Digital Empowerment for ESL Learners: Exploring the DART Curriculum

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Digital ATDN

View the slides and recording in Canva

Goal and Objectives

Goal
Empower your learners by enhancing both their language proficiency and digital literacy using the DART Curriculum.

Objetives
- Explore what is the DART Curriculum
- Learn about the results from the DART Curriculum Pilot
- Ways we can use the DART Curriculum in your agency

What is DART?

- The Digital Access and Resilience in Texas (DART) is a free curriculum that consists of 20 lessons that target beginner ESL learners in developing digital literacy skills that bridge into the Northstar Digital Learning Program.
- Adapted from the **Tyson A-OK To Access curriculum.**
- Glenda Rose and Denise Guckert are the authors of Digital Access and Resilience in Texas.

CURRICULUM PROGRESSION FOR DIGITAL LITERACY DEVELOPMENT

DART CURRICULUM

- For pre-beginner, beginner ESL & digital literacy learners
- Incorporates Northstar beginning on lesson 10
- Great as a supplemental resource!

DIGITAL SKILL LEVEL

ENGLISH LANGUAGE LEVEL

NORTHSTAR

- For learners with a 212+ CASAS reading score
- Assess students at entry
- Offer self-pace modules
- Earn certificates & badges
- Track student progress
- Available in Spanish

DIGITAL SKILL LEVEL

ENGLISH LANGUAGE LEVEL

GOOGLE APPLIED DIGITAL SKILLS

- Requires basic digital literacy skills
- Track student progress with Google Classroom (optional)
- Self-pace modules
- Earn certificates
- Available in Spanish

DIGITAL SKILL LEVEL

ENGLISH LANGUAGE LEVEL

Areas

Areas	Lessons
Keyboard	1 - 6
Security	7-8
Parts of a Computer	9
Using a Computer	10-11
Going Online	12-13

Areas	Lessons
Creating Accounts	14-16
Safety	17
Searching	18
Troubleshooting	19
Review	20

NORTHSTAR

DART Highlights:

DART provides plenty of guidance, handouts and other resources. Here are a few standout features on how DART can be used:

- DART works well as a supplement of Northstar to target gaps in digital literacy development across the different modules.
- DART serves as a ramp to build the foundational skills for learners that do not have the required CASAS 211 reading score.
- DART is written to provide guidance for teaching digital literacy with ESL strategies that support learners (for tutors)

DART Highlights:

DART includes estimated instructional hours to complete the DART curriculum for various types of learners.

Student Audience	Instructional Hours
Advanced ELLs (NRS 5 and 6)	20-30
Intermediate ELLs. (NRS 3 and 4). Some lessons will need to be repeated.	25-35
Beginning ELLs (NRS 0-2) who can read and write in a language that uses the Roman alphabet but who have no familiarity with the English alphabet. Several lessons may need to be repeated, especially those that require the English alphabet, numbers, and symbols.	30-40
Beginners (NRS 0-2) who can read and write in a language that uses a non-Roman alphabet but who have no familiarity with the English alphabet. Most lessons will need to be repeated.	35-45
Beginners (NRS 0) who cannot read or write in their own language or in English. These students will need almost all lessons to be repeated and will do best by working one-on-one with a tutor. It is suggested to teach these students orally in their native language as much as possible because with no background in literacy, it is difficult for them to learn to read and write in any language, much less in one they do not speak.	50+

Table from pg. 10's DART's **A Foundational Digital Literacy ESL Curriculum** document

