Eight Components of Digital Navigation  
Session I Trainer Notes

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| **Topic** | **Notes** |
| **Welcome/Objective** |  |
| * Introduce yourself. * Presentation Agenda * Objective of Eight Components of digital navigation: At literacy MN we found that the eight components of digital navigation are what is needed to ensure that learners in ABE programs are able to participate. | Slide #2  Slide #3 |
| **Digital Navigation vs digital navigator** |  |
| * Digital navigation is providing assistance with digital literacy skills and finding access to devices and trainings. * Digital Navigators are volunteers or staff that assist learners through digital navigation. This can be assisting the student with digital literacy skills, finding a device or connecting learners to ongoing digital navigation training. | Slide #4 |
| **Three Legged stool: Digital Equity** |  |
| * Stated by the NDIA : “**Digital Equity** is a condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy and economy.” * The three legged stool is often used as a term to describe digital equity. * Devices, skills and access * Digital Navigation provides the assistance with training or accessing each of the parts of the stool. | Slide #5 |
| **The eight components of digital navigation** |  |
| * Literacy MN created a list of eight components that are essential when providing digital navigation. These component may already be provided in your program by a staff or teacher. | Slide #6 |
| **Component #1 Assessing program and student needs**   * There are two parts in assessing, one is assessing program needs and the other assessing student needs. * Assessing the programs is important because it show what the program already has in terms of digital navigation and areas that might need more support. * It is important to assess the student’s needs so that they are able to fully participate in programming. | Slide #7 |
| **Notes on Assessing programs** |  |
| * Allows programs to see where they are already providing digital navigation and where they might need to improve. * Assessing provides an insight on if a program is able to hire assistance for digital navigation or if they want to use their own staff. * Literacy Minnesota has created a generic program assessment that is helpful in determining wither or not a program offers one of the components. * Share Lit MN program assessment | Slide #8  Slide #9 |
| **Notes on assessing student needs** |  |
| * Assessing students is important because it is a means of learning what their needs are. * Assessments can be used during intake. * Assessments are helpful with figuring out what the students existing digital literacy skills are or if they are in need of a device. * Share Northwest Services survey-Great way to learn what students need to participate in programming and a good way to send out a lot of sruveys. * Share open door learning survey- great example of short and quick assessment for intake with learners. | Slide #10  Slide #11  Slide #12 |
| **Component #2 Accessing Devices for Learners** |  |
| * Having access to a device is crucial for learners to be able to participate in their programming. * Programs have different ways of offering access to devices:   Onsite computer labs  Lending devices  Giving devices  Connecting to outside organizations   * Some programs have specific staff who assist with finding access to devices for learners. Some are tech support, teachers or volunteers. | Slide #13 |
| **Component #3 Accessing the Internet for learners.**   * For some programs, internet is a high need for their learners and for other learners it is not. * When Literacy Minnesota Surveyed the ABE programs on the eight components, we found that most programs do not provide internet to their students to take home. Most programs will connect students to resources where they can access free or reduced internet. * Learners are able to access internet through the program buildings or around their communities. | Slide #14 |
| **Component # 4 Configuring Software and Devices** |  |
| * Students need access to the software to participate in programming and outside opportunities. * Configuring software and devise provides that support for students, preloading any software needed for the student to use for programs. * This can be done by s specific staff person, some programs have their tech support doing this. A teacher an also assist with this. | Slide #15 |
| **Initial Training for Students** |  |
| * Initial training for students is based on what their already existing skill level is for the device they will be using. * The intake assessments for students is great for learning what the student’s initial skill level is. * Initial training consists of learning how to turn on the computer, charge the computer, connecting to Wi-Fi. * Some programs provide this already by having the teacher or intake/ tech support assist with initial training for students. * This can also mean opening a browser, using software needed for programming and email. | Slide #16 |
