

A Playbook for Fostering Digital Resilience through Instruction in Adult Education 2023

At a Glance

Digital resilience is defined by the Digital US Coalition as “the awareness, skills, agility, and confidence to be empowered users of new technologies and adapt to changing digital skill demands”¹. A teacher cannot teach digital resilience in just one lesson. Rather, it is fostered over time, as teachers help learners build the digital skills and confidence needed to participate in learning and provide opportunities for them to creatively make use of those skills in multiple contexts and over time. Digital resilience can be a goal in any adult learning context or by supporting learner use of digital technologies as they learn academic content. In this playbook, we demonstrate how this can be done in four different topic areas: workforce preparation, health literacy, financial literacy, and civics. Each is presented as a short scenario describing a lesson that integrates digital literacy instruction with a “resilience” approach achieved through use of routines.

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Table of Contents

<i>Fostering Digital Resilience</i>	5
<i>Orientation to the Playbook</i>	5
<i>Section Content</i>	5
<i>Resilience and a Focus on Routines</i>	6
<i>Dive In!</i>	7
Chapter 1: Workforce Preparation Lesson	8
<i>Digital Resilience for Real-World Tasks</i>	8
<i>Objectives of Digital Skills Instruction</i>	9
<i>Rationale</i>	9
<i>Lesson Context</i>	9
<i>Instructional Sequence</i>	11
<i>Conclusion</i>	13
<i>Edtech Routine for Workforce Preparation</i>	13
Chapter 2: Health Literacy Lesson	15
<i>Digital Resilience for Real-World Tasks</i>	15
<i>Objectives of Digital Skills Instruction</i>	15
<i>Rationale</i>	16
<i>Lesson Context</i>	16
<i>Instructional Sequence</i>	17
<i>Conclusion</i>	20
<i>Edtech Routine for Health Literacy</i>	20
Chapter 3: Financial Literacy Lesson	21
<i>Digital Resilience for Real-World Tasks</i>	21
<i>Objectives of Digital Skills Instruction</i>	22
<i>Rationale</i>	22
<i>Lesson Context</i>	23
<i>Conclusion</i>	26

<i>Edtech Routines for Financial Literacy</i>	26
Chapter 4: Civics Education Lesson	28
<i>Digital Resilience for Real-World Tasks</i>	28
<i>Objectives of Digital Skills Instruction</i>	29
<i>Rationale</i>	29
<i>Lesson Context</i>	29
<i>Instructional Sequence</i>	31
<i>Conclusion</i>	34
<i>Edtech Routine for Civics Education</i>	34
Parting Words	35
Appendix 1: Edtech Routine Template	36
<i>Introduction and Rationale</i>	36
<i>Guidelines for Using This Template</i>	37
Appendix 2: Transcript, Credibility Video	40
Endnotes	43

Fostering Digital Resilience

Digital resilience is defined by the Digital US Coalition as “the awareness, skills, agility, and confidence to be empowered users of new technologies and adapt to changing digital skill demands. Digital resilience improves capacity to problem-solve and upskill, navigate digital transformations, and be active participants in society and the economy.”² A teacher cannot teach digital resilience in just one lesson. Rather, it is fostered over time, as teachers help learners build the digital skills and confidence needed to participate in learning and provide opportunities for them to creatively make use of those skills in multiple contexts and over time. The goal of this approach to digital skills instruction is to prepare learners to be able to accomplish real-world tasks requiring use of digital technologies with confidence—no matter the task or where they are.

Orientation to the Playbook

Digital resilience can be fostered in any adult learning context by supporting learner use of digital technologies as they learn academic content. In this playbook, we demonstrate how this can be done in four chapters, each focused on a different topic area: workforce preparation, health literacy, financial literacy, and civics education. These topic areas are featured because they are in and of themselves contextualized, providing examples of core academic skills taught through instruction that prepares learners for relevant application in the real-world (e.g., financial literacy rather than math). Integrating digital skills instruction into them promotes learner digital resilience by scaffolding practice of digital skills in relevant real-life and work activities.

Section Content

Each chapter of the playbook, one for each topic area, includes the same sections:

- **Building Resilience for Real-World Tasks:** Description of how what is taught can support transferability of skills to support successful encounters with digital technologies out of the classroom.
- **Objectives:** A list of the relevant instructional objectives that shape the interactive learning units of the course, *Building Digital Resilience in Adult Learners*. These objectives are shared in order to give teachers an example of how professional capacities defined by those objectives show up in an example lesson. This section also shows an example of a learner goal statement, offering a suggested learner-oriented objective for the lesson.
- **Rationale:** How focus on digital resilience when teaching the subject area supports competencies accomplishing real-life tasks.
- **Lesson Context:** Description of the learners, setting, and background information for the lesson described in the scenario.

- **Instructional Sequence:** Description of the lesson(s) and key activities.
- **Conclusion:** Summary of key points.
- **Edtech Routine:** A detailed description of an activity described in the scenario that could be used as an instructional routine.

The instructional sequences included in each of the chapters vary slightly in scope and framing because they were authored by four different educators - each with a unique approach to instruction. These different descriptions across the four chapters offer the reader a variety of approaches to integrated digital skills instruction that lead to digital resilience.

Resilience and a Focus on Routines

Each chapter concludes with a completed example of what we call an “edtech routine”—the description of an instructional routine that makes use of a digital technology. Instructional routines are frequently repeated learning activities employed to provide learners with predictable experiences.³ Instructional routines that employ technology (i.e., edtech routines) provide learners with the opportunity to use the same digital tool multiple times. As learners get more comfortable and confident with the tool, the instructor can build on those skills and, over time, use the same digital tool in new contexts, use the same digital tool in expanded ways, and then eventually use different tools to perform the same function. The sequence of edtech use is what can build this resilience for use of digital technologies in class.

Digital resilience grows when learners build on this confidence and are encouraged to apply the skills outside of the classroom. The edtech routines shared here cover a range of learner levels and topic areas; however, it should be noted that use of the routines could occur, with alteration, at any learner level and embedded across traditional subject areas.

<i>Topic Area</i>	<i>Learners</i>	<i>Edtech Routine</i>
<i>Workforce Preparation</i>	Mixed-level English learners	Sharing Personal Information in Online Forms
<i>Health Literacy</i>	Beginner English learners	Recall or Sharing Information Using Voice Recorders
<i>Financial Literacy</i>	High School Equivalency	Notice and Wonder Using Padlet Computation with Google Sheets
<i>Civics Education</i>	Mixed-level English learners	Collaboration through Google Docs

Dive In!

This playbook is one of several resources created as part of the Digital Resilience for the American Workforce (DRAW) professional learning initiative funded by the U.S. Department of Education: Office of Career, Technical, and Adult Education. These resources are linked and refer back to each other, creating a cohesive learning experience. For example, the entire suite of resources rests on the findings of our landscape scan, the lessons described in the scenarios featured below represent examples of the objectives that define the course, *Building Digital Resilience in Adult Learners*, and each chapter here concludes with a description of an edtech routine presented using the template we provide as part of this set of resources.

Across all of these resources we mention that a teacher can't help a learner build digital resilience in just one lesson. It takes time to build skills and confidence. Similarly, a teacher can't be expected to read this playbook and then take on using all of the lessons and routines described here. Teachers should start by setting incremental goals to bring in one routine or try out one lesson, then move to mirroring an instructional sequence in a manner that fits their learners and setting. Start by selecting the context most relevant to your learners; then dig in!

Chapter 1: Workforce Preparation Lesson

Subject Matter Experts: Jamie Harris and Jennifer Duclos

Hiring practices vary in different cultures and, in the United States, much of the process is done online and remotely. Learners need to understand the steps in this process: decoding job descriptions, completing online job applications, and preparing for interviews. Successful completion of much of this process requires digital skills. For example, jobseekers must successfully navigate specific organization sites or job search sites such as Indeed, ZipRecruiter, or LinkedIn. Additionally, jobseekers need skills for searching the internet, evaluating online information, choosing appropriate tools, communicating effectively, and managing professional networks for the job search and application process.

This playbook chapter highlights parts of a semester-long project designed to familiarize learners with the overall process of hiring using role-play activities that require each learner to participate in both the employer and job applicant roles. The chapter also shows an example of how to intentionally integrate digital resilience into completing job applications—to do so, the instructor focuses on helping learners fill out forms online.