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Excerp from the curriculum based on a class of recent Afghan refugees with limited English oral skills and alphabet knowledge:
"The curriculum recommends introducing only seven letters of the alphabet per class session, so the teacher might spend an hour of four separate class sessions introducing and practicing the English alphabet before moving on to Lesson 2 [...] This group of students would need between **15 and 20 hours** of instruction spread over 8 to 10 weeks to master content in Lessons 1 through 6."
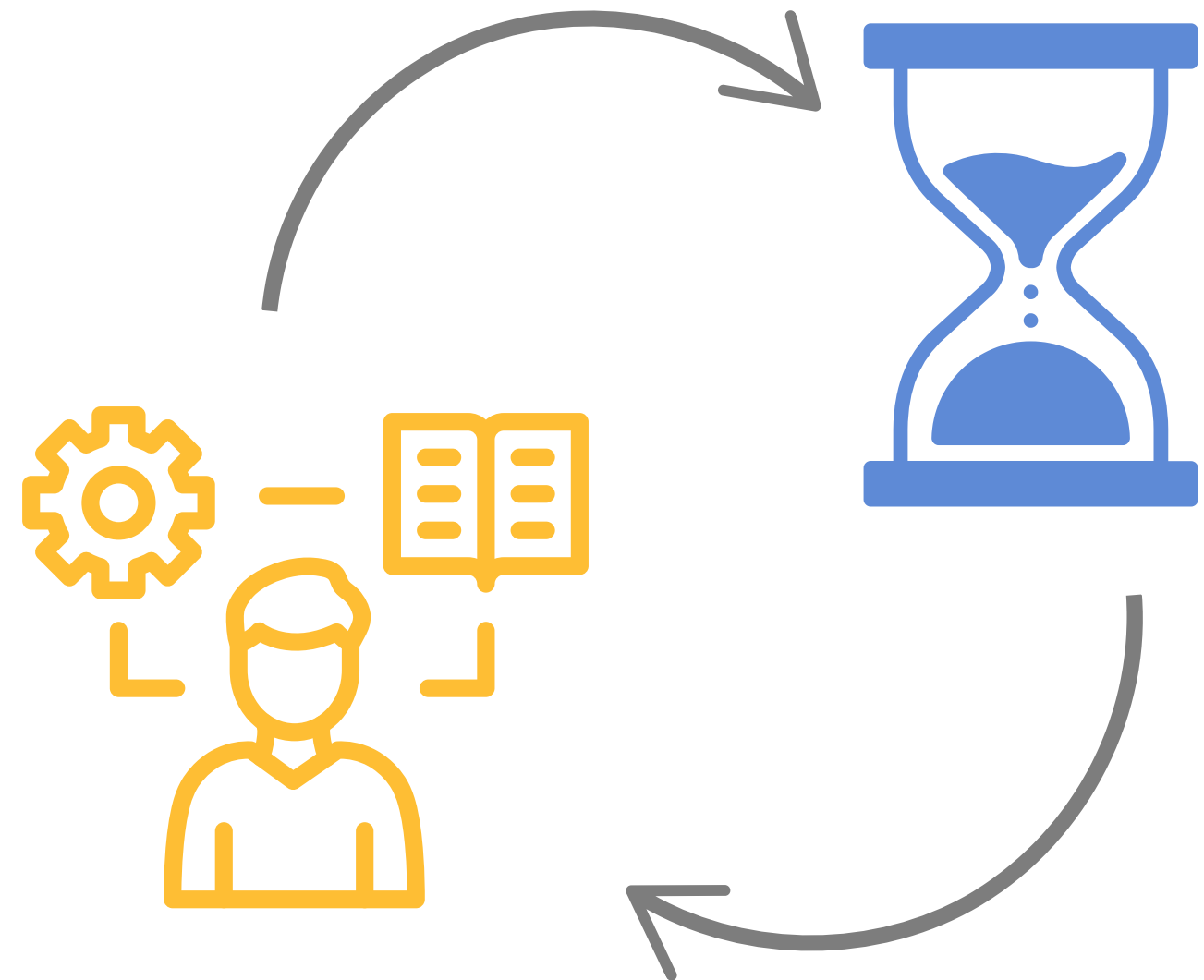
Reflection

"Time is a precious commodity when trying to teach the basics."

DART Pilot User

Reflection

Just like learning a new language or learning a new skill, building digital skills requires *TIME* and *PRACTICE*. Developing proficiency in using the mouse and keyboard is contingent to the **opportunities** that we can provide.

