How to be a Digital Navigator Trainer Notes

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| **Topic** | **Notes** |
| **Agenda** |  |
| Welcome  Digital Equity  Digital Navigation Overview  Digital Navigation and the Eight Components  Digital Navigation Best Practices  Northstar Digital Literacy | Slide #2 |
| **Who We Are** |  |
| A non-profit leader and a driving force behind the latest developments in literacy learning.  Extensive experience with Adult Basic Education including English Language Learning and High School Equivalency  Nationally recognized for advocacy, best practices, and educational materials  [https://www.literacymn.org](https://www.literacymn.org/) | Slide #3 |
| **The Digital Divide** |  |
| * 24% of adults in the US lack basic digital literacy skills * Digital literacy skills are needed in order for everyone to be able to participate fully economically, socially and politically. * There is a large gap in digital literacy skills in the United States. Access to devices and digital literacy skills are difficult in areas of the US. * COVID-19 has exacerbated the gap due to the already difficulty of access to devices, internet and digital literacy skills for communities in Minnesota and the United States. | Slide #4 |
| **Digital Equity** |  |
| * Digital equity is explained like three legs of a stool. Each is needed in order for the stool to stand up correctly. * Devices- In order for a learner to grow their digital literacy skills learning, they need access to devices. * Access- Access means access to devices and resources to provide the necessary tools for digital equity. * Skills- Skills means the skills needed in order to participate in programming, using the device or anything else important for a learner to know about when using a device. This also means once using the device further skill training on other aspects of digital literacy skills. | Slide #5 |
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| **Being a Digital Navigator** |  |
| * Prior advanced training to a degree is not needed to be a digital navigator. * A little bit of basic knowledge on computers and devices wil be helpful. * You can also learn as you go, just being open to learning on the go is really helpful. * Helpful to understand each of the eight components as they will be a majority of how you could provide digital navigation. | Slide #6 |
| **Eight Components of Digital Navigation** |  |
| * + Assess student and program needs   + Devices for learners   + Internet for learners   + Configuring devices for learners   + Provide initial training on software and devices   + Provide ongoing digital literacy skill training   + Provide tech support   + Wrap around navigation support. | Slide #7 |
| **Possible Digital Navigator Roles** |  |
| * Set up devices * Provide initial training for clients * Ongoing training / check-ins * Digital literacy and life goal setting * Tech support assistance * Basic digital literacy instruction | Slide #8 |
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| **Assessing Program and Student Needs** |  |
| * Assessing program and student needs means assisting with finding resources or tools to help both learn what they need in terms of digital navigation. * Assessing programs can mean sharing a survey with programs with the list of the eight components and ask if they have staff/ volunteers. This will help the program decifer what they already have in terms of digital navigation and where they might be in need. * Assessing student’s needs is similar to assessing program needs. Assessing student needs is very important in order to help the student with the correct resources so they are able to fully participate in class and thrive out of class. * Both can be done by staff, volunteers or digital navigators. * Literacy Minnesota Program Assessment was created an assessment for programs to help them decide what further assistance is needed. * Open door learning center uses a short survey when onboarding their students. It’s helpful because it is shorter and has the key questions that their program wants to know. * Northwest Services COOP created a survey of student needs for a Technology Cohort. Northwest Services COOP used this survey to gather information on student needs * This survey is really helpful to gather a lot of information and keeping it in one place. | Slide #9  Slide#10  Slide #11  Slide #12 |
| **Access to Devices** |  |
| * Access to devices in key in order for students to be able to fully participate in programing. * Some programs offer onsite computer labs, lending devices out, giving devices out or connecting students to outside organizations. * If assisting a learner that is in need of purchasing a computer, PC’s for People and Tech Dump are both great organizations that offer reduced pricing on devices. | Slide #13 |
| **Access to Internet** |  |
| * For some learners internet access isn’t as important of a need because they have access to it or know where to access internet. For others internet is something that is very much a high priority need. * Literacy Minnesota surveyed a group of ABE programs across Minnesota and found that very few programs provided wifif for their learners. * Some programs shared that their student would access free public wifi. * There are also hotspot lending programs that can be found in libraries or other organizations. The St Paul Public Libraries offer a hot spot lending program. * Low-cost or subsidized wifi programs are also available as an option for learners in need of internet access. | Slide #14 |
| **Configuring Software and Devices** |  |
| * Providing the out of box experience for learners with their new devices or existing device. * Set up new computer so it is ready for programming. * Configuring hot spots/Wi-Fi so they are compatible with the device and the learner is comfortable using them. * Update systems software so it is the most up to date. * Download program software for the learner. * Bookmark any relevant pages that the learner may need for class or for out of the classroom use. | Slide #15 |
| **Initial Training for Leaners** |  |
| * The initial training should be based on how the learner will be using the computer for the program and in their day to day lives. * Basic device use is a good place to start. Assist the learner with turning on the device, charging the device, and how to connect to wifi. * Have the learner create a password for their device that is something they remember and maybe keep it somewhere safe. * Opening a browser and other software on the device. | Slide #16 |
| **Ongoing Digital Navigation Training** |  |
| * Regular check ins about how device skills are doing. * Check ins with learners to help with any problems that the student has. * Future digital literacy skill learning. Northstar, courses offered at their sites. * Digital Push ins- Adam Keiffer with HUBBS Center created Digital Literacy Skill push ins to help both the teachers and the students keep up on their digital skill learning. * One-to-one tutoring * On Demand support | Slide #17 |
| **Navigating Tech Support** |  |
| * Understand how your organization will handle learners with tech issues. How can you as a digital navigator assist programs with this step? * In the program assessment you will learn more what the programs have in terms of digital navigation support. * Learn what the tech support policy/process is * Consider providing an initial level of in-house tech support   + Is it a tech issue or is it user error?   + Naming the problem?   + How can client communicate the issue to tech support vendor? * Go over how to help learners communicate with IT support. | Slide #18  Slide #19 |
| **Wrap-Around Navigation** |  |
| * Wrap around navigation means assisting learners in the program with any assistance that is not provided by the class or teacher. This means assisting the learner with finding resources for needs outside of the classroom. * This could mean connecting the learner to social services, job assistance, chld care, other forms of education..etc. * A good tool for social services is the handbook of the streets for the Twin Cities. You can find a copy at your local library or online. | Slide #20 |
| **Tips for Remote Navigation** |  |
| * If the program you are a part of is still providing remote learning or if you are providing remote navigation, here are a few tips for you. * Go slowly through each step of the navigation process with the learner. Since it is over the phone/over zoom connection can be choppy and the learner might not have the skills yet. * Check in with the learner/yourself about communication. You might have to repeat yourself if there is a connection issue or rephrase yourself if you and the learner are having a difficult time understanding each other. * Check understanding each step of the way. Ask the learner “What do you see on your screen?” What just happened or is happening to your computer?” * Practice with yourself or another coworker on describing a screen or program. This will help you with describing to the learner what they should see on a screen or describing how to navigate the device. | Slide #21 |
| **Digital Navigation Resources** |  |
| List Resources | Slide #22 |
| **Contact Information** |  |
| Share contact information/thank you | Slide #23 |