Digital Resilience for Real-World Tasks

There are many reasons to include digital resilience activities into instruction that covers workforce preparation topics, including:

- **Real-world workforce preparation challenge:** In the 21st century, most of the job application process is online. From gathering information about jobs available, to applying and interacting with others in the hiring process, each step requires digital skills and digital resilience to adapt to new demands and processes.
- **Building digital skills and confidence:** Through routine use of different types of online forms, adult learners develop digital skills and confidence in their abilities to complete various types of online applications using their own information.
- **Transferring digital skills to address workforce preparation challenges:** Once learners have developed digital skills and confidence with the digital instructional routine, they explore other types of online forms used in the job application and hiring process.



Objectives of Digital Skills Instruction

This activity allows educators to focus on the following objectives of digital skills instruction:

- **Instructional models, practice, resources:** Using educational technology resources to enhance student engagement and collaboration by creating activities that focus on engagement and collaboration through the use of educational technology tools.
- **Equity:** Building access, skills, and comfort using technology by implementing strategies and using resources for increasing student access to digital tools, broadening students' identities, building students' competence and confidence in digital spaces, and contextualizing digital skills to relevant student goals.

In the lesson described in this playbook section, the instructor works with the learners to set a goal for themselves: *I can complete a job application online in different formats.*

Rationale

The digital skills in this workforce preparation lesson offer learners an opportunity to practice digital skills in a safe environment directly linked to their areas of employment interest. Not only does this foster motivation, but the skills modeled, developed, and practiced can be directly applied to the lives of learners as they seek employment. To address digital resilience, learners are offered opportunities to work with forms created in different online platforms. This provides variations in formats and information entry, which encourages learners to build “the awareness, skills, agility, and confidence to be empowered users of new technologies and adapt to changing digital skill demands.”

Lesson Context

Learners

The English learners, enrolled in a Career Pathways English class, are a combination of recent immigrants and long-term residents of the community at high, beginning, and low-intermediate educational functioning levels. Learners are ages 18 to 65 years old, with a few sets of spouses. Learners' educational backgrounds range from four to six years of formal education to university degrees from their home country. Current work experiences include landscaping, food services, cleaning service, child care, and office support. Most of the learners are interested in other types of employment that provide a more sustainable wage, but none have applied or have gotten these types of jobs through their personal network.



What happens if learners do not have familiarity with Google Apps or have Google accounts? What would you do?

Class Setting

Classes are in-person in a local high school classroom that is Wi-Fi-enabled, with a projector and speaker system. Learners either bring personal laptops or borrow one of the program's Lenovo ThinkPads during class. Learners have Google accounts that give them access to Google Apps (e.g., Docs, Slides). Learners' familiarity with and frequent use of these tools vary greatly. Classes meet twice a week for three hours each, and there is new learner intake approximately every eight weeks.

In this class, learners have a goal of gaining or retaining employment. Therefore, the [Employability Skills Framework](#), which is included as one of the state's standards for adult education programs, is the primary framework for this class.⁴ Additionally, the [Seattle Digital Equity Initiative Digital Skills Framework: Workplace Domain](#) that addresses the digital skill needs of learners within the context of workplace preparation is used.⁵ The instructor also utilizes a project-based approach with learners working both in teams and individually during the English learning thematic area of Jobs and Employment.

To support learners' employability skill development and career planning, a College and Career Transitions Coordinator visits classes for mini workshops on resume writing, interviewing, and other related skills. These visits are in addition to the existing class activities and curriculum.

Background on Instruction

The activity described here is from one lesson that is part of a project-based learning unit. In it, learners engage in activities to see which character in a fantasy employment league for superheroes has the skills it takes to get hired. This semester-long unit offers learners a well-rounded view of the hiring process by letting them experience both an applicant's (that is the superhero character) and a hiring manager's perspectives. The project is broken into four rounds, each focused on a different aspect of the job application process.

- Round 1: Student employer teams create a job opening, with a corresponding job post and interview questions; learners learn what kind of information goes into a job posting, key vocabulary, and what kind of questions employers want to ask job applicants.
- Round 2: Student job applicants apply for a job opening; individually, learners craft a resume that will be attractive to the employer for the job opening, complete the online job application, and write an appropriate cover letter.
- Round 3: Student employer teams evaluate the applicants, invite top candidates for interviews, and inform unsuccessful applicants; learners are put in the position of hiring managers to learn what is important, valuable, or essential when applying for jobs.
- Round 4: Student job applicants write thank-you emails, and successful candidates answer interview questions from the employer.

Students are assigned to one team that stays together for the entire unit, with mixed English proficiency levels in each group. The instructor creates the groups based on learners' interest in employment industries. The project is most effective when learners submit deliverables every three to five weeks, instructors spend six to 12 hours of class time on each of the four rounds, and a public scoreboard shows which superhero is "winning" (i.e., most employable). Within all rounds of this unit and all associated activities, learners learn to use Google tools like Google Docs, Sheets, Google Forms, and Gmail for creating resumes, creating or completing online job applications, writing job posts and interview questions, sending thank-you emails, and managing applicant submissions.

Instructional Sequence

The lesson featured here happens in "Round 2" of the unit, which focuses on the learners as job applicants accomplishing these tasks: 1) identifying job openings, 2) crafting resumes and cover letters, and 3) completing online job applications. There are many aspects to Round 2, so this lesson would need to occur over multiple class sessions to scaffold instruction and meet learner needs depending on their prior knowledge and experience, digital literacy, and/or previously covered instructional content. In previous lessons, the instructor had the learners open and complete online forms as part of other workforce preparation topics. In this example, the instructor builds on the learners' previous experience with online forms by bringing in more complex formats of online forms for learners to complete.



Have you introduced online forums to students? How did you do it?

Round 2: Completing Online Job Applications

The goal of this activity is to build skills and comfort completing online job applications by introducing students to multiple online form applications. More information about this activity is shared in the completed routine activity template document linked below. The activity includes a form created in different formats: Google Docs, JotForm, Google Forms, and Microsoft Forms. The activity focuses on key vocabulary needed to understand a form used for a job application.

Activity	Logistic Type/Notes	Status/Results
Before	Student Logistics	All learners already have a Google email address and password from previously working with the college and career transition specialist. All learners have a computer with internet access. Students have learned gateway skills of using the mouse, understanding the computer, and understanding the internet in previous classes.

Activity	Logistic Type/Notes	Status/Results
Before	Instructor Logistics	<p>The instructor has a Google account and should be able to project what is being done in real time in class, so learners can see and model key steps. The instructor will introduce learners to three additional types of tools used for developing online forms: JotForm, Google Forms, and Microsoft Forms. The instructor will create a mock online job form using Google Docs, JotForm, Google Forms, and Microsoft Forms. The Google Doc and Microsoft Form should be created, one for each learner, and shared with learners prior to class via email.</p>
Warm-Up Activity (The Instructional Routine)	<p>Note: Because the teacher uses filling in online forms as an instructional routine, learners should already be comfortable with opening and filling out online forms.</p>	<ol style="list-style-type: none"> 1. Each learner or established group of learners gets a laptop or desktop computer. Learners turn on computers, connect to the internet, and open browsers. 2. The instructor models one or two ways of opening the Google account, finding a Google Doc that contains a sample job application form, and locating that shared document. 3. Students follow along with the instructor’s demonstration. 4. Instructors encourage peer support during this part of the activity. 5. When all learners have found the document with the application form, the instructor will focus on vocabulary instruction and work collaboratively with learners to fill out the form on the screen with provided information about a fictional applicant rather than their own personal information. 6. After the online form in Google Docs is completed collaboratively as a class, the instructor will give learners time to complete the form using information of a “superhero” on their own. The instructor provides support. Learners who are having difficulty can be encouraged to work with others.

Activity	Logistic Type/Notes	Status/Results
Main Activity	Note: When applying for jobs, there can be varied formats for filling out forms for applications.	1 The instructor introduces learners to three additional types of tools used for developing online forms: JotForm, Google Forms, and Microsoft Forms.
Main Activity	In order to build skills that are transferable and offers learners opportunities to build digital resilience, learners will have an opportunity to work with various tools to complete applications.	2 The instructor demonstrates how to complete a JotForm and a Google Form that was already created for class. This is a whole-class activity where learners provide answers to the questions on the forms. During this demonstration, the teacher asks questions promoting comparison between the different online forms. 3 The learners then get to apply what they have learned by filling out yet another type of online form, the Microsoft Forms version the teacher emailed before class. Students open the form via email and then work on the form in pairs. The teacher walks around the classroom to assist.