EdTech Routines
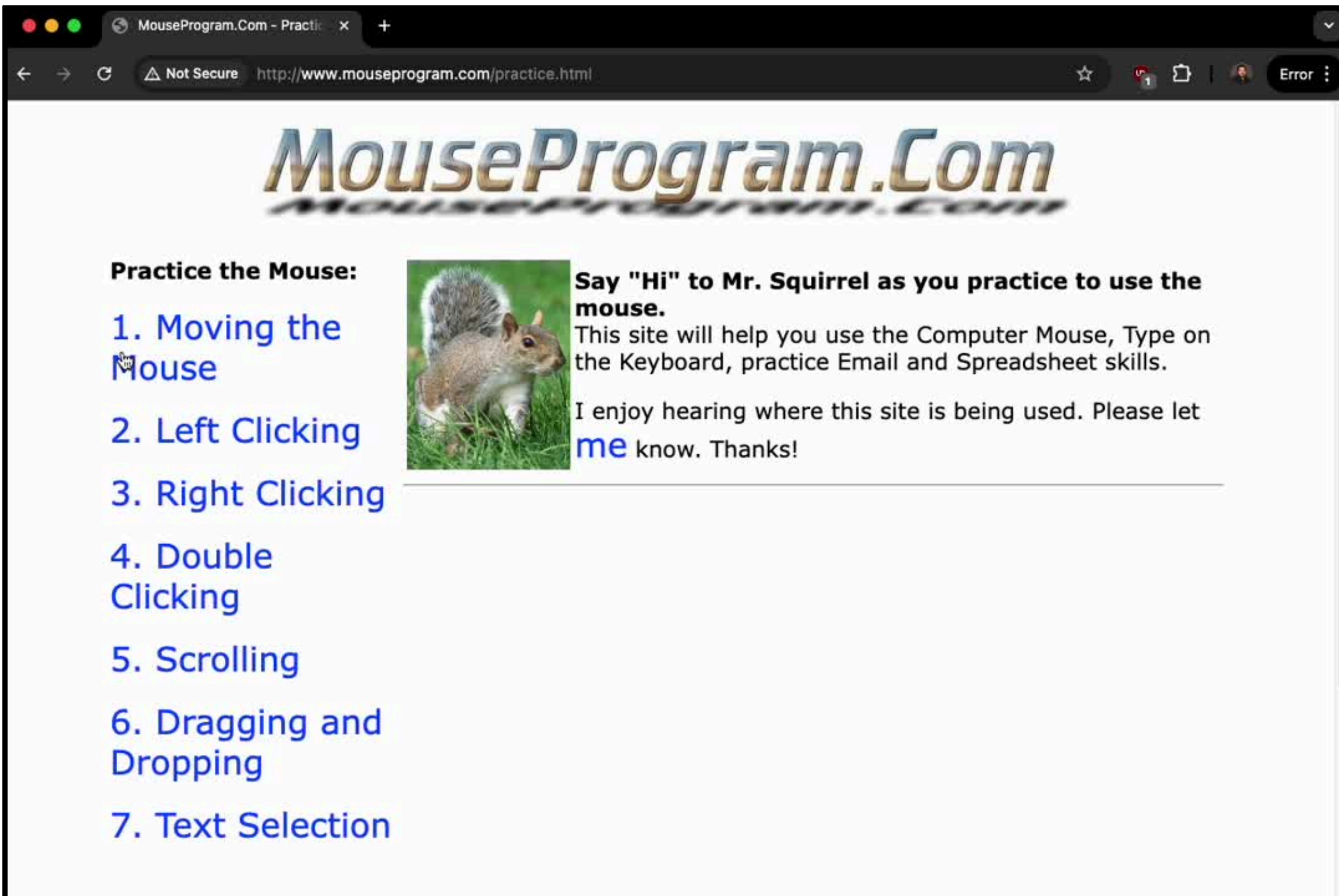
A way to provide additional opportunities is by creating **EdTech routines** to develop these skills. An EdTech routine is an activity that uses technology to engage learners in the learning process. It doesn't require elaborate processes, but it can be applied or adapted across multiple academic areas or skills:

- Keyboard
  - <u>Typing.com</u> (intentional practice)
  - <u>Flippity</u> Typing Test activity (controlled scenarios)
    - <u>ESL Story Banks</u> includes the stories as reusable "typing tests"
      - Examples: <u>Car Problems & The Right Bus</u>
- Mouse activities (in the next few slides)

Time and Practice #1: Intentional Practice

Digital Skills used in this activity:

Relative to the activity being worked on:
- **Northstar Standards:**
  - **BSC 6**. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links))
  - **BSC 7**. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click)
  - **BSC 8**. Drag and drop
  - **BSC 9**. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling)
- **Seattle Digital Equity Digital Skills (SDEI):**
  - **EF.4** Use the Mouse and Keyboard

Additional Practice:

