State Standards

The Common Core State Standards (CCSS) set Digital Literacy knowledge and skill expectations for students, broken down into 3 categories with aligned skill set building objectives as summarized in the chart below:

Digital Literacy Categories According to the CCSS K-12 Technology Scope and Sequence Document

Digital Literacy Categories	
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity.	Basic Operations Word Processing Spreadsheet Multimedia and Presentation Tools
Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society.	Acceptable Use, Copyright and Plagiarism
Demonstrate the ability to use technology for research, critical thinking, decision-making, communication and collaboration, creativity and innovation.	Research and Gathering Information Communication and Collaboration

Note: Adapted from the CCSS K-12 Technology Scope and Sequence Document (LBUSD, n.d.)

International Society for Technology and Education

The International Society for Technology and Education (ISTE) identifies 14 Essential Conditions as critical elements necessary to effectively leverage technology for learning that provide a research-backed framework to guide system-wide change.

1. Shared Vision	8. Technical Supports
2. Empowered Leaders	9. Curriculum Framework
3. Implementation Planning	10. Student-Centered Learning
4. Consistent and Adequate Funding	11. Assessment and Evaluation
5. Equitable Access	12. Engaged Communities
6. Skilled Personnel	13. Support Policies
7. Ongoing Professional Learning	14. Supportive External Content

ISTE also has promulgated standards for administrators, teachers, students and the community. The Student Standards are relevant for considering digital proficiency standards for residents. They are intended to “empower” the individual as the “driver” of the process.

Standard	Description of Observed Demonstration of Skills
1. Empowered Learner	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. Digital Citizen	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
4. Innovative Designer	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. Computational Thinker	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. Creative Communicator	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. Global Collaborator	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

American Library Association

The American Library Association (ALA) recognizes that digital literacy, as with information literacy, requires skills in locating and using information in critical thinking. ALA further states that digital literacy involves knowing digital tools and using them in communicative, collaborative ways through social engagement. The ALA Digital Literacy Task Force defined digital literacy as “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”

Partnership for 21st Century Learning

The Partnership for 21st Century Learning, a national advocacy organization that promotes the integration of technology in education, classifies Digital Literacy along 3 dimensions:ⁱ

- Information Literacy: Ability to efficiently access, critically evaluate, innovatively utilize, and successfully manage information for various purposes while adhering to ethical and legal standards.
- Media Literacy: Ability to examine the function of media and effectively analyze and utilize messages received through various forms of media.
- Information Communication Technology: Ability to successfully utilize digital technologies as a tool to research, organize, evaluate and communicate information

Diverse Statewide Experience Informs Essential Digital Literacy Proficiency Skills

CETF works statewide with a network of community-based organizations (CBOs) and public agencies to increase Digital Literacy. Since 2008 CETF Grantees and Partners have provided Digital Literacy Training to than 1M people, including: (a) delivering stand-alone training courses in community facilities; (b) assisting unconnected households become sufficiently digitally-proficient to sign up for an affordable home Internet service and acquire a computing device as part of achieving adoptions; (c) training parents of students participating in School2Home; (d) managing the City of San José Digital Inclusion Partnership Grants that require digital skills proficiency as part of achieving adoptions; (e) training parents of students receiving 25,000 Chromebooks in 2020-2021 purchased by Frontier Communications; (f) developing online training for T-Mobile Lifeline customers; and (g) supporting Promotoras with customized curricula for Telehealth. Drawing upon this experience, CETF developed the Self-Assessments for each of the 3 Elements in the UNESCO Framework that focus on the most essential Digital Literacy Skills reported by CBOs and participants in training programs.