Conclusion

The purpose of the whole unit is to provide learners with a comprehensive view of the hiring process by applying for fantasy jobs and hiring fantasy applicants. Through these activities, learners gain a perspective that can better inform their approach to the job application process. Through the repeated use of online forms in different formats, learners develop the confidence to approach new and different types of online forms that they might encounter in a job search, other workforce tasks, or in their daily lives.

Edtech Routine for Workforce Preparation

The edtech routine described here is “Sharing Personal Information in Online Forms.” This instructional routine can be used in any context, but it is particularly salient when used as part of the lesson on filling out job applications.



[Edtech Routine: Sharing Personal Information in Online Forms](#)

Review the routine and then reflect on the following questions:

1. In this routine, the teacher used Google Docs to help students practice filling out forms. How would you use this in your classroom?
2. What workarounds, tech tool selections, or adaptations are needed to make it relevant for your learners?

Chapter 2: Health Literacy Lesson

Subject Matter Expert: Monica Leong

Accessing health care services and participating in one's own health care requires digital resilience, including learning to use new and different digital tools and adapting as these tools change. For example, patients are asked to use health care portals to request a prescription refill, access test results, communicate with health care providers, and make appointments. Patients with chronic diseases like diabetes or hypertension are also expected to use monitoring devices and to participate in virtual support groups. Tools such as patient portals and monitoring devices frequently change as they get updated or have added functionality. So, in addition to dealing with their health challenges, patients must also continue learning how to use digital tools to support their health care. There are many digital demands on adult learners in the health care system.

This chapter presents an example of how to integrate digital resilience intentionally into a health literacy topic for adult learners. The strategy described is to help learners develop digital skills and confidence in using voice recording tools (e.g., audio recording applications or voice recording features on their mobile devices) and then using these digital skills to support their own health literacy outside the classroom.

Digital Resilience for Real-World Tasks

There are many reasons to include digital resilience activities into lessons covering health literacy topics, including:

- **Real-world health literacy challenge:** For any adult, and especially for adult language and literacy learners, it can be difficult to understand and remember the next steps to take after a medical or health appointment. Health care professionals often tell us several things we need to do. Keeping track of next steps can be made easier by using digital tools, such as apps commonly found on mobile devices.
- **Building digital skills and confidence:** Through routine use of a voice recording tool in the classroom context, adult learners develop digital skills and confidence. They practice recording their own voice notes, sharing them with others via text messaging, listening to others' recordings, and asking to record others' voices.
- **Transferring digital skills to address the health literacy challenge:** Once learners have developed skills and confidence with the digital tool in the classroom, they explore ways to use the digital tool during health care appointments to support their own health literacy. They practice using the tool to record and share information at an appointment.

Objectives of Digital Skills Instruction

This activity allows educators to focus on the following objectives of digital skills instruction:

- **Equity:** Building access, skills, and comfort using technology by contextualizing digital skills to relevant learner goals.

- **Instructional Models, Practices, and Resources:** Using educational technology resources to enhance student engagement and collaboration.
- **Diverse Learners:** Helping learners build digital resilience by strengthening awareness, skills, agility, and confidence.

In the lesson described in this playbook chapter, the instructor works with the learners to set a goal for themselves: *I can use WhatsApp to record my voice to remember what my health provider told me to do next, and to share information with my support team.*

Rationale

To address digital resilience, learners are offered opportunities to work with voice recording features in WhatsApp, an app commonly used by adult education students. This focus of the health literacy lesson offers learners an opportunity to practice digital skills in a context that will have immediate benefit to their well-being and will lead to:

- Increased understanding and compliance with next steps (knowing what to do, remembering it, and doing it correctly) with tasks prescribed by health care professionals
- Increased confidence and agency in health care contexts, including a willingness to communicate with providers and ask questions
- Comfort tapping into their social support networks in health care contexts
- Boosted confidence and self-efficacy with digital literacy and health literacy in real-world interactions in health care settings

Lesson Context

Learners

This is a part-time community-based class of immigrant women. All the learners have fewer than seven years of formal education and come from a variety of language backgrounds. They are new to English, new to literacy in any language, and new to the health care system.

Class Setting

The programs in this organization are designed to build on learners' strengths, explore learners' goals, and focus on meeting learners' needs in the community.

In this program, the instructors use:

- An integrated, contextualized approach to develop learning activities that meet the diverse needs of the learners
- Large-group, small-group, and 1:1 instruction as needed



How might this routine be altered to work with higher-level learners?

- Simple self-assessments and digital skills inventories to identify learners' strengths, access to devices, individual goals, and gaps in knowledge and skills
- Targeted instruction of key vocabulary and language within a thematic approach related to digital skills and health literacy
- Step-up and step-down opportunities to allow learners with more fully developed or less fully developed skills to be challenged at the appropriate level

Classes are small and meet in person for a total of six hours per week. Some first-language support is available from volunteers. Learners have mobile devices and access to free Wi-Fi.

Background on Instruction

The instructors chose health literacy as the focus for this term and are intentionally infusing their classes with digital literacy skill development. Most learners in the class are familiar with WhatsApp as a text messaging app, and they use it to connect with family and friends in their own language.

To implement the routine, instructors create a class WhatsApp group to share text messages and they introduce related vocabulary. When everyone is comfortable sharing simple short messages via text, instructors introduce the voice recording features of WhatsApp, demonstrate the function, and teach the vocabulary related to audio voice recordings. They share short, simple audio messages with the group. Together they explore and practice how to use the tool.

Learners use voice recording on their devices to record themselves speaking and then share the recordings with the instructor—together, learners and instructors choose meaningful things to share based on class discussions and learners' goals (e.g., learners reading part of a class-generated text or sharing a reflection about what they learned that day). They explore how the tool can be used to help them remember things (e.g., instructor reminding learners to bring something to class or learners reminding the instructor of who was absent today).

Instructional Sequence

Review Thematic Material and Warm-Up

Review previously introduced visuals, vocabulary, skills, or concepts related to the health literacy theme.

Warm-Up Discussion. As a warm-up for this portion of the lesson, start a discussion to explore learners’ experiences about remembering information from health care appointments. Use question prompts such as: Is it easy to remember what the doctor says? How do you remember? Who/what helps you to remember? What happens if you don’t remember?

Introduce the transferability of a familiar routine to this real life issue. Discuss the concept of using the audio recording as a useful method of keeping track of what health care workers say in appointments. Explore the idea of learners recording the voices of nurses, doctors, or language interpreters to remember next steps and to share info from health appointments (e.g., names of medications, etc.) with learners’ trusted support network (e.g., family members at home).

Practice The Familiar Routine in New Context

(It may take multiple classes to do all these steps. Go slowly. Repeat as needed.)

1. **Listen to the steps in a sample recording.** Instructor creates sample voice recordings to give learners practice listening to a list of steps in a process (e.g., “First, put the pictures on the table, then choose your favorite picture, then describe what you see.”) Instructors then create audio that uses health literacy-related vocabulary and concepts that learners might encounter in a health care appointment. For example, “First, you need to get a blood test, then make an appointment with your doctor, and then go to the appointment to discuss the results of your blood test.” Learners can demonstrate their comprehension by arranging visuals of the steps in the correct order.

- a) **Step UP:** Practice recording classmates/instructor/volunteers as they share a list of next steps in any process (e.g., have learners create funny lists of next steps related either to health care or to familiar classroom actions such as, “First say hello to the class, then sit down in the teacher’s chair, then go to sleep”). In small groups or a large group, learners can listen together and demonstrate their understanding of the next steps. If appropriate, learners can give immediate feedback about how accurately the demonstration matched the next steps listed in the recording.

