



DIGITAL RESILIENCE IN THE AMERICAN WORKFORCE

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Edtech Instructional Routine: Sharing Personal Information in Online Forms

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: [literacy environment](#), [primary language](#)

Social and Emotional Learning: [learner mindset](#), [motivation](#)

Cognition: [long-term memory](#), [visual processing](#)

Adult Literacies: [background knowledge](#), [composition](#), [foundational reading skills](#), [digital literacy](#), [problem solving](#)

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

Filling out personal information in online forms

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

Teachers create a Google Doc that replicates common fields in online forms and makes a copy for each of the students. The Google Doc can be modified based on the area of focus for each class (e.g. applying for benefits, health information forms, etc), but it is always in the same folder location to help students practice navigating to the Google Doc and completing the information. The modification of the form based on different topics, contexts, and more complex uses can support students' confidence and adaptability when they see possible differences through repeated implementation of filling out online forms.

Modeling by the instructor is key during the introduction of the routine during the first few classes.



This routine also includes showing how learners are to protect privacy by signing out of a public device after use.

- The instructor begins by modeling how students can navigate to the Google Doc online form. Students should assist fellow students who need more guidance on how to find the document.
- During the introduction of the routine for the first few classes, the teacher models navigation to the students' Google Doc online forms (that replicate a job application form) and then models completing the form while students have the Google Doc open on their own devices (preferably a laptop or desktop computer). Students complete the online form along with the instructor.
- After the introduction of the routine in the first few classes, the teacher only models completing new areas of the online form for students - this occurs when an online form has fields that are different from the initial form (e.g. a doctor's office information form, a school form, etc.). The teacher walks around to assist learners as they complete the other areas of the form that were not modeled during that class session.

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.

The digital skills addressed in this routine are:

- EF.6 - Save & Find Documents: Document storage and retrieval
- OL.10 - Save and Manage Content: Use local and cloud storage to manage information and access content from different devices (E)
- WO.1- Find a Job Online: Employment search skills: resume, job search & applying (E)
- EF.12 - Protect My Privacy on Shared Devices: Understand how to protect privacy when using shared devices and public Internet (signing out of accounts, clearing search history, etc.)



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).

This routine leverages the strategies of [experiential learning](#) and [guided practice](#) to assist learners with a task that can be applied in various contexts and content areas (i.e. job applications, health care forms, etc.).