In the meantime, UNESCO published a new rubric of Digital Literacy Competencies. In 2018 the UNESCO Institute for Statistics (UIS), the UN depository for global statistics in education, science, technology, culture and communications, began development of a new methodology for measuring the "percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills." To this end, UIS conducted comprehensive syntheses of existing frameworks and in-depth consultations to obtain expert feedback on the proposed Competencies. This work is documented in Information Working Paper No. 51, available at: <https://bit.ly/2VsJwql>. The UIS UNESCO Competencies Framework delineates 5 Competence Areas and related Competencies for use worldwide in training and certification programs. The 5 Competence Areas are: (1.0) Information and Data Literacy; (2.0) Communication and Collaboration; (3.0) Digital Content Creation; (4.0) Safety; and (5.0) Problem Solving. UIS also added an optional Area (0.0) related to devices, hardware and software operations, and a graphical user interface. Each Competence Area has 3-8 Competencies, each more complex than the previous one. The Competencies emphasize personal data security and social media digital identity and span the Digital Literacy 3 Elements. Attached is a matrix showing the relationship of the Competencies to the Framework 6 Elements (Appendix 1).

CETF incorporated the new Competencies Framework into an updated Self-Assessment Tool structured with 5 Questions for each of the 3 Elements to focus on the 15 most essential Skills. The Assessment has a 5-point rating scale (with symbols recommended by Grantees to help overcome language barriers) for sufficient diagnosis and differentiation of Digital Literacy Proficiency to appropriately group participants for Courses and tailor Training. Attached is the Self-Assessment Tool for the 3 Elements along with examples of Practice Exercises that serve as Observable Skills to verify Proficiency (Appendix 2). A standardized Assessment Tool provides the basis for evaluating and comparing performance among many different Digital Literacy Training programs statewide. It also accommodates the variations among CBOs who have tailored their Digital Literacy Training for the communities they serve while being able to collect common data for evaluation.

Digital Literacy Curricula

CETF developed Digital Navigator Training Curricula and Digital Literacy Course Curricula that align with the 6 Elements of the UNESCO Framework for Digital Literacy that are available at no cost to Grantees and Partners across California. Digital Literacy Courses are available in synchronous and asynchronous learning modalities to support the diverse needs and preferences of learners and include additional information, presentations, and activities about how to use mobile phones and the importance of cyber security.

Digital Navigator Tool Kit

CETF developed a Tool Kit to train Grantees and Partners to be Digital Navigators by providing them with the knowledge and skills needed to assist community members in a culturally-sensitive way to effectively access and utilize digital resources. This includes connecting to the Internet, using digital devices, and leveraging online tools and services. Additionally, CETF provides individual coaching and quarterly Learning Communities to share best practices and support Grantees and Partners in achieving their Digital Inclusion goals and outcomes.

Digital Literacy Courses

In collaboration with Parent University, based in Fresno in the San Joaquin Valley, CETF developed a 12-hour series of Digital Literacy Courses aligned to the UNESCO Framework for households needing or wanting both (a) basic Digital Literacy and/or (b) introduction for workforce training. The first 3 Courses (6 hours of training) are foundational for unconnected residents who need basic Digital Literacy Training (based on their Pre-Self-Assessment score), and are aligned with the first 3 Elements (Access, Manage, Integrate) of the UNESCO Framework. The second 3 Courses (6 hours of training) are for learners who score proficient (15 points or higher) on their Pre-Self-Assessment, and are ready for more intermediate/advanced Digital Skills Training that prepares them for the workforce. These Courses are aligned with the last 3 Elements (Evaluate, Create, Communicate) of the UNESCO Framework. The Courses are designed to be delivered in a live, interactive, group setting (synchronous learning modality) and are available in English, Spanish, and Vietnamese. Attached are the Facilitator Guides that outline the course learning objectives and targeted outcomes for each class (Appendix 3).

DigitalLearn Online Courses

CETF adopted the Public Library Association (PLA) DigitalLearn platform and branded a sub-site called *GetConnected! California* to provide free, online, self-paced Digital Literacy Courses (asynchronous learning modality) for households who prefer this option. To date, 30 Courses have been customized to align with the 6 Elements of the UNESCO Framework, and learners are incentivized to complete a Pre-and-Post Self-Assessment to measure their Digital Literacy Proficiency. The courses are easily accessible at getconnected.digitalearn.org, and are available in English and Spanish; additional languages will be available soon, beginning with Vietnamese. Attached is a flier for community members with simple instructions about how to access the site and establish an account using their phone number (Appendix 4).