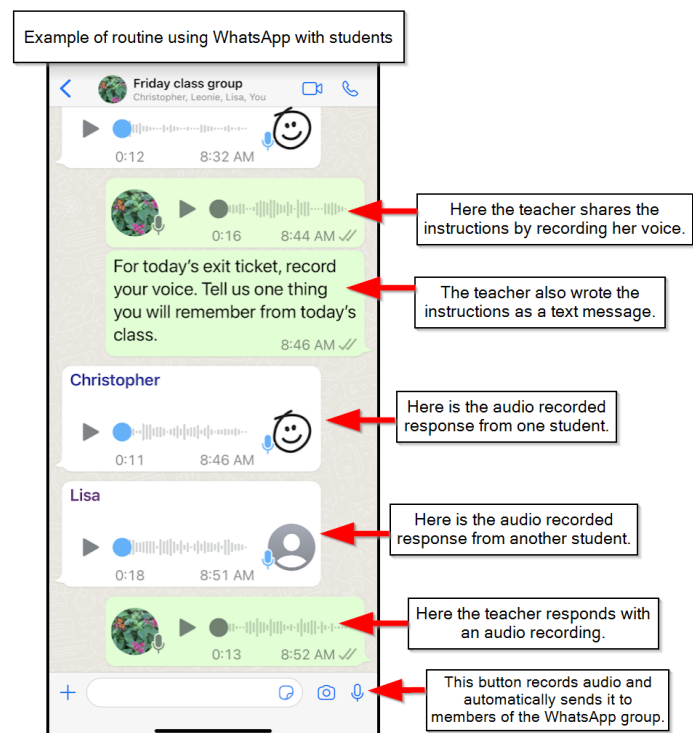


Figure 1. Example of WhatsApp voice recorder routine. Source: Author

- b) **Step DOWN:** Record audio with fewer steps listed, such as one or two steps. Relate the steps directly to visuals of familiar actions. Have the learners point to the visual that matches the step.
2. **Practice recording others' voices.** Learners practice audio recording others (the instructor or a classmate) as they say a list of steps. Learners could also share recordings of other people such as family or friends. Talk about getting permission to record and share someone else's voice. Brainstorm vocabulary and language needed to ask permission and explain why you are recording. Practice the language with classmates first, then practice the language and the digital skill use together.
3. **Role-play how to ask for and record someone telling you a list of next steps:** When learners are comfortable with the language and digital skills needed to record others' voices using a messaging app, put all the skills together into a role-play activity. One learner acts as the patient and uses key vocabulary and language to ask permission to record. The other learner acts as the doctor and gives a simple list of next steps. (Support learners by using health-related visuals to choose as next steps, for example pictures of making an appointment, getting a blood test, etc.) Finally, the patient shares the audio recording to the WhatsApp group, and classmates practice listening to it and offering feedback.

Closing Class Routines

Review activities and discussion topics from the day and invite learners to reflect: What did they practice today that they might use outside class? How could it be useful? Who could they talk to about what they did in class today? Can they share what they learned with others in their social circle?

Extension

Invite a health care professional to visit the class. Before the visit, prepare learners with the language and digital skills needed. Prepare the guest with information about learners' language and literacy levels. During the visit, have the instructor do a role-play with the health professional to model the task and the language and digital skills required. Invite learners to role-play with the health professional to ask permission, record the audio, and share it using WhatsApp. Offer learners multiple opportunities to do the role-play and to watch their classmates do it. Have fun using simple props and doing the role-play in front of the class. After the visit, create learner-generated texts about the visit and the role-play. Continue to use the edtech routine in class, across different thematic units, to maintain familiarity and comfort using the tool and to encourage transferability of the language and digital skills.

Conclusion

Leveraging voice recorder apps to record oral communication offers each learner the opportunity to hear their own voice, listen and compare their recording to a model, choose their best recording, and share the recording with their instructor and/or class. Regular practice provides learners with opportunities to build the foundational skills required to use a device (finding the app, opening it, and identifying icons/images to use the functions of the app such as starting and stopping the recording) and share information with others.



What other contexts would be relevant for voice recordings?

Through repeated practice in class with other learners and visiting health care professionals, learners develop confidence using the digital tool. Through role-play and discussion, learners find ways to transfer their skills to real-life situations, such as using audio recording tools during health care appointments to record what their next steps are, to help remember information such as the instructions for taking prescribed medicines, and to share that information with their social support network.

Edtech Routine for Health Literacy

The edtech routine featured here is using voice recording features on smartphone applications. While it is central to the success of this lesson, use of this routine could support personal organization in other academic and daily life contexts.



Edtech Routine: [Recall or Sharing Information Using Voice Recorders](#)

Review the routine and then reflect on the following questions:

1. In this routine, the teacher used the WhatsApp voice recorder to help students practice recording information. How would you use this in your classroom?
2. What workarounds, tech tool selections, or adaptations are needed to make it relevant for your learners

Chapter 3: Financial Literacy Lesson

Subject Matter Expert: Cynthia Bell

Lessons in financial literacy often include a focus on both numeracy, which is an understanding of how math can be used in real world problems and decision making, and digital literacy. A key technique to employ when building lessons rooted in numeracy is to consider key concepts and skills, determine learning goals that focus on the content, and then build digital literacy by adding digital tools that will enhance achievement of the learning goals. This combination of lesson components provides an opportunity to engage learners in the math content while building digital literacy skills.

This playbook chapter describes an example of how to integrate digital resilience intentionally into a financial literacy topic for adult learners. You will find two complementary routines—each employing digital technologies deployed for different purposes. Firstly, the chapter illustrates how learners can make use of Google Sheets to understand the difference between compound interest and simple interest from the perspective of both debt and saving. Secondly, the lesson makes use of the instructional routine of “notice and wonder” as a low-pressure introduction to a new concept that can be implemented using a variety of digital tools.

Digital Resilience for Real-World Tasks

There are many reasons to include digital resilience activities into lessons covering financial literacy topics, including:

- **Real-world financial literacy challenge:** Engaging in the commercial banking system requires an awareness of the impact of interest on savings and debt. As such, the conceptual focus of this case is building and deepening learners’ understanding of the value of compound interest when it’s used as a means of saving or investing money/resources, as well as the detriment of it when used as a means of acquiring debt and borrowing money/resources.
- **Building digital skills and confidence:** Through routine use of a technology like Google Sheets, adult learners develop digital skills and confidence using their computers for routine computation tasks. In this example, they practice calculating and comparing compound versus simple interest.
- **Transferring digital skills to address the financial literacy challenge:** Once learners have developed skills and confidence with the digital tool in the classroom routine, they explore ways to use the digital tool in management of their own finances.

Objectives of Digital Skills Instruction

This activity allows educators to focus on the following objectives of digital skills instruction:

- **Equity:** Consider strategies and resources for increasing student access to digital tools, broadening students' identities as digital consumers, building students' competence and confidence in digital spaces, and contextualizing digital skills to relevant student goals.
- **Instructional Models, Practice, Resources:** Identify useful strategies and resources to help integrate digital literacy into academic content instruction.
- **Diverse Learners:** Draw on the [Adult Learner Variability Navigator](#) as a tool to identify and deepen knowledge of diverse learner strengths, challenges, and supports through a whole-learner approach.⁶

In the lesson described in this playbook chapter, the instructor works with the learners to set a goal for themselves: *I can use a Google Sheet to compare compound interest and simple interest while expanding my understanding of both.*

Rationale

This lesson relies on a combination of strategies, routines, and diverse media to help the teacher provide instruction on the very complex topic of understanding compound interest. For many students, learning new concepts in mathematics and building numeracy is stressful. The strategies included here together are meant to smooth learning in different ways.

Notice and Wonder: Notice and Wonder is an approach meant to alleviate stress students may feel when learning new math concepts, helping students begin to make sense of mathematical tasks and foster curiosity by asking "**What do you notice? What do you wonder?**" (see the video [Notice and Wonder Episode 3](#) from The National Council of Teachers of Mathematics for more information on this strategy).⁷ Notice and Wonder prompts reflection and generates open-ended discussion, where there is no "right answer." Everyone, no matter their level, can participate and contribute to group understanding. It removes the pressure on students to provide correct answers, making it a very comfortable instructional routine.

Universal Design for Learning (UDL): This instructional routine strives to adhere to different principles of UDL to provide options for how learners take in information.⁸ For example, the principle of action and expression is addressed by using infographics to communicate information about comparing and contrasting the savings of simple interest to compound interest. Such visual communication helps learners make connections and dig deeper into concepts and applications in a much richer way than just simply having the definitions and numerical examples. Similarly, using video engages learners with the UDL principle of representation by illustration through multiple media and is a method to expose learners to the formula for

compound interest.⁹ They may not take it all in, which is expected. However, it plants the seed and prepares them to engage fully in the activities.

