



DIGITAL RESILIENCE IN THE AMERICAN WORKFORCE

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Edtech Instructional Routine: Recall or Sharing Information Using Voice Recorders

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](#))

Learner background: [Adverse experiences](#); [Primary language](#); [Social supports](#)

Social and Emotional Learning: [Motivation](#)

Cognition: [Short-term memory](#)

Adult literacies: [Oral communication skills](#); [Problem solving](#)

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

Learners use audio recording on their mobile devices to record their own (and others') voices and share the recording with their instructor.

Once the learners have developed the skills and agility with the routine in a classroom context, instructors transfer the use of the tool to the context of health literacy. Learners role-play with other learners and visiting healthcare professionals to practice using the tool as a personal support in a health appointment.

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

Instructors use direct, explicit digital skills instruction on how to listen, record, and share audio.



- Begin by sending short audio recordings to learners via WhatsApp using familiar words (e.g., “Hello! I am recording my voice on WhatsApp.” or “See you next time. Remember to bring your water bottle.”)
- Introduce and practice recognizing the icons such as the microphone, play button, and delete button
- Introduce and practice recognizing key vocabulary such as recording, record, play, audio, delete, message.
- Introduce how to use voice recording on WhatsApp - engage in repeated practice to build comfort and feeling of success with audio recording and sharing on mobile devices.
- Teacher models routine by creating an audio recording with simple oral prompts (eg. question, instructions, or sentence/narrative) to share with learners via WhatsApp
- With support from the instructor, learners work in pairs/teams to try audio recording themselves in class. They respond to prompts, listen to themselves, and practice until they are satisfied with it. When they are satisfied with their recording, they send it to the instructor via WhatsApp. The instructor responds with a simple audio chat.
- Learners engage in repeated independent practice over time with WhatsApp through regular group/individual chat messages. For example, learners can record and send the instructor a word/phrase/sentence that they want to remember from that day; Instructors can use WhatsApp to connect and encourage learners outside of class time with a simple short audio text message of support such as “Great work today, Trinh.” Or “See you tomorrow, Maysaa”. **Over time, the tool can also be applied to other thematic units, and other tools can be leveraged for the same purpose.**
- Over time, instructor introduces a different tool (eg. Voice Memos or Recorder, depending on what apps/devices learners have) to record, save, and share audio. Explore how to record audio using the app, how to find that recording later, and how to share the recording via WhatsApp (or other tool available)
- Consider using audio recordings as evidence/artifacts of learning if learners have a digital collection of their work, which could function as a digital portfolio for assessment purposes.
- Explore with learners when and how this tool could be useful for them outside of class, such as recording verbal instructions from someone at the bank or at your job, sharing verbal directions to a location, or listing groceries you need to buy for a special meal.

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.

This routine incorporates the following skills from the COMMUNICATION section of the Seattle Digital Equity Initiative Digital Skills Framework:

- **CO.7 - Share Information with Others** - Understanding ways to share information with others
 - Who could you share information with using audio recording?
 - What information might you share with them?
- **CO.8 - Use Messaging Tools** - Use a messaging app to communicate with others (WhatsApp, Messenger)
 - Who do you send messages to? Who sends you messages?
 - What do you like/not like about sending messages to people?
 - What are some good/not so good things about using audio recording to share information through WhatsApp?
 - If your friend/family member doesn't know how to use WhatsApp/audio recording, could you teach them how to do it?

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)

The routine allows for flexibility to use the audio recording tools in whatever ways are most engaging for learners, such as having learners share something new they learned, or report on their own progress by reading a word or sentence they are learning or ask a question to the instructor.

It also increases access to learning by providing a communication tool for adult learners who have not developed literacy skills in any of the languages they speak. It also allows opportunity for real world connections through exploring how learners could use this tool outside of class, and specifically in health care appointments. In the context of a health literacy theme, learners practice using the tool as a memory aide to record next steps and as a tool to share accurate



information with their support network. Making this connection to an authentic, real-world use of the tool is motivating and supports learners' health literacy. Additionally, it leverages a technology tool (WhatsApp) that many learners already use for other purposes, and introduces a new, impactful way to use that tool.

The routine also offers the opportunity to encourage learner choice of which language(s) to use in their recordings. Their choice will depend on their goals, who they will be recording, and with whom they will share the recording. This simple action values learners' linguistic repertoires and recognizes the multilingual nature of health literacy and digital resilience.

The routine is effective because it focuses on:

Authentic audiences and purposes: With routine use of the digital tool in the context of the classroom, learners can send and receive audio messages for specific purposes. Based on their self-identified needs, the routine can be used to transfer learners' skills with the tool to support themselves in the real-world context of health appointments and patient compliance.

Guided practice and immediate feedback: Instructors provide real-time guidance and feedback (Did you send it yet? I didn't receive it. Yes, I got it. I can hear your voice clearly. I can't understand you. etc) Learners can see the direct impact of their use of the tool and recognize where improvements are needed. Instructors can identify strengths and gaps in learners' use of the tool.

The routine is connected to the following research-based strategies: [Authentic audiences and purposes](#); [Guided practice](#); [Immediate feedback](#); [Note-taking \(audio\)](#); [Text chats](#).