California Emerging Technology Fund
UNESCO Digital Literacy Competences Aligned to Framework 3 Elements
June 2021

ELEMENT 1: ACCESS	Competency Description
0.1 Physical Operations of Digital Devices	<i>To identify and use the functions and features of the hardware tools and technologies.</i>
4.1 Protecting Devices	<i>To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and</i>
4.2 Protecting Personal Data and Privacy	<i>To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used.</i>
1.1 Browsing, Searching and Filtering Data, Information and Digital Content	<i>To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.</i>
1.2 Evaluating Data, Information and Digital Content	<i>To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.</i>
Element 2: MANAGE	Competency Description
2.1 Interacting through Digital Technologies	<i>To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.</i>
2.2 Sharing through Digital Technologies	<i>To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.</i>
2.3 Engaging in Citizenship through Digital Technologies	<i>To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.</i>
Element 3: INTEGRATE	Competency Description

California Emerging Technology Fund
UNESCO Digital Literacy Competences Aligned to Framework 3 Elements
June 2021






3.1 Developing Digital Content	<i>To create and edit digital content in different formats, to express oneself through digital means.</i>
2.6 Managing Digital Identify	<i>To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.</i>
PROBLEM-SOLVING	This is an optional short course.
5.1 Solving Technical Problems	<i>To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).</i>
5.2 Identifying Needs and Technological Responses	<i>To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).</i>
5.4 Identifying Digital Competence Gaps	<i>To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.</i>








Confidential Digital Literacy PRE Self-Assessment

Welcome to the Digital Inclusion Program dedicated to helping you get connected at home to the Internet to save you time and money and to support your household needs. Please answer the following questions to help us assist you. Your answers are confidential.






1. How hard are the following tasks for you to do without help from someone?

Digital Literacy Element 1: ABILITY TO <u>ACCESS</u> ONLINE INFORMATION	1 Very Hard 	2 Hard 	3 Unsure 	4 Easy 	5 Very Easy 
a. Understand the basic features of a computer including: Operating Systems (Apple IOS, Android, Windows); Internet Browsers (Safari, Google Chrome, Microsoft Explorer); and Software Applications (Google Workspace and Microsoft Office)?					
b. Protect your computer with secure passwords and security software?					
c. Search for information online about health, jobs, school, housing, DMV, and other public services?					
d. Protect your online accounts (email accounts, bank accounts, and shopping accounts) from scams?					
e. Compose and send an email (and create an email account if needed)?					

2. How hard are the following tasks for you to do without help from someone?

<p align="center">Digital Literacy Element 2: ABILITY TO <u>MANAGE</u> ONLINE INFORMATION</p>	<p align="center">1 Very Hard </p>	<p align="center">2 Hard </p>	<p align="center">3 Unsure </p>	<p align="center">4 Easy </p>	<p align="center">5 Very Easy </p>
a. Communicate safely with others using text or email?					
b. Send photos or other documents as an attachment to an email?					
c. Start and join a video conference call using applications, such as Zoom, WhatsApp, or others?					
d. Use a personal social media account safely, such as Facebook, YouTube, WhatsApp, or others?					
e. Access and view a public meeting online, such as city council, school board, or neighborhood meeting?					

3. How hard are the following tasks for you to do without help from someone?

<p align="center">Digital literacy Element 3 ABILITY TO <u>INTEGRATE</u> ONLINE INFORMATION</p>	<p align="center">1 Very Hard </p>	<p align="center">2 Hard </p>	<p align="center">3 Unsure </p>	<p align="center">4 Easy </p>	<p align="center">5 Very Easy </p>
a. Submit online forms, such as a job application, driver's license renewal, or school registration?					
b. Create digital content, such as a resume, note to your child's teacher, or a photo album?					
c. Take or download a photo and edit it using tools, such as cropping and save for future use?					

d. Use your device to make a short video (about 10 seconds) to share with others online?					
e. Make sure your social media posts and other online content you make protects your reputation?					