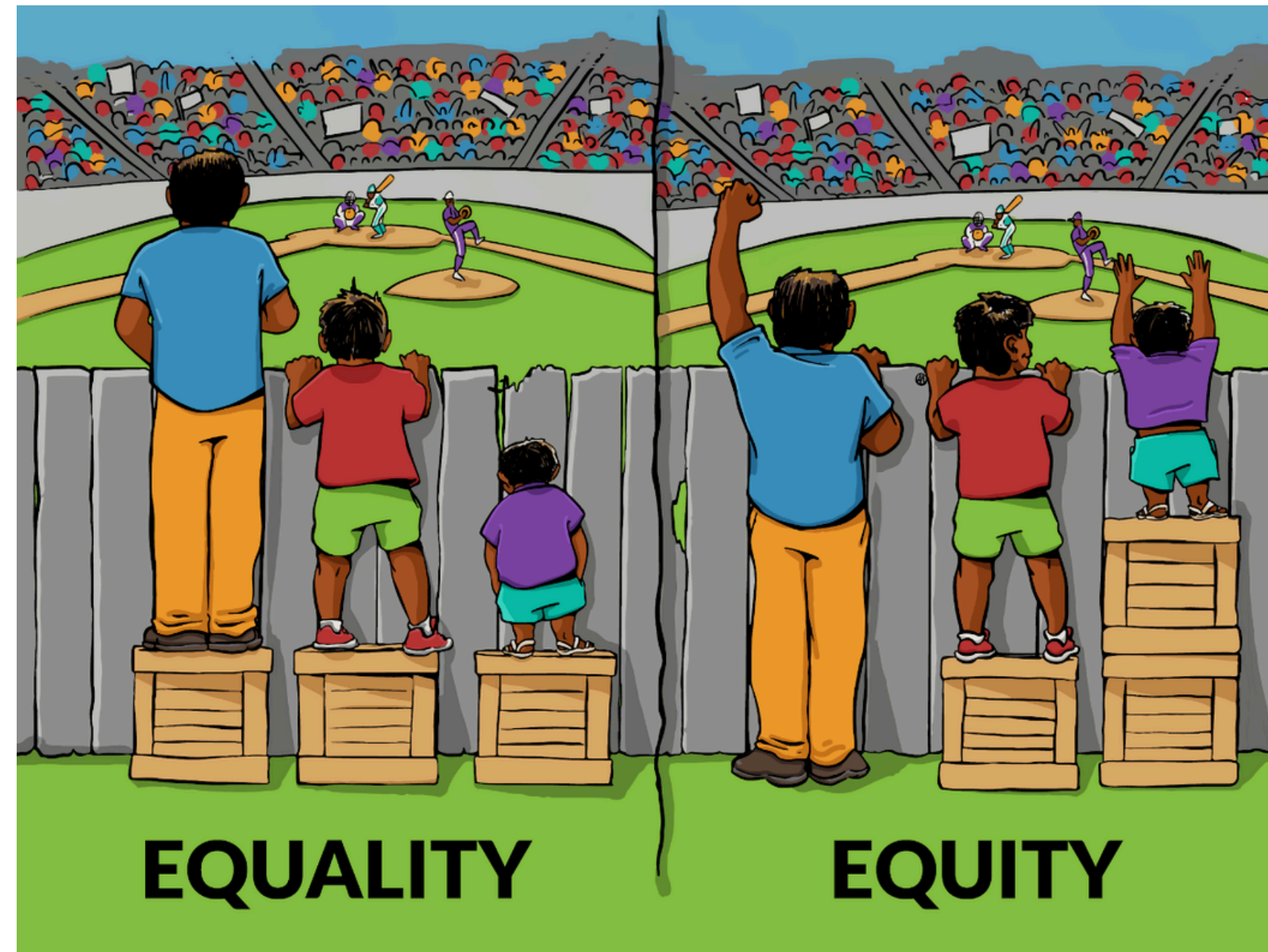Mouse House – Mouse Games that use the mouse to interact.

Mouse Program (the video to the left) – Activities that react based on the mouse interaction.

Time and Practice #1: Intentional Practice

Turn and Talk Activity

Describe what you see in this image.
How can you apply this when we talk about Digital Literacy?

Note:
This image is from the Equality vs. Equity lesson packet from the Change Agent, which is an excellent resource to consider as EdTech routines.