Using Google Sheets: Using the formulas in Google Sheets will help make concrete the compound interest formula for learners. As they begin to see the structure and patterns of the variables, they will begin to build a rule for the total amount of each table. Since this is the first part of a two-part lesson, learners will not be tasked with writing the formula. The goal is to get learners comfortable with inputting data into the tables on the spreadsheet and for them to see the value of using spreadsheets for calculations that have one or more variables.

Summative Reflection: At the end of the lesson, learners have the opportunity to express the pattern that they noticed in their own words giving the actual formula greater meaning. The prompts serve as both a summative and formative assessment. One prompt helps the learners to reflect and synthesize what they learned and pushes them to extend their thinking about using the Google Sheets in other contexts for financial decision making.

Lesson Context

Learners

This playbook section comes from a supplemental financial literacy class, which is a part of a High School Equivalency (HSE) cohort. Learners are 17 to 25 years old and have limited digital literacy skills and little engagement with technology aside from social media platforms on their smartphones. Some learners have access to Chromebooks or laptops at home. But for the most part, learners interact with their smartphones.



What devices are available to students in your classroom? How would this lesson play out given that access?

Class Setting

The financial literacy class meets twice a week for one hour. The instructor draws on World Education's financial literacy [framework](#) to construct lessons.¹⁰ The instructor has been working to be more intentional about incorporating digital literacy into the lessons and developing learners' digital resilience. Throughout the course of the class, learners use devices provided by the program. The devices are Chromebooks or tablets and are Wi-Fi enabled.

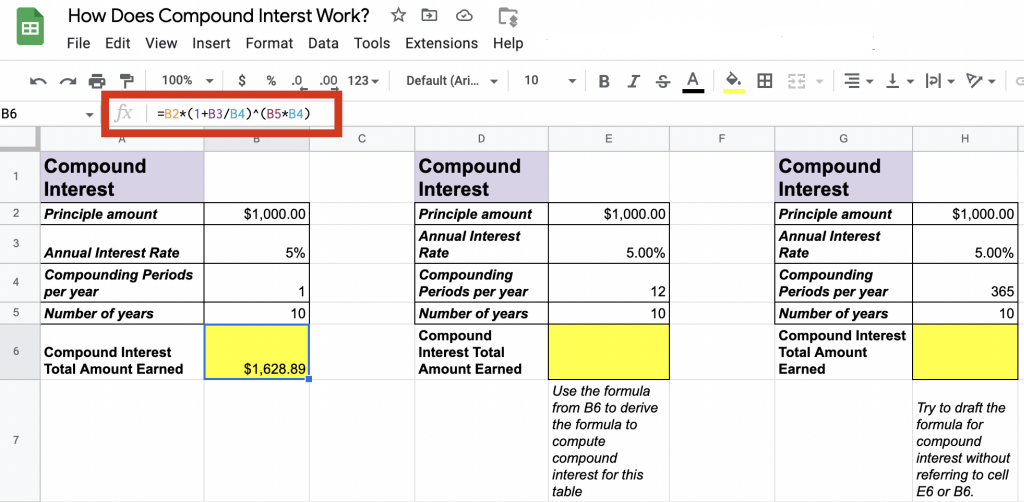
Background on Instruction

Understanding adult learners' background, skills, and knowledge informs lesson design and implementation. Prior to the activities described below, the teacher has created opportunities to learn about learners' past use of digital devices and computation technologies. This information drives development of the scope and sequence and implementation of lesson plans. In this case, after the instructor gathered this information, they conducted an activity to introduce learners to Google Sheets. Then, use of Google Sheets was integrated into regular classroom activities as a

routine. For example, it was used in previous classes on budgets and spreadsheets for computation. The lesson below happened in two parts over the course of two class sessions.

Instructional Sequence

Sequence	Instructions/Results
Before	<p>Begin with a Notice and Wonder task using the digital tool Padlet. On the Padlet, learners are given an image of an infographic which shows how much money a person will have saved after 10 years of compound interest at a given rate compared to another person who saved after 10 years with simple interest. <i>(Note: One of the many instructional benefits of the Notice and Wonder instructional routine is that it can be facilitated using any number of digital or tools such as Google Slides, Desmos, Mentimeter, and even Google Docs.)</i></p> <p>Learners, using the provided devices, post their “notice” statements and “wondering” questions on the Padlet and have the opportunity to read, reply, and respond to the posts of their peers.</p>
Before	<p>Teacher leads a review of “wondering” questions and directs the focus to questions about compound interest or asks, “How can someone figure out how much money compound interest will yield after any given period of time?”</p>

Sequence	Instructions/Results
<p>During</p>	<p>The class watches the short video from One-Minute Economics called Compound Interest Explained in One Minute; it explains what compound interest is and the formula for calculating it.¹¹</p> <p>Re-introduce Google Sheets and formulas: Have learners access their copy of the lesson’s Google Sheet, which has already been set up with tables that learners will fill in. Each learner will receive their own copy of the Google Sheet. <i>(Note: learners have already used Google Sheets during a previous budget lesson).</i></p>  <p>The screenshot shows a Google Sheet with three tables. The first table has columns for 'Compound Interest' and values for 'Principle amount' (\$1,000.00), 'Annual Interest Rate' (5%), 'Compounding Periods per year' (1), and 'Number of years' (10). The second table has columns for 'Compound Interest' and values for 'Principle amount' (\$1,000.00), 'Annual Interest Rate' (5.00%), 'Compounding Periods per year' (12), and 'Number of years' (10). The third table has columns for 'Compound Interest' and values for 'Principle amount' (\$1,000.00), 'Annual Interest Rate' (5.00%), 'Compounding Periods per year' (365), and 'Number of years' (10). All three tables have a 'Compound Interest Total Amount Earned' cell highlighted in yellow, with the first table showing \$1,628.89. A formula bar at the top shows '=B2*(1+B3/B4)^(B5*B4)'.</p>
<p>During</p>	<p>Give learners sufficient time to explore the tables, try to complete them and to make mistakes with the different tables. The purpose of this is to develop their conceptual understanding of the formula and to deepen their understanding of the variables in the formula such as period of time, number of times interest is applied, etc.</p> <p>Encourage learners to work with a partner and share their Google Sheet with classmates for collaborative thinking and reasoning.</p>
<p>After (Summative Reflection)</p>	<p>Ask learners to write a rule—in their own words—for calculating compound interest and to post on the Padlet used in the “before” part of the lesson. There is no need to use variables. In fact, learners should be encouraged to write a rule without using the variables in a way that makes sense to them and demonstrates their level of understanding of the concept. An example of a rule that a learner might create is . . . <i>original amount multiplied by [the percent rate divided by the number of times interest is gained] exponentially growing by the number of times interest is gained multiplied by the number of periods of time</i></p>

Sequence	Instructions/Results
After (Summative Reflection)	Administer three questions/prompts using the digital tool Mentimeter to assess understanding and to prepare learners for part two of the lesson, which is comparing simple interest to compound interest. <i>(Note: these learners are very familiar with using the digital tool Mentimeter for assessments and feedback.)</i>
After (Summative Reflection)	Digital resiliency push (extension of learning): How else could you use Google Sheets to make financial decisions? Or what other financial situations could Google Sheets help you to better understand?

Conclusion

The playbook chapter describes a lesson that incorporates two routines and rich media to make learners more comfortable learning a complex math concept. An edtech instructional routine based on the use of Google Sheets for computation expands the use of Google Sheets to the new area of simple versus compound interest. Through the repeated use of Google Sheets in the manner illustrated here, learners develop the confidence to make use of it to support calculation tasks they encounter in their schooling, work, and daily life. They also gain confidence with the layout and navigation of Google Sheets, preparing them to learn new features commonly employed in postsecondary education and the workplace.

The instructional routine of Notice and Wonder can be easily used in the classroom as a means for introducing any content or concept, and it is also a means of deepening learner understanding. The main idea is to have learners pause first, to take in the information and to share their thoughts and ideas with peers. This will help them observe and think about things that they may not have considered. The more learners notice, the more they will innately wonder.

Edtech Routines for Financial Literacy

Check out the routine that is the cornerstone of the activity described here.



Edtech Routine: [Computation with Google Sheets](#)

Review the routine and then reflect on the following questions:

1. In this routine, the teacher used Google Sheets to help students with computation. How would you use this in your classroom?