4. Are you willing to be contacted in the future to see how the Digital Inclusion Partnership has helped you and your family? Yes _____ No _____

Thank you for taking the time to complete this Pre-Self-Assessment. Your answers are confidential. We look forward to helping you get connected to the Internet at home and learning to use a computing device to help you and your family save time and money.



DIGITAL LITERACY COURSE (Basic) FACILITATOR'S GUIDE

CLASS 1: ACCESS Finding Information You Need

OVERVIEW

Class 1 is the first in a 6-part series of digital literacy classes for adults. It includes information you can use to introduce participants to the basic knowledge and skills they need to access and use digital tools, including computer basics and software. The presentation includes information on conducting Internet searches, creating and using an email account, and evaluating the information found on the Internet. Additionally, the presentation contains basic information on how to set safe passwords and other online safety tips. The presentation includes numerous opportunities for participants to practice and review. The facilitator should review the participants' self-assessments to gauge their current knowledge of this information and identify areas of uncertainty so you can adjust the presentation accordingly.

LEARNING OBJECTIVES

During this class, participants will be introduced to and explore the following:

- Understand the basic features of a computer and its software.
 - Types of hardware and their features (input vs. output).
 - Software (Operating System vs. Applications).
 - Important digital icons in software applications.

- Searching the Internet to access information.
 - About search engines and safety features.
 - Search strategies and domain names.
 - Search strategies for videos.

- Using the Internet.
 - Online safety tips.
 - Family resources.
 - Email: setting up and using.

TARGETED OUTCOMES

Once participants have completed this class, they will know how to:

- Explain the basic features of a computer and its software.
- Search the Internet to access information.
- Safely use the Internet.

MATERIALS

- Slide presentation with activities for each topic.
- A digital device for each participant with Internet access.
- Projector and/or screen for demonstration.
- Handouts or digital resources for reference as needed; provided in the instructions.

AGENDA

Facilitators should use the following agenda as a guide for their presentation of the class. In most cases, the final agenda should reflect the results of the Pre Self-Assessment.

Topic	Instructions
Welcome and Introductions	Greet participants and review the basics: <ul style="list-style-type: none">● Introductions● Intended Length of Session● Breaks
Objectives of the Class	<ul style="list-style-type: none">● Understand the basic features of a computer and its software.● Know how to search the Internet to access information.● Know how to safely use the Internet.
Target Outcomes	Let participants know that at the end of the class, we hope they will know how to: <ul style="list-style-type: none">● Explain the basic features of a computer and its software.● Search the Internet to access information they need.● Safely use the Internet to protect themselves from scams.
Present the Material	Using presentation slides and handouts, review the materials and guide participants to explore ways to use a computer and safely search the Internet to meet outcomes above. <ul style="list-style-type: none">● Computer Basics.● Icons to know.● Searching for information online.● Evaluating information.● Creating an email account.● Password and online safety.

Review and Closing	Thank participants for attending. <ul style="list-style-type: none">• Review objectives and answer questions.• Ask participants to complete Element 1: Access of the Post Self-Assessment.• Review the date for the next class.
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DIGITAL LITERACY COURSE (Basic) FACILITATOR'S GUIDE

CLASS 2: Manage Communicating with Others

OVERVIEW

Class 2 is the second in a 6-part series of digital literacy classes for adults. This class builds on the foundational materials covered in class 1. A primary focus is on using the Internet to communicate with others safely. For example, participants learn how to send emails with attachments, join a video call, use social media, and evaluate information more carefully. The presentation begins by having participants take a deeper dive into Internet safety. The presentation includes numerous opportunities for participants to practice and review. The facilitator should review the participants' self-assessments to gauge their current knowledge of this information and identify areas of uncertainty so you can adjust the presentation accordingly.

LEARNING OBJECTIVES

During this class, participants will be introduced to and explore the following:

- Internet Safety
 - Easy Tips including personal responsibility.
 - Cookies and browser security features.
 - Phishing Scams and how to avoid them.

- Managing email.
 - Composing with attachments.
 - Responding
 - Managing email accounts.