| **Provide Ongoing Digital Navigation Support** |  |
| * Important in encouraging digital skill learning. * Provides support for ongoing skill training. * Northstar digital literacy curriculum * Digital literacy skill push ins from Hubbs Center. Adam from hubs center visits classes once every two weeks to provide digital literacy skill training for 30 minutes during classes. Adam taught beginning computer courses and also has a website for students and teachers to access for the resources he created. * Providing on demand support for students | Slide #17 |
| **Navigating Tech Support** |  |
| * While surveying ABE programs, we found that providing tech support was a larger issue than expected. Some programs did have specific staff to provide tech services and other had teachers providing a majority of the tech support. * Beneficial develop a plan to support students with their tech support issues. * Help student verbalize what the issue is and how to communicate that with the tech support wither that is the programs specific tech support or wherever the learner received their device. | Slide #18 |
| **Providing Wrap Around Navigation** | 7:35pm |
| Many programs have in house services that assist with :   * Job searching * Houseing * Access to devices * Education resources * Child Care   Providing wrap around navigation is important because it allows learners to feel supported both in school and outside. Supporting the learner as a whole provides allows them to be present in school. | Slide #19 |
| **Break out room** |  |
| Have participants break into breakout rooms or small groups if the presentation is in person, and chat about how they would use the eight components in their programs or if they see where they already have some or all of the eight components. | Slide #20 |
| **Questions** |  |
| Allow for questions | Slide #21 |
| **One Strategy** |  |
| **D. I. E.**   * Describe the behavior * Interpret the behavior objectively * Evaluate – what do you want to do about it? | Slide #31  Slide #32  Slide #33  Slide #34 |
| **Remember that…** |  |
| Learning center coordinators and other volunteers can help. | Slide #35 |
| **Activity: The Story of My Name** | 7:50pm |
| Model the activity  Debrief (if time)   * What about this activity is cultural? * Why would you want to do cultural activities in the classroom? | Slide #36 |
| **A parting thought about culture/BREAK** | 8:00 pm |
|  | Slide #37 |
| **Accountability and Assessment** | 8:10pm |
|  | Slide #38 |
| **Assessment it great!**   * For student motivation * For level placement * For accountability (with the exception of a handful of programs, all those we work with are state-funded) | Slide #39  Slide #40  Slide #41  Slide #42 |
| **Accountability** | Slide #43 |
| **Accountability: the standardized test** | Slide #44 |
| **Why use the CASAS?**   * K-12 funding is per student; ABE funding is a lump sum with a cap; MLC receives about $6 per contact hour, but only up to the cap * It’s approved by the State of MN * It’s easy to administer * It’s designed for adult language learners (a highly researched test, first used in CA and piloted in MN) | Slide #45  Slide #46  Slide #47  Slide #48 |
| **360 Competencies** (core skills adults need to succeed in their roles as family members, community members, and workers) | Slide #49 |
| **Identify…** | Slide #50 |
| **Communicate…** | Slide #51 |
| **Different types**   * Math, listening, reading, etc. * Most learning centers use listening and reading tests | Slide #52 |
| **The Format** | Slide #53 |
| **5 levels**  Show group the 5 tests | Slide #54 |
| **Multiple Choice**   * Answer sheet * Skills unfamiliar to some of our learners | Slide #55 |
| **One hour** | Slide #56 |
| **Don’t answer every question correctly – what?!** | Slide #57 |
| **Get to know the CASAS (Scavenger Hunt)** | 8:20pm |
| Go over instructions   * Do example in Form 27 or 28 as group * Ask each group to write a challenge on the board | Slide #58 |
| **What problems…?**  Debrief/discuss the CASAS challenges and solutions  What activities could you do in class to help students with test-taking skills? | Slide #59  Share pdf example from Nikki’s class |
| **Using Authentic Materials** | 8:45pm |
| What are authentic materials?  Using them is a best practice.  Group does activity and shares favorite item, | Slide #60 |
| **Conclusions – Using authentic materials** | Slide #61 |
| **Wrap Up**  Review objectives | Slide #62 |
| **Pre-Test** | 9:15pm |
| Explain purpose  Ask everyone to give themselves 10 minutes  Let them know they can leave when they finish! |  |