Turn and Talk Activity

"Integrating technology in the classroom doesn't require an overhaul of your teaching methods. It's the intention behind each activity that builds on the skills learners need to grow and achieve their goals."
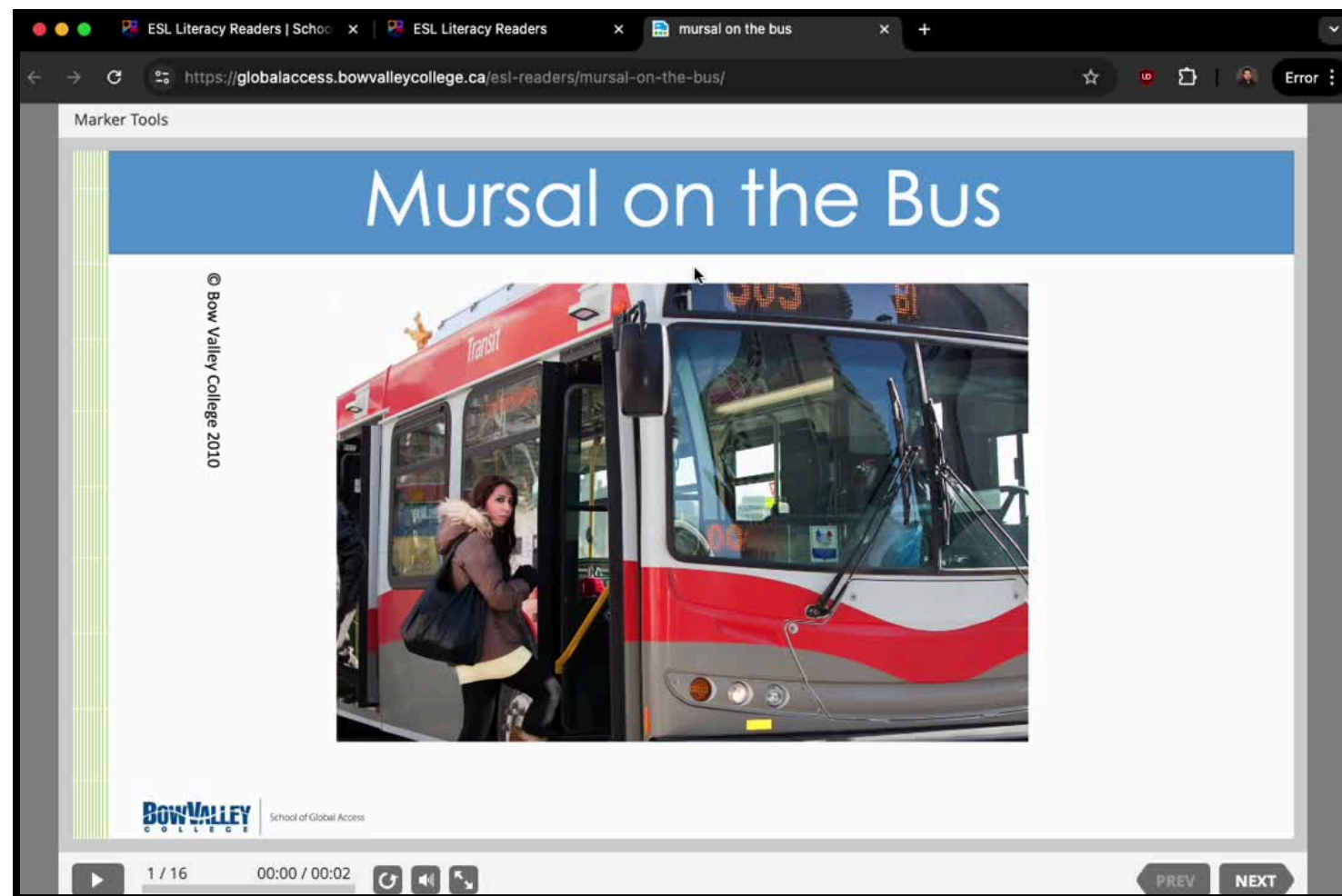**Jose Adorno**
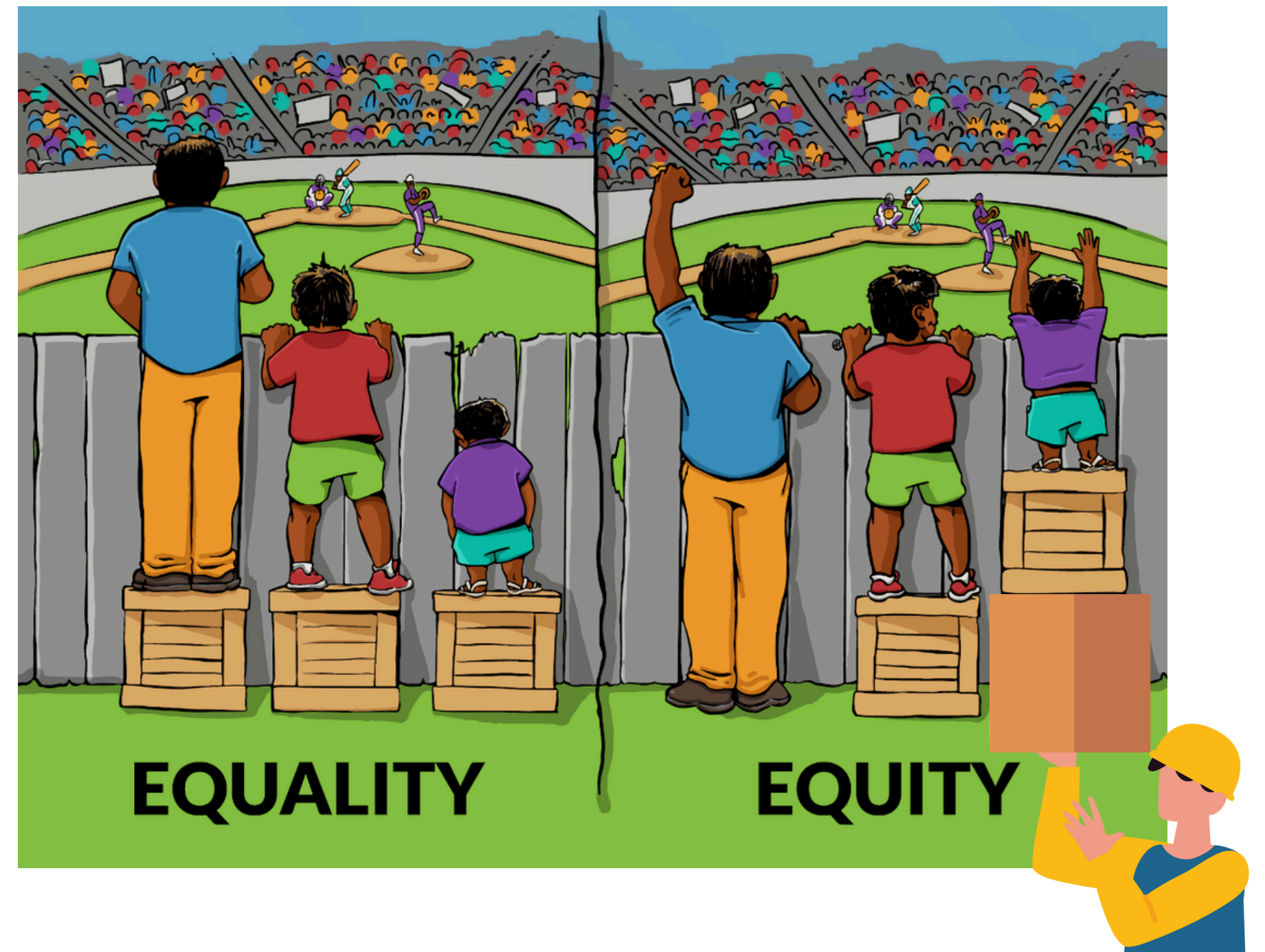
Time and Practice #2: Controlled Scenarios

The following examples are using the *ESL Literacy Readers* Resource by Bow Valley College.