- Video Conferencing and Social Media.
 - Join a Zoom or other video platform.
 - Using social media: YouTube, Facebook, etc.
 - Identifying 'Fake News.'

TARGETED OUTCOMES

Once participants have completed this workshop, they will know how to:

- Manage cookies and avoid phishing attempts.
- Manage and fully use their email accounts.
- Join a Zoom call and a social media platform.

MATERIALS

- Slide presentation with activities for each topic.
- A digital device for each participant with Internet access.
- Projector and/or screen for demonstration.
- Handouts or digital resources for reference as needed; provided in the instructions.

AGENDA

Facilitators should use the following agenda as a guide for their presentation of the class. In most cases, the final agenda should reflect the results of the Pre Self-Assessment.

Topic	Instructions
Welcome and Introductions	Greet participants and review the basics: <ul style="list-style-type: none">• Introductions• Intended Length of Session• Breaks
Objectives of the Class	<ul style="list-style-type: none">• Safely communicate with others.• Know how to manage an email account.• Know how to join a video conference and social media.
Target Outcomes	Let participants know that at the end of the class, we hope they will know how to: <ul style="list-style-type: none">• Manage cookies and avoid phishing attempts to protect themselves online.• Manage and fully use their email accounts to communicate with others.• Join a zoom call and a social media platform to interact with others.

Present the Material	Using presentation slides and handouts, review the materials and guide participants through the following topics: <ul style="list-style-type: none">• Safety and Communications• Sending emails with attachments.• Joining video calls.• Joining social media.• Evaluating Information (fake news).
Review and Closing	Thank participants for attending. <ul style="list-style-type: none">• Review objectives and answer questions.• Ask participants to complete Element 2: Manage of the Post Self-Assessment.• Review the date for the next class.



DIGITAL LITERACY COURSE (Basic/Intermediate) FACILITATOR'S GUIDE

CLASS 3: INTEGRATE Making and Sharing Content with Others

OVERVIEW

Class 3 is the third in a 6-part series of digital literacy classes for adults. This class introduces participants to knowledge and skills that will enable them to make and edit digital content in different formats to express themselves through digital means. You will help participants learn how to use digital tools to write, take photographs, and make a video and share these products with others through slides and activities. The basics of social media are also presented. Additionally, participants will learn how to modify, refine, and incorporate content from others in their digital products and understand how copyright and licenses are applied to data, information, and digital content. As each new topic is covered, the participants develop a product of their own. The presentation includes numerous opportunities for participants to practice and review. The facilitator should review the participants' self-assessments to gauge their current knowledge of this information and identify areas of uncertainty so you can adjust the presentation accordingly.

LEARNING OBJECTIVES

During this workshop, participants will be introduced to and explore the following:

- Ways to Make and Share Digital Content (Varies Depending on Device).
 - Word, Pages, Google Docs
 - Photography
 - Videos (with slide presentations)

- Tips for Incorporating and Sharing Content From Others.
 - Adding Content to a Form.
 - Downloading Images from the Internet.
 - Posting to a Social Media Account.

- Copyright Issues that Apply to Content Development.
 - Legal Issues
 - Ethical Issues
 - Individual Rights and Responsibilities

TARGETED OUTCOMES

Once participants have completed this class, they will know how to:

- Submit a form online.
- Make a digital document to share with others (resume or note to teacher).
- Take and or download a photo and save for future use.
- Know how to make a social media post that does not compromise their reputation.

MATERIALS

- Slide presentation with activities for each topic.
- A digital device for each participant with Internet access.
- Projector and/or screen for demonstration.
- Handouts or digital resources for reference as needed; provided in the instructions.

AGENDA

Facilitators should use the following agenda as a guide for their presentation of the class. In most cases, the final agenda should reflect the results of the Pre Self-Assessment.