2. What workarounds, tech tool selections, or adaptations are needed to make it relevant for your learners?



Edtech Routine: [Notice and Wonder Using Padlet](#)

Review the routine and then reflect on the following questions:

1. In this routine, the teacher used Padlet to support a Notice and Wonder activity. How would you use this in your classroom?
2. What workarounds, tech tool selections, or adaptations are needed to make it relevant for your learners?

Chapter 4: Civics Education Lesson

Subject Matter Expert: Erin Cary

One way that global citizens engage in advocacy and participate in their communities is by informing themselves about what's happening in the world and then sharing information responsibly. Since most of us find our news and information via online media, it's critical that we have skills and knowledge to evaluate the credibility of sources we come across on the web. What helps us identify good and bad sources in digital media, and when is it safe to share information? In this playbook chapter, you will see an example of how to help adult language learners build information literacy by learning about the features of credible sources as they co-create an evaluation tool to help them assess the credibility of online sources like websites, videos, social media outlets, and other online information sources.

The lesson relies on learners using Google Docs to collaborate in the creation of a website evaluation tool. Using a Google Doc for collaboration is an edtech routine that the instructor often uses in the course; each time the learners and instructor become more comfortable with the collaborative activity and can do more within the Google Doc, adding complexity to the evaluation tool and expanding its use for evaluation of other media.

Digital Resilience for Real-World Tasks

There are many reasons to include digital resilience activities in lessons covering civics topics, including:

- **Real-world civics education challenge:** For any adult, it can be challenging to determine what online information is credible and what is not. All adults need to have skills and knowledge to evaluate the credibility of online sources.
- **Building digital skills and confidence:** Through past routine use of Google Docs for collaboration, adult learners have developed skills that make it possible for them to work together to create a tool for evaluating the credibility of online sources of information.
- **Transferring digital skills to address civics topics:** Through the process of creating the evaluation tool, they gain confidence using Google Docs in other contexts. They also build awareness of what makes a source credible. They might also use the rubric in situations outside of school where it's important to determine the credibility of a source when using the internet.



Objectives of Digital Skills Instruction

This activity allows educators to focus on the following objectives of digital skills instruction:

- **Equity:** Integrate approaches to teaching key technology-related vocabulary explicitly as part of contextualized digital skill development; develop learning partnerships and amplify student voices to encourage digital resilience in the classroom.
- **Instructional Models, Practices, and Resources:** Focus on engagement and collaboration through the use of educational technology tools.
- **Diverse Learners:** Help learners build digital resilience by strengthening awareness, skills, agility, and confidence.



What devices are available to students in your classroom? How would this lesson play out given that access?

In the lesson described in this playbook section, the instructor works with the learners to set a goal for themselves: *I can use a Google Doc to work with others to create a tool to evaluate sources of information and decide which ones are safe and trustworthy to use.*

Rationale

Developing familiarity with collaboration using Google Docs supports a learner's ability to use it in other contexts, and their ability to use other collaboration tools. Building a tool together to be used in class through learner consensus and participation helps build learners' investment in the process, communicates the purpose and value of the tool, and deepens understanding of and engagement with its content. The tool can then be applied routinely in classroom contexts to help learners examine the trustworthiness of materials taught in class, in terms of validity of sources and citation of provable facts. Once they are well-practiced in evaluating sources and information, learners can transfer this skill to help them select online research sources for class projects and ultimately consider and report back on situations where they can use these skills when searching online outside of the classroom.

Lesson Context

Learners

The lesson described here takes place in an adult English learner (EL) classroom in a community-based program serving immigrant and refugee learners with various language backgrounds and a range of prior formal education and language/literacy training. At intake, the learners self-identify a variety of goals, including connecting language acquisition (in particular speaking and listening skills) and digital literacy development to career pathway plans; an

interest in navigating systems like their children’s schools, health care, citizenship, and government bureaucracies; and being informed citizens.

Classes meet in a Hybrid Flexible (HyFlex) model, both online (about 30 percent of learners per class) and in person (about 70 percent) for two hours, three evenings per week, after most learners have been working or managing family responsibilities all day. The program has helped learners gain access to the devices they need to fully engage—whether in the classroom or online.



Have you taught any HyFlex classes? What challenges does teaching through the HyFlex model bring to this lesson? What benefits?

Class Setting

Intake is completed in class and new learners join the class on a rolling basis. There are roughly 30 to 35 names on the roster at all times, with about 20 learners attending per night, and with an average of three to five of the learners participating online. Students are roughly grouped within the class by leveled college and career readiness standards bands (low literacy, A/B band and C/D band learners work in groups—those with GED prep goals or who test in the E band are referred to another site), as reflected in testing and class performance. The teacher relies on volunteers to support differentiated instruction; all lessons are planned by the teacher.

Background on Instruction

The program aligns instructional topics to monthly themes connected to the real-life language and community navigation needs learners identified in the program intake process. The monthly theme featured here is *Keeping Yourself and Your Family Safe*, and the topic of this particular lesson is *searching for and vetting information and media sources online*.

Civics content (e.g., social, political, historical topics) generally generates discussions that call on highly contextualized critical thinking on topics that are relevant to our learners’ lives and stated purposes for coming to class. The instructor of this class has contextualized language learning and digital skill-building within a civics content curriculum customized to respond to learners’ literacy and life-skill needs, and to build upon their prior knowledge, strengths, and interests as global citizens. These learners have had prior experience collaborating in shared Google Docs; for example, they have worked together on a shared list of classroom rules. They are comfortable using the comment features to note their reactions to content and respond to one another's comments.



What set up would be required if your learners have never used Google Docs before? How would you go about it?

Instructional Sequence

Warm-Up

The teacher gets students talking, first by asking general questions like: *Where can people check the news?* If needed, teachers use prompts: on TV; on the radio; on podcasts; online news websites; Facebook or other social media; ask family/friends; other). Then the teacher moves to personal questions connecting the topic to learners' lives such as: *Where do you prefer to check the news?* Finally, the class discusses which outlets they rely on, why they chose them, and how often. The teacher might ask: *What other information do you regularly look for online? What sources do you prefer and why?*

Introduction

The teacher takes the following steps to introduce the activity and topic:

- Highlight and expand upon comments about why some sources may be preferable to others.
- Define “credibility” together, elicit examples related to the topic.
- Show the video [HitRECORD: Credibility \(Censored\)](#); have learners take notes using a familiar [note-taking template](#) about what makes a source credible or not credible; you may need to watch twice and discuss observations between viewings.

TAKING NOTES: “Credibility” Video

What information can we observe and note from the video?

What does “credible” mean? (<i>write a few words or ideas from video</i>)
What are some features of a CREDIBLE media source? (<i>3-5 observations from the video</i>)
<ul style="list-style-type: none"> • • • • •
What features tell us that a source may NOT be credible? (<i>3-5 observations from the video</i>)
<ul style="list-style-type: none"> •

Figure 2. Example of a not-taking template. Source: Author.

Guided Practice

The teacher takes the following steps so learners can gain confidence:

- Discuss video as a large group; share out notes written in the template.

Ask why credibility of an informational source is important and why consumers of online sources need to be careful to check for credibility.

- Lay out a plan to make a tool together (could call this a checklist or rubric) that learners can use in class to rate online sources for credibility and decide whether a source should be trusted/used. Showing simple examples, chat briefly about format—should it be a

checklist? Rubric? Are we looking for positive features that make sources seem credible *and* negative features conveying a lack of credibility?

Independent Practice

The teacher takes the following steps so learners can build skills through more practice:

- Pair/group learners; using their notes and rewatching the video, have them brainstorm around what does and doesn't communicate that a source is credible.
- Students should add to a class-wide shared document using a preferred digital instruction tool such as a Google Doc (see [example](#)). Google Docs like the one in the example work well for hybrid class collaboration, and learners can transfer experience with this tool to many professional and personal contexts. Learners can transfer ideas from their notes and discussion to the communal document.
- Still in pairs/groups, have learners add information from their own experience and online searches on this topic. Learners may also use the comment feature to respond or add to each other's contributions.
- As a large group, go over ideas in the shared document and group/consolidate them if similar answers emerged.
- Use these ideas to develop a relatively simple [rubric or checklist to rate sources](#); learners can vote on which items are included if desired. The tool can be assembled or populated online as a Google Doc, building on the skills developed earlier in the lesson. Make the document available to all of the learners.

