



DIGITAL RESILIENCE IN THE AMERICAN WORKFORCE

Reflection Roadmap: Course Engagement and Reflection Guide

To use, please download or make a copy to your Google Drive.

DRAW Reflection Roadmap: Your Guide for Engagement	1
Unit 1: Defining Digital Skills	4
Unit 2: Instructional Models, Practices, and Resources	8
Unit 3: Building the Digital Resilience of Diverse Learners	13
Unit 4: Focus on Equity as a Key to Digital Resilience	18
Unit 5: Assessing Digital Skills	25





DIGITAL RESILIENCE IN THE AMERICAN WORKFORCE

DRAW Reflection Roadmap: Your Guide for Engagement

The concept of **digital resilience** is a new way of thinking about digital skills instruction, one that acknowledges the need for learners to have **awareness, skills, agility, and confidence** to make use of the digital technologies they encounter every day. This approach to digital skills instruction focuses on helping learners apply new digital skills with appropriate support and in relevant contexts (like your classroom!) so that they can transfer those anywhere or anytime they encounter new technologies. ***This tool offers self-assessment, reflection activities, and space for note-taking, all of which correspond to the units of the DRAW course and can enrich your learning experience.*** With thoughtful use, this Reflection Roadmap can help make changes to your instruction that can lead to digital resilience in your learners.

How This Tool Can Support Professional Learning

Educational research suggests that reflective practice is a valuable component of professional learning because it calls on teachers to continuously examine and improve their instruction¹. Activities that foster reflective practice include: 1) sharing your ideas and experiences with other teachers and 2) writing about your teaching.

Self-assessments are an important component of reflective practice. They prompt you to examine your beliefs about your ability to help your students learn. In the process, you develop a sense of self-efficacy and an awareness of promising practices, set goals based on clear standards, develop a shared language for communicating about good teaching, and contextualize guidance provided by experts².

Informed by these observations from prior research, we shaped this DRAW Reflection Roadmap. Use ***it for self-assessment, reflecting on course activities, taking notes, and prioritizing your focus within the professional learning resources offered as part of DRAW.***

More Information on the Self-Assessment Items



The self-assessment items list competency areas, objectives, and skills that adult education instructors can leverage to help their students develop digital resilience. These questions can help you assess your strengths and weaknesses and identify learning needs. You will know where to focus as you engage with DRAW professional learning materials and coaching.

Whether you're completing DRAW in a cohort or individually, consider completing the self-assessment before and after taking the course to track your growth. If you would prefer to have a separate record of your self-assessment, you can find it on the LINC's DRAW project page.


Instructions for Use

1. Complete the DRAW Self-Assessment items at the beginning of each unit. The items in the assessment correspond to the objectives in the ***DRAW Course*** and the resource titled ***A Playbook for Fostering Digital Resilience in Adult Education Instruction***.
 - a. Consider whether or not you are able to “do” the skills that are listed.
 - b. Using the checkboxes, indicate the appropriate response: “Yes” if you’re feeling confident in your ability, “A bit” if this is an area you feel might be improved, and “Not Yet” if this item is something you cannot do on your own. If you are completely unfamiliar with something, add your questions in the right-hand column.
 - c. As you complete the checklist, think of things you do that demonstrate the teaching skills addressed in each competency. Use the right-hand column to add your questions or examples.
 - d. Perhaps share your self-assessment with your coach or in your Learning Circle if you are working with others as you complete this PD.
2. After you have completed the self-assessment items, make a note of the sections you want to prioritize for each of the course units. Then, set an intention for how your focus on the section will help you support your learners. Do so by completing the “*If I learn more...*” sentence. ***Note: this activity is key! Please give it your full attention.***
3. ***Complete all reflection questions***, paying particular attention to those that correspond with the sections you have prioritized.

As an Individual Working to Improve Your Practice

Start with the self-assessment items to identify learning priorities. Take time to consider priorities, and then pay particular attention to the corresponding sections in the course. Questions marked with  are for your personal responses to activities in the course units. ***Complete them all, but especially attend to those that are your priorities.*** Even if you are working independently, do respond to the “coach connections” reflection questions .

As a Member of a DRAW Learning Circle

The questions indicated with  will likely be integrated into the discussions you have in Learning Circles. Please be sure to work according to the schedule you, your peers, and your coach mapped out. Complete assigned reflections before you meet.

Most Importantly.....

Dive in! Ask questions! Try new resources and strategies!

Acknowledgments

The teaching self-assessment items were based on work developed by the [Center for Teaching and Learning Excellence](#), South Central College. Used with permission and licensed by World Education under [CC BY-NC-SA 4.0](#).

Thank you to World Education's Cynthia Peters and Rachel Riggs. Their careful review strengthened the quality and utility of this resource.