Topic	Instructions
Welcome and Introductions	Greet participants and review the basics: <ul style="list-style-type: none">● Introductions● Intended Length of Session● Breaks
Objectives of the Class	<ul style="list-style-type: none">● Tools for Making, Saving and Sharing Content.● Tips for Incorporating Content from Others.● Copyrights Basics.
Target Outcomes	Let participants know that at the end of the class, we hope they will know how to: <ul style="list-style-type: none">● Demonstrate their ability to make a digital product on their own.● Make digital products that incorporate content from others into their product.● Explain the copyright issues associated with their product.
Present the Material	Using presentation slides and handouts, review the following material and guide participants to explore ways to make content. <ul style="list-style-type: none">● Documents and Online Forms● Slide Presentations● Images and Photography● Videos● Social Media● Copyright Basics

Review and Closing	Thank participants for attending. <ul style="list-style-type: none">● Review objectives and answer questions.● Ask participants to complete Element 3: Integrate of the Post Self-Assessment.● Thank participants for completing the course and provide them with their Certificate of Completion OR review the date for the next class (if applicable).
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DIGITAL LITERACY COURSE (Intermediate) FACILITATOR'S GUIDE

CLASS 4: Evaluate Assessing Information You Need

OVERVIEW

Class 4 is the fourth in a 6-part series of digital literacy classes for adults. It includes information you can use to introduce participants to the knowledge and skills they need to assess and manage information using cloud-based applications (Google Search, Scholar, Docs, and Drive) available through Google Workspace for personal, academic, and business purposes. The presentation includes information on sharing permissions, backing up and restoring files to protect data. Additionally, the presentation contains information on how to critically evaluate online sources and real-time collaboration on documents. The presentation includes numerous opportunities for participants to practice and review. The facilitator should review the participants' self-assessments to gauge their current knowledge of this information and identify areas of uncertainty so you can adjust the presentation accordingly.

LEARNING OBJECTIVES

During this class, participants will be introduced to and explore the following:

- Understand the benefits and applications of Google Workspace.
 - Evaluating differences between a cloud-based suite of applications versus a desktop-based software suite.
 - Sharing and setting up permissions to protect data and prevent unauthorized access.
 - Setting up backup and restore options to protect files.
- Navigate Google Search and Scholar.
 - Critically evaluating online sources to ensure the reliability and credibility of information.
 - Applying techniques to find specific information and save time.
 - Applying features to expand on research.
- Navigate Google Drive and Docs
 - Organizing and managing files and sharing folders with permissions.
 - Access and restore files from any device with an Internet connection.
 - Collaborating in real-time on documents using features (e.g. comments, suggestions).

TARGETED OUTCOMES

Once participants have completed this class, they will know how to:

- Explain how Google Workspace is a suite of cloud-based productivity and collaboration applications.
- Use tools and features available in Google Search and Scholar to assess the information you need for personal, academic, and business purposes.
- Use tools and features in Google Drive and Doc for personal academic and, business purposes.

MATERIALS

- Slide presentation with activities for each topic.
- A digital device for each participant with Internet access.
- Projector and/or screen for demonstration.
- Handouts or digital resources for reference as needed; provided in the instructions.

AGENDA

Facilitators should use the following agenda as a guide for their presentation of the class. In most cases, the final agenda should reflect the results of the Pre Self-Assessment.

Topic	Instructions
Welcome and Introductions	Greet participants and review the basics: <ul style="list-style-type: none">● Introductions● Intended Length of Session● Breaks
Objectives of the Class	<ul style="list-style-type: none">● Understand the benefits and applications of Google Workspace.● Know how to navigate Google Search and Scholar.● Know how to navigate Google Drive and Docs.
Target Outcomes	Let participants know that at the end of the class, we hope they will know how to: <ul style="list-style-type: none">● Explain how Google Workspace is a suite of cloud-based productivity and collaboration applications.● Use the tools and features available in Google Search and Scholar to assess the information you need for personal, academic, and business purposes.● Use the tools and features in Google Drive and Docs for personal, academic, and business purposes.