Scenario #1

Provide a direct link to the story. Learners focus on using the media player buttons while minimizing website navigation.
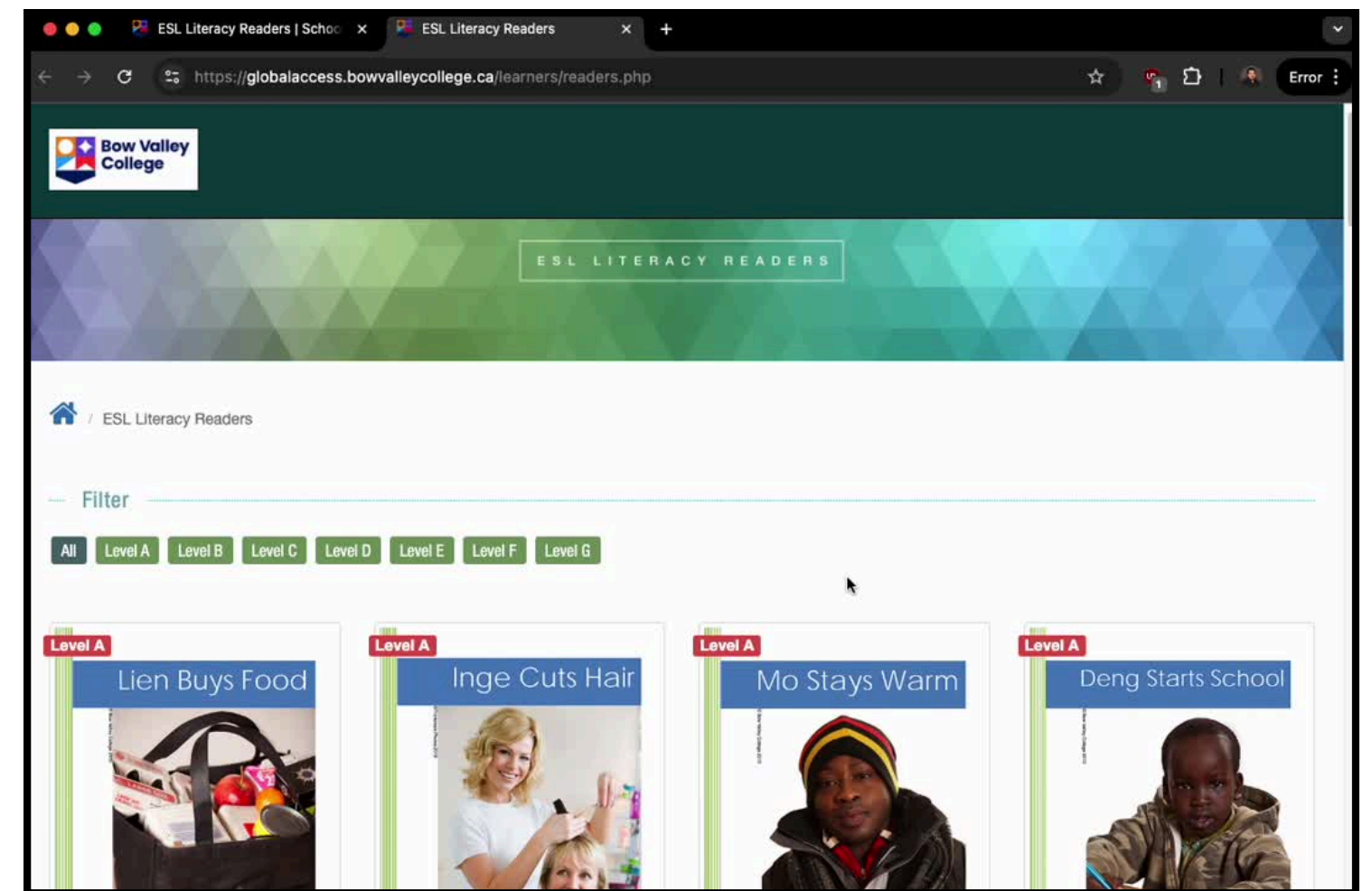
Example: Listen to the story **Mursal on the Bus**.

Scenario #2

Provide a link to the story selection. Learners follow instructions to find the reading selection assigned from the teacher.

Example: Listen to the story **Mark Goes to the Dentist**. You can find it under the Level C section of the page.