Is My Source Credible?

Created by: [class name]

Check off the features that apply to your source of information.

A Credible Source DOES...	A Non-Trustworthy Source DOES...
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
A Credible Source DOESN'T...	A Non-Trustworthy Source DOESN'T...
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
Total checked: _____	

Do you think your source is credible or not? Why?

Figure 3. Example of a class-wide share document for assessing source credibility. Source: Author.

Application

Teacher asks students to consider media used in a previous class lesson and apply the rubric to check if the source seems credible. For example, the students might view this article, "[The Difference Between Cold and Flu](#)" or website, [GetMyFluShot.org](#), both from the Center for Disease Control.¹² The teacher could ask: *Would you feel comfortable sharing this information with others? Why or why not?*

Repeat with an opportunity for learners to compare a credible source with a questionable source, using contrasting images like the following from [www.usa.com](#) versus [www.usa.gov](#). Ask the question: *Which site is more likely to be a credible source of information?*



Figure 4. Screenshot from [www.usa.com](#)

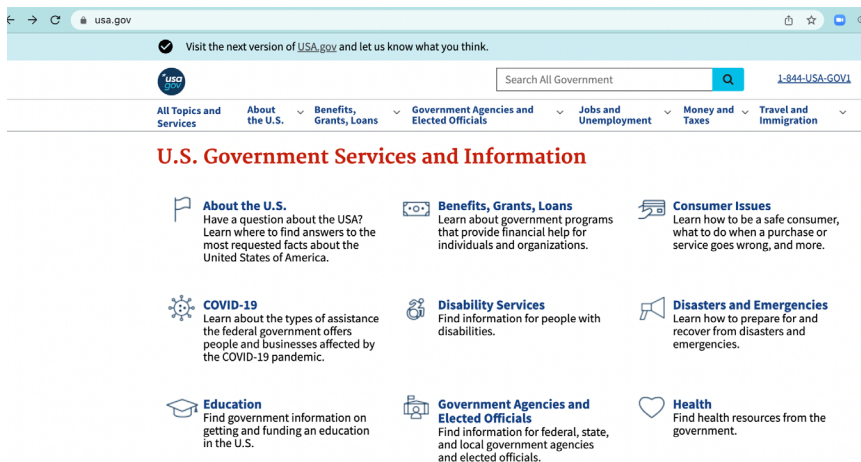


Figure 5. Screenshot from [www.usa.com](#)

Discuss how the class might develop a routine of applying this credibility rating tool to class materials and sources used in class projects using online research. Use the collaboratively created credibility assessment tool to evaluate other class materials and online media sources.

Finally, wrap up the lesson with a discussion about real-life situations where it's important to make sure you're looking at a credible source when using the internet. If needed, prompt the learners with examples like online articles about public health issues; emails or websites offering financial services; social media posts about social or political news; and, of course, pop-ups and advertisements that may or may not be safe to click on. Have learners report back in future classes with anecdotes of online sources they have encountered and checked for credibility.

Conclusion

When learners share experiences with us, their voices often amplify experiences of exclusion shared by others from marginalized groups, so we all benefit from their engagement in civic discussion. Providing a tool for gauging the credibility of online sources helps them become critically engaged with the digital media that they encounter both in class and in their lives outside of class. Building skills and habits to support examining the credibility of information they consume will position them to develop information literacy and media knowledge, bolstering their confidence as participatory citizens and civic leaders. This lesson, which offers repeated practice with Google Docs for collaboration, supports development of digital resilience required to add their voice in a digital forum.

Edtech Routine for Civics Education

Check out the edtech routine that is the cornerstone of the activity described here. The description of the routine gives more information about how to implement use of collaboration through use of Google Docs.



Edtech Routine: [Collaboration through Google Docs](#)

Review the routine and then reflect on the following questions:

1. In this routine, the teacher used Google Sheets to help students with computation. How would you use this in your classroom?
2. What workarounds, tech tool selections, or adaptations are needed to make it relevant for your learners?

Accompanying Resources

- [Notes Template](#)
- [Checklist: Is My Source Credible?](#)
- [Class Collaboration: Credible Sources](#)

Parting Words

The playbook chapters illustrate many ways teachers can support building learn digital resilience in four different subject areas. Each example demonstrates how digital tools can be used while also meeting the needs and goals of the class (i.e., the use of digital skills is contextualized). In each example, a new digital tool is used to accomplish a goal of the class, whether it is filling out job application forms online, remembering and sharing instructions from a medical provider, learning about compound versus simple interest, or working collaboratively to create a tool to evaluate the credibility of information online. Using edtech instructional routines helps learners to become familiar with the focal digital tools, developing confidence with each use. As confidence expands, learners are able to adapt when changes occur in a particular tool or figure out how to use another tool for a similar purpose. At first, they may need support to do these things, but over time become more independent. This is the gradual process of helping them strengthen digital resilience.

Appendix 1: Edtech Routine Template

Building Digital Resilience Through Instructional Routines

Introduction and Rationale

Instructional routines are repeated learning activities that provide structure. They are an important element of learning in all content areas and at all levels. This document introduces a template for creating instructional routines that include opportunities for learners to build digital literacy skills and resilience using [Seattle's Digital Skills Framework](#).

There are many benefits to having instructional routines:

- They provide a balance between familiar and new activities. It's human nature to want a certain degree of predictability in our lives and instructional routines facilitate learning.
- Engaging in routine learning tasks lightens the cognitive load, which is the amount of information that our brains can process, understand, and then store in long term memory. Once a student has learned a routine activity, they can concentrate on the learning objective and focus less on figuring out what to do and how to do it.
- Teachers benefit by devoting less time to designing new tasks and more time to observing and interacting with students.

Routines Facilitate Learning

As teachers and students strive to learn new technologies, routines allow them to master digital literacy skills and tech tools and build on that knowledge. They might learn about other features, use the technology for other purposes, or learn more advanced digital literacy skills. For example, think about when you began to use a new online program, a video conferencing tool, or a phone app. It probably took you some time to find the main features and figure out how they work. Once you learned them, you were able to start using the tool right away, look at more features and functionality, and ultimately use your time more efficiently. Learners might use Google Docs routinely for writing assignments, and once they can easily access Google Drive and locate their document, they might start using the comments feature, and insert images, page numbers, or tables.

Routines are part of our everyday life, and they are an essential part of lesson planning. As educators, one of our goals is to help learners encounter new information in a way that allows them to transfer it to long-term memory where it can be accessed when needed. Using research-based strategies to develop instructional routines will help achieve this goal. [The Digital Promise Adult Learning Variability Navigator](#) is one tool you can use to identify research-based strategies that meet the needs of your learners.

Guidelines for Using This Template

This template is designed to help teachers think through the essential elements of an effective instructional routine that includes technology. There are several guiding resources linked throughout this document to help you implement a routine:

- The [Seattle Digital Skills Framework](#): This framework organizes digital literacy skills into 10 life-skill categories. You will use this framework to select digital skills and knowledge to integrate into your routine.
- [The Digital Promise Adult Learning Variability Navigator \(LVN\)](#): This is a tool you can use to identify factors that are critical for success among your adult learners and then match these factors to research-based strategies.

Routines and Strategies

Instructional routines can include one or more research-based strategies. In turn, research-based strategies support the development of your routine. Implementing these strategies will allow you to design activities and lessons that have the greatest impact on your learners. Browse through the [strategies](#) listed in the Digital Promise Adult LVN. As you identify learner factors, review the matching strategies and select those you would like to include in your routine. It is likely that you are familiar with many of these strategies!

Template Organization

The template is organized into five sections that prompt reflection and guide the development and design of your routine.

1. **Who:** Asks you to consider [learner factors](#) that support the development of a routine such as prior knowledge, primary language, and lived experiences, etc.
2. **What:** Asks you to identify a routine you wish to implement, how often you will use the routine, and how you will build on it. It's also important to provide a concise general explanation of what students will be doing while implementing the routine.
3. **How:** Asks you to identify one or more technology tools to integrate into your routine. Whichever tool you choose to leverage, provide a brief explanation on how you will implement this tool and, if applicable, share an activity template and/ or supporting “how to” resources.
4. **Digital Skills:** Identify one or more digital skills from the [Seattle Digital Equity Initiative Framework](#), and describe how the routine supports development of the skill.
5. **Why:** Asks you to identify why the routine is effective and how implementing the routine benefits learners, using research-based strategies to support development of the routine. You are encouraged to consult the Digital Promise Learner Variability Navigator information about [Research-Based Strategies](#) to make connections to prior research. For

example, reasons the routine is effective might be because it eases a process, addresses barriers, or enhances learning.