Present the Material	Using presentation slides and handouts, review the materials and guide participants to explore ways to use Google Workspace to increase productivity and collaboration through the following topics: <ul data-bbox="423 310 1104 510" style="list-style-type: none">• Understanding cloud-based suite of applications.• Evaluating sources.• Searching for information.• Accessing and storing files.• Sharing and collaborating documents.
Review and Closing	Thank participants for attending. <ul data-bbox="423 594 1352 743" style="list-style-type: none">• Review the objectives and answer questions.• Ask participants to complete Element 4: Evaluation of the Post Self-Assessment.• Review the date for the next class.



DIGITAL LITERACY COURSE (Intermediate/Advanced) FACILITATOR'S GUIDE

WORKSHOP 5: Create Generating Information to Communicate with Others

OVERVIEW

Class 5 is the fifth in a 6-part series of digital literacy classes for adults. This class builds on the foundational materials covered in class 4. A primary focus is on using cloud-based applications (Google Slides, Maps, Translate, and YouTube) available through Google Workspace to develop presentations to communicate with others for personal, academic, and business purposes. For example, participants will learn how to create presentations using templates, format them using themes, and enhance them by embedding and referencing multimedia sources. Participants will also learn how to search for locations on a digital map, create custom digital maps, and translate text and voice messages to communicate information. The presentation includes numerous opportunities for participants to practice and review. The facilitator should review the participants' self-assessments to gauge their current knowledge of this information and identify areas of uncertainty so you can adjust the presentation accordingly.

LEARNING OBJECTIVES

During this class, participants will be introduced to and explore the following:

- Understand the features of Google Slides, Maps, Translate, and YouTube.
 - Collaborating in real-time on presentations.
 - Sharing presentations and maps with permissions and authorizing access.
 - Backing up and restoring presentations and maps.
- Navigate Google Slides and Maps.
 - Creating presentations using templates and saving documents.
 - Formatting presentations using themes and layouts.
 - Searching for locations and making maps using markers, routes, locations, street view, and layering.
- Navigate Google Translate and YouTube.
 - Translating text and voice messages.
 - Enhancing presentations by embedding multimedia.
 - Referencing multimedia in presentations.

TARGETED OUTCOMES

Once participants have completed this class, they will know how to:

- Explain how to use the features of Google Slides, Maps, Translate, and YouTube to generate information to communicate with others.
- Use the tools and features available in Google Slides and Maps to create custom presentations and maps for personal, academic, and business purposes.
- Use the tools and features of Google Translate and YouTube to communicate information in different languages and using multimedia sources for personal, academic, and business purposes.

MATERIALS

- Slide presentation with activities for each topic.
- A digital device for each participant with Internet access.
- Projector and/or screen for demonstration.
- Handouts or digital resources for reference as needed; provided in the instructions.

AGENDA

Facilitators should use the following agenda as a guide for their presentations of the Workshops. In most cases, the final agenda should reflect the results of the Pre Self-Assessment.

Topic	Instructions
Welcome and Introductions	Greet participants and review the basics: <ul style="list-style-type: none">● Introductions● Intended Length of Session● Breaks
Objectives of the Class	<ul style="list-style-type: none">● Understand the features of Google Slides, Maps, Translate, and YouTube.● Know how to navigate Google Slides and Maps.● Know how to navigate Google Translate and YouTube.
Target Outcomes	Let participants know that at the end of the class, we hope they will know how to:

	<ul style="list-style-type: none"> ● Explain how to use the features of Google Slides, Maps, Translate, and YouTube to generate information to communicate with others. ● Use the tools and features available in Google Slides and Maps to create custom presentations and maps for personal, academic, and business purposes. ● Use the tools and features of Google Translate and YouTube to communicate information in different languages and using multimedia sources for personal, academic, and business purposes.
Presenting the Material	<p>Using presentation slides and handouts, review the materials and guide participants to explore ways to use Google Workspace to increase productivity and collaboration through the following topics:</p> <ul style="list-style-type: none"> ● Collaborating in real-time on presentations. ● Creating and formatting presentations. ● Embedding and referencing multimedia in presentations. ● Translating text and voice messages. ● Searching for locations and creating maps using markers, routes, locations, street view, and layering.
Review and Closing	<p>Thank participants for attending.</p> <ul style="list-style-type: none"> ● Review objectives and answer questions. ● Ask participants to complete Element 5: Create of the Post Self-Assessment. ● Review the date for the next class.