Time and Practice #3: Controlled Scenarios

Scenario #1
Provide a direct link to the story. Learners focus on using the media player buttons while minimizing website navigation.

Example: Listen to the story **Mursal on the Bus**.

Digital Skills used in this activity:
- **Northstar Standards:**
  - **BSC 6**. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links))
  - **BSC 7**. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click)
  - **BSC 10**. Access and control audio output features (volume, mute, speakers and headphones)
- **Seattle Digital Equity Digital Skills (SDEI):**
  - **EF.4** Use the Mouse and Keyboard

Scenario #2
Provide a link to the story selection. Learners follow instructions to find the reading selection assigned from the teacher.
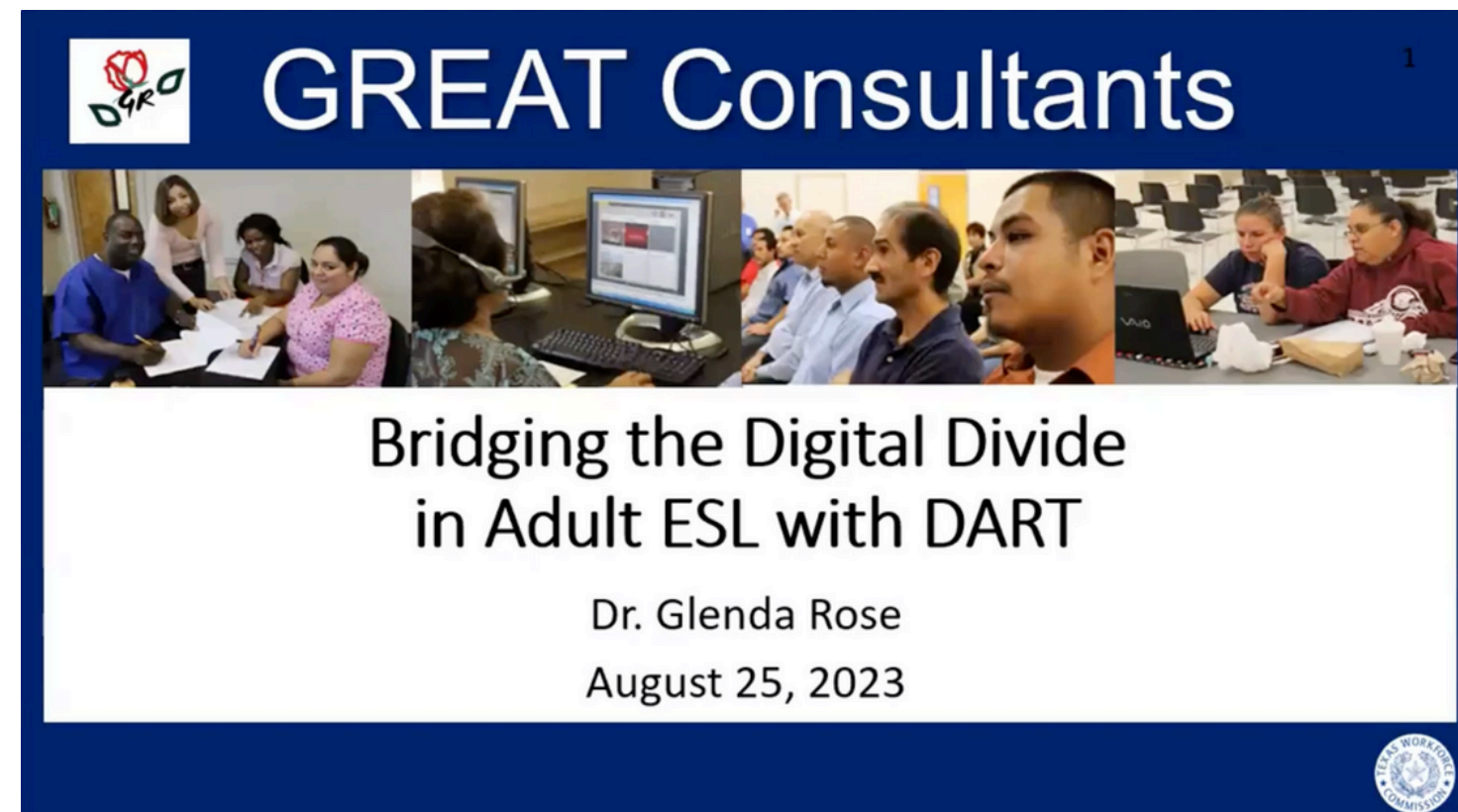
Example: Listen to the story **Mark Goes to the Dentist**. You can find it under the Level C section of the page.