There are two different formats of the template: a linear outline and a visual grid. You can use or remix the template to meet their needs or lesson-planning style. Each format contains two examples of a routine—one for an ABE or ASE class and one for an EL class.

Instructional Routine Templates

- [Edtech Routine Linear Template](#) (Word)
 - [Edtech Routine Linear Example—ABE/ASE](#) (PDF)
 - [Edtech Routine Linear Example—ESL](#) (PDF)
- [Edtech Routine Visual Grid Template](#) (Excel)
 - [Edtech Routine Visual Grid Example](#) (PDF)

Playbook Edtech Routines

1. **Workforce Preparation:** [Sharing Personal Information in Online Forms](#)
2. **Health Literacy:** [Recall or Sharing Information Using Voice Recorders](#)
3. **Financial Literacy:** [Notice and Wonder Using Padlet](#) and [Computation with Google Sheets](#)
4. **Civics:** [Collaboration Through Google Docs](#)

Use these prompts to guide the development of your routine.

Who: Learner Factors | What are key learner factors that you need to consider as you plan your routine? (Consult the Digital Promise Learner Variability Navigator's [Learner Factors](#))

What: Routine | What is the routine you would like to implement? Concisely explain what learners will do as part of this routine.

How: Edtech Tools | How would you implement this routine? Identify an Edtech tool you will use to implement the routine.

Digital Skills | Identify at least one digital skill from the [Seattle Digital Equity Initiative Digital Skills Framework](#) that this strategy incorporates and discuss how this digital skill relates to the routine you chose to implement. Identify questions/prompts to help students connect what they are doing to the skills being developed.

Why: Evidence-Base | Why is the routine effective? (Consult the Digital Promise Learner Variability Navigator information about [Research-Based Strategies](#) to make connections to prior research)

Appendix 2: Transcript, Credibility Video

[HitRECORD: Credibility \(Censored\)](#) (2015)

Time Stamp	Speaker	Text
0:15	Joe	Are we recording? Regular Joe here regarding credibility. So, when you see something in the media, any kind of media, television, movie, newspaper, whatever, how do you know if it's true or not? This is a question that applied before the internet. But it's become even more of an important and prominent question in the age of the internet, because now everybody has the ability to put out their information and say, "This is how it is." So, I want to know, how do you judge when you see something online? Whether you think it's credible or not? What's your thought process?
0:52	Speaker 1	The credibility I think is generally determined by expertise and experience.
0:55	Speaker 2	Is the author's name published? Is the date of publication included? Has it been updated recently? Are there any dead links on the website?
1:03	Speaker 3	You need to know, like, what is the angle here? Is there money involved?
1:06	Speaker 4	To be skeptical all the time, continue being skeptical, especially if what you're reading or listening to or watching is something that you agree with.
1:17	Speaker 5	There are certain friends of mine, where if they tell me something; I'm like, I believe it, because I know that they check their sources.
1:23	Speaker 6	I have a wide social network, a wide Twitter network where I can actually go and just ask the people in the places where things are happening, what's really happening there.
1:32	Speaker 7	I wish there was this list of 10 things you could check. And if you check them all, then the information is credible. It just doesn't work that way. There's one way and one way only to check if something's credible. And that is you have to critically analyze everything that you read.
1:47	Joe	Is there such a thing as a fact?

Time Stamp	Speaker	Text
1:50	Speaker 8	Yes, there's a fact. I punched someone in the face, then yes, I punched them in the face.
1:55	Speaker 9	I do think there's such a thing as a fact. But with the overload of information that we get with the internet, and people boasting proofs for facts and people disproving those same facts at the same time. People just choose to go with whatever feels right.
2:09	Speaker 10	The Chicago Cubs haven't won a World Series since 1908. Fact.
2:15	Joe	So, what exactly is a fact?
2:17	Speaker 11	Definition of fact, a piece of information about circumstances that exist or events that have occurred, nowhere in there is the word truth mentioned.
2:27	Speaker 12	Something happens that is a fact. The reason for the action is always harder to know. And that's where it becomes very, very difficult to judge credibility.
2:35	Speaker 13	Like saying two people seeing an explosion, they both see the explosion. And they both know what happened. But one person can say, "Well, that explosion was awesome. It was amazing." Then another person that could say, "Wow, that explosion was horrible. It was terrifying." There's a single truth, there was an explosion.
2:50	Speaker 14	All information that is both relayed and received is done so subjectively. I think this makes fact very, very difficult to determine. You know, if you apply that to reporting, there are 99 or a million different ways of telling the same story.
3:03	Joe	Have you ever seen something or read something and been like, wow, and had that really mean something to you? And then found out later that like, that wasn't true?
3:12	Speaker 15	You know, usually it goes something like this: No way. I can't believe that that's true. Oh, somebody posted on the internet, so it must be true. And then of course, I find out that it was a hoax, which I take personally as an attack on my intelligence.

Time Stamp	Speaker	Text
3:28	Speaker 16	<p>So, in high school, I took a course on world issues. And one day my teacher decided to lecture us about leprechauns. At first, we all laugh because obviously, everybody knows there's no such thing as leprechauns. But he had this really well-prepared lecture. He had graphs that showed their population decline and maps of where they lived in Europe and UK, photos of remains that have been found and the whole thing really started to feel legitimate, and I spent that hour-long lecture taking notes all about leprechauns. When the bell rang at the end of the class he instructed us all to check our notes and throw them away and in future to be more careful about what we choose to believe.</p>
4:06	Speaker 17	<p>I think the biggest time I've been fooled into thinking something was true when it wasn't, was with politicians and elections. They say one thing and I get it, to campaign. I like to think I'm a pretty smart person. I can see through them but sometimes that just sounds so good. It really does.</p>

Endnotes

¹ *Building a Digitally Resilient Workforce: Creating On-Ramps to Opportunity* (n.p.: Digital US, 2020), <https://digitalus.org/download>.

² *Building a Digitally Resilient Workforce*, <https://digitalus.org/download>.

³ Grace Kelemanik, Amy Lucenta, and Susan Janssen Creighton, *Routines for Reasoning: Fostering the Mathematical Practices in All Students* (Portsmouth, New Hampshire: Heinemann, 2016), <https://www.heinemann.com/products/e07815.aspx>.

⁴ “Employability Skills Framework,” Perkins Collaborative Resource Network, accessed January 11, 2023, https://s3.amazonaws.com/PCRN/docs/Employability_Skills_Framework_OnePager_20180212.pdf.

⁵ *Seattle Digital Equity Initiative Digital Skills Framework* (Seattle: Seattle Digital Equity Initiative, n.d.), <https://docs.google.com/document/d/1-ucdHhRwlBEkEeZR7kDKPSXznWquwVihYpZsFYDNojM/edit>.

⁶ “The Learner Variability Navigator,” Digital Promise, accessed January 11, 2023, <https://lvp.digitalpromiseglobal.org/>.

⁷ NCTM Channel, “Notice and Wonder Episode 3,” YouTube video, 4:50, July 8, 2021, https://www.youtube.com/watch?v=rvBHRD_jQ6Q&ab_channel=NCTMChannel.

⁸ “The UDL Guidelines,” UDL Guidelines, CAST, accessed January 11, 2023, <http://udlguidelines.cast.org/>.

⁹ “The UDL Guidelines,” CAST, <http://udlguidelines.cast.org/>.

¹⁰ *Financial literacy framework* (Boston: World Education, 2022). https://docs.google.com/spreadsheets/d/1FfrcHCTaL3EzzjnJp6Bd3gBc321ItgbLNehFazbn_tc/edit#gid=0

¹¹ One Minute Economics, “Compound Interest Explained in One Minute,” YouTube video, 1:27, November 26, 2016, https://www.youtube.com/watch?v=jTW777ENc3c&ab_channel=OneMinuteEconomics.

¹² “The Difference Between Cold and Flu,” Centers for Disease Control and Prevention, accessed January 11, 2023, <https://www.cdc.gov/flu/symptoms/coldflu.htm>.