DIGITAL LITERACY Course (Advanced) FACILITATOR'S GUIDE

WORKSHOP 6: Communicate Presenting Information to Others

OVERVIEW

Class 6 is the last in a 6-part series of digital literacy classes for adults. This class introduces participants to cloud-based applications (Google Forms, Sheets, Calendar, and Photos) available through Google Workspace to persuasively present information to others for personal, academic, and business purposes. The presentation includes information on how to organize schedules, set reminders, and plan tasks. Participants will create customized forms to collect, evaluate, and present information effectively using photos and videos. Additionally, the presentation contains information on Integrating cloud-based applications to increase productivity. The class includes numerous opportunities for participants to practice and review. The facilitator should review the participants' self-assessments to gauge their current knowledge of this information and identify areas of uncertainty so you can adjust the presentation accordingly.

LEARNING OBJECTIVES

During this class, participants will be introduced to and explore the following:

- Understand the features of Google Forms, Sheets, Calendar, and Photos.
 - Integrating cloud-based applications to increase productivity.
 - Sharing forms, sheets, calendars, and photos with permissions and authorizing access.
 - Backing up and restoring data.
- Navigate Google Calendar and Photos.
 - Organizing schedules, scheduling events, setting reminders, and planning tasks.
 - Integrating multiple calendars to effectively manage time.
 - Organizing, editing, searching, and sharing photos and videos.
- Navigate Google Sheets and Forms.
 - Creating and customizing surveys quizzes, applications, and other forms to collect data.
 - Creating and formatting spreadsheets to analyze data.
 - Integrating Forms with Sheets to collect and analyze data efficiently.

TARGETED OUTCOMES

Once participants have completed this class, they will know how to:

- Explain how to use the features of Google Forms, Sheets, Calendar, and Photos to persuasively present information to others.
- Use the tools and features available in Google Calendar and Photos to manage time and visually present information for personal, academic, and business purposes.
- Use the tools and features available in Google Sheets and Forms to efficiently and effectively collect and present information for personal, academic, and business purposes.

MATERIALS

- Slide presentation with activities for each topic.
- A digital device for each participant with Internet access.
- Projector and/or screen for demonstration.
- Handouts or digital resources for reference as needed; provided in the instructions.

AGENDA

Facilitators should use the following agenda as a guide for their presentations of the class. In most cases, the final agenda should reflect the results of the Pre Self-Assessment.

Topic	Instructions
Welcome and Introductions	Greet participants and review the basics: <ul style="list-style-type: none">● Introductions● Intended Length of Session● Breaks
Objectives of the Class	<ul style="list-style-type: none">● Understand the features of Google Forms, Sheets, Calendar, and Photos.● Know how to navigate Google Calendar and Photos.● Know how to navigate Google Sheets and Forms.
Target Outcomes	Let participants know that at the end of the class, we hope they will know how to: <ul style="list-style-type: none">● Explain how to use the features of Google Forms, Sheets, Calendar, and Photos to present information to others.● Use the tools and features available in Google Calendar and Photos to manage time and visually present information for personal, academic, and business purposes.● Use the tools and features available in Google Sheets and Forms to efficiently and effectively collect and present information for personal, academic, and business purposes.

Present the Material	Using presentation slides and handouts, review the materials and guide participants to explore ways to use Google Workspace to increase productivity and collaboration through the following topics: <ul style="list-style-type: none">● Integrating cloud-based applications.● Organizing schedules, scheduling events, setting reminders, and planning tasks.● Organizing, editing, searching, and sharing photos and videos.● Creating and customizing surveys quizzes, applications, and other forms to collect data.● Creating and formatting spreadsheets to analyze data.
Review and Closing	Thank participants for attending. <ul style="list-style-type: none">● Review objectives and answer questions.● Ask participants to complete Element 6: Communicate of the Post Self-Assessment.● Thank participants for completing the course and provide them with their Certificate of Completion.



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