Digital Skills used in this activity:
- **Northstar Standards:**
  - **BSC 6**. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links))
  - **BSC 7**. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click)
  - **BSC 9. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling)**
  - **BSC 10**. Access and control audio output features (volume, mute, speakers and headphones)
  - **IB.13 Demonstrate ability to scroll up and down a page and left and right on a page.**
  - **IB.14 Identify and make use of common website interactions (e.g., play buttons, hyperlinks).**
  - **IB.15 Identify and work with tabs and windows.**
- **Seattle Digital Equity Digital Skills (SDEI):**
  - **EF.4** Use the Mouse and Keyboard

Basic Solutions

The Basic Solutions section in this presentation is part of the **Bridging the Digital Divide in Adult ESL** presentation, a workshop from Glenda Rose that introduced the DART curriculum to the CT Pilot team.

[Recording](#) | [Slides](#)

Basic Solutions 1: Integrate

INTEGRATE digital literacy. Avoid making it a separate lesson. Where does digital literacy naturally fit. How can you integrate digital literacy:

- in the introductions unit?
- in the food unit?
- in the shopping unit?
- in the health unit?
- in the housing unit?

Something to think about...

A learner may not know how to use a computer, but could be proficient at completing the same or similar tasks on their phone.

Basic Solutions 2: Paper First

Start with activities on paper. Then move to devices.

What we learned through the application during the pilot:
- We need more printouts (additional practice)
- We used the curriculum to differentiate from Northstar when students needed additional scaffolding.

Basic Solutions 3: Scaffold

Start with what they know! For example, what do they know about their phones?

- Do they know their email address?
- Do they know their password to the app store?
- Do they know how to download an app?
- Do they know how to do a Google search?
- What else can you help them learn about using their phone?

ASSESSING STUDENTS' DIGITAL LITERACY

01 CASAS ETESTING

- What was the overall test experience?
- Where they able to use the mouse/touchpad?
- Was there a language barrier?
- What was the learner's score?

02 NORTHSTAR SCREENERS

- The screeners assess whether learners have the level of computer skills required to take the assessments? They can be found under **Resources - Other Resources - Screeners.**
  - Basic Screener Eng. | Span.
  - Interactive Screener Eng. | Span.

03 NORTHSTAR ASSESSMENTS

- Identify the digital literacy skills learners posses at the beginning of a module.
- Track skills developed through lesson completion, assessments, and reports.
- The curriculum is already aligned to the standards.

04 DIVERSE LEARNER CHECKLIST

- References the Seattle Digital Skills Framework.
- Includes "I Can Statements" to help visualize the digital skills in different contexts.
- Organizes the digital skills by diverse learner types to inform on the relevancy across roles.

DIGITAL ATDN BRIDGES DIGITAL LEARNING CHECKLIST

The **Digital ATDN BRIDGES Digital Learning Checklist** is based of the Diverse Learner Checklist and the correlations of SDEI, Northstar, and ISTE standards from the Bridges Framework. This checklist is different because:

- The SDEI digital skills **include the correlated standards** from Northstar and ISTE if applicable.
- The SDEI digital skills have **tallies** of what Diverse Learner profiles have that skill included.
- There are **multiple filters to view selected digital skills** and skills within certain Diverse Learner Profiles.
- **Assessments were added for each SDEI domain** to identify key digital skills that need additional support and instruction.

The DART Pilot in CT: The Agency Selection

We had 8 agencies that participated in the pilot. The agencies selected were predetermined by their available digital literacy instruction, use of Northstar in their agency, and a consistent rate of modules completed and/or certificates awarded from Northstar.

- Wallingford Adult Education
- Farmington Continuing Education
- East Hartford Adult and Continuing Education
- Valley Regional Adult Education
- Bristol Adult Education
- New London Adult and Continuing Education
- New Haven Adult & Continuing Education
- Norwich Regional Adult Education

The DART Pilot in CT: Participation

Agencies participated in a 3-hour workshop with Glenda Rose, 2 DART Pilot Meetings, and agency focused implementation sessions that focused on walkthroughs or exploration of resources and lessons that supplemented both DART and Northstar.

The DART Pilot in CT: What was effective...

Good for beginners.

It eases students into the world of technology.

User friendly.

The curriculum greatly supports the learners with the use of digital devices and Burlington English.

Slowly introduces the students to both computer skills and simple vocabulary

It provides simple handouts and exercises.

Learners were able to complete more tech activities.

The students were better able to understand what all of the keys do (keyboard).

The DART Pilot in CT: What were some of the challenges...

Low beginners couldn't go very far due to limited experience with computers

More printable and digital handouts.

More videos.

Some resources are slightly outdated (Windows 10).

No assessments to identify mastery.

Preferable if lessons had more resources.

More time and DART Pilot Meetings

DART — Digital Access & Resilience in Texas

Click here to access the DART Curriculum Website

Click here to download the DART Curriculum PDF.

You can also download an editable version of the curriculum from the website.

Thank You

We're here to help!

If you need further support with digital equity, literacy, implementation or support, visit our website. We offer a range of resources, training, and strategies to help educators and agencies bridge digital divides and enhance digital literacy for adult learners. Explore our tools and services to continue making a difference!

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