Endnotes

1. Doug Fireside and Lisa Lachlan-Hache, *Uncommon measures: Teacher self-evaluation to encourage professional growth* (Washington, DC: American Institute for Research, November 2015). <https://www.air.org/sites/default/files/2021-06/Uncommon-Measures-Teacher-Self-Evaluation-Nov-2015.pdf>; Jelena Maksimovic and Jelena Osmanovic, "Reflective practice as a changing factor of teaching quality," *Research in Pedagogy* 8, no. 2 (2018): 172-189, <https://files.eric.ed.gov/fulltext/EJ1201813.pdf>; and John A. Ross and Catherine D. Bruce, "Teacher self-assessment: A mechanism for facilitating professional growth," *Teaching and Teacher Education* 23, no. 2 (2007): 146-159, <https://tspace.library.utoronto.ca/handle/1807/30029>
2. Ross and Bruce, "Teacher self-assessment," <https://tspace.library.utoronto.ca/handle/1807/30029>

Unit 1: Defining Digital Skills

Unit 1 Competencies

- 1.1 Comprehend and start using the terms digital skills, digital literacy, and digital resilience as they relate to your goals for instruction.
- 1.2 Determine the relevance of various widely used digital literacy frameworks to support instruction for learners in different contexts and for different instructional purposes
- 1.3 Explore processes and practices for clearly identifying digital skill needs based on learner contexts, motivations, and goals



Find your Focus

1. Complete these self-assessment items to find out where you have the most to learn.

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose "Not Yet" for 1 item or "Partially" for 2 items...
1.1a Recognize when I'm focusing on digital skills, digital literacy, or digital resilience when I'm planning instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	... for 1.1 focus on: Unit 1, Section 1 LINCS Blog: Putting Digital Literacy and Digital Resilience into Frame
1.1b Understand how digital skills, digital literacy, and digital resilience are different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose "Not Yet" for 1 item or "Partially" for 2 items...
1.2a Locate digital literacy frameworks to help plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	... for 1.2 focus on: Unit 1, Section 2 DRAW Scan Findings: A Holistic Understanding of Digital Skills
1.2b Identify an appropriate digital literacy framework aligned with my instructional goals (e.g., granular digital skills instruction versus more abstract behaviors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
1.3a Identify the digital skills gaps and strengths of my learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	...for 1.3 focus on: Unit 1, Section 3 Digital Skills Library DRAW Instructional Approaches & Practices Brief
1.3b Identify the different contexts where my learners will need digital skills, digital literacy, and digital resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-

2. **Identify your focus for DRAW Professional Development resources.** Read the list of resources in the right-hand column. Highlight (above) or list here those you will focus on.

3. **Complete this statement (copy and paste if you need to focus on more than one section):**

If I learn more from/about [name the section you identified above], I'll be able to [name the change you hope to make in your instruction]. This will help my learners because [name the impact or benefit for your learners].

4. **Connection to Practice.** The *Playbook for Fostering Digital Resilience in Adult Education Instruction* presents examples of lessons that share the goal of helping learners develop digital resilience. Read the introduction and Appendix 1. Then, consider how the use of routines for developing digital resilience aligns with the competencies listed above.

1.1 Considering Definitions

Teacher Learning Objective

By the end of this section, you will be able to...

*comprehend and start using the terms **digital skills**, **digital literacy**, and **digital resilience** as they relate to your goals for instruction.*

Section Reflection Activity

You heard three educators describe what they think about the connection between digital skills instruction and digital resilience. Which of the educators' observations resonates most with you? Now, in your own words, describe the connection between them.

Coach Connection Reflection

Consider the different definitions of digital skills, digital literacy, and digital resilience. Which would you say is the focus of your instruction currently? What ideas do you have for moving toward digital resilience if you are not already doing so?

Your Notes on 1.1

1.2 Understanding Digital Literacy Frameworks

Teacher Learning Objective

By the end of this section, you will be able to...

determine the relevance of various widely used digital literacy frameworks to support instruction for learners in different contexts and for different instructional purposes.

Section Reflection Activity

The different frameworks introduced cover similar competency areas or domains: communication, creation, device ownership, gateway skills, information skills, lifelong learning, mobile devices, online life, privacy and security, and workplace. How well do these competency areas align with what you think your learners need to learn? What is generally your focus? Why?

Coach Connection Reflection

Spend some time examining the frameworks introduced in the section; consider the goals of each and how well they align to the aims of your program or your instruction. Identify one framework that you feel would be most useful; say why it will be helpful and what you will do to start using it.

Your Notes on 1.2

1.3 Digital Skills in Diverse Context

Teacher Learning Objective

By the end of this section, you will be able to...

explore processes and practices for clearly identifying digital skill needs based on learner contexts, motivations, and goals.

Section Reflection Activity

You just read about supporting different learners with their different digital skills goals: learners who are beginners, learners who need support in their employment, and learners

who are “mobile-based.” Which learners represent those in your class? Which, if any, of the skills do you prioritize?

Coach Connection Reflection

In this section, you saw examples of how different learners, in different contexts, need to focus on different foundational digital skills in order to develop digital resilience. Which sections of either the [Northstar Digital Literacy Assessment \(see the full set of objectives\)](#) or the [Seattle Digital Equity Initiative Digital Skills Framework](#) best fit the needs of your learners? Describe how you know, or if you don't, how you might use these resources to find out.

Your Notes on 1.3

Unit 2: Instructional Models, Practices, and Resources

Unit 2 Competencies

- 2.1 Identify elements of the Seattle Digital Equity Initiative (SDEI) Digital Skills Framework and align your instruction with digital literacy standards and frameworks.
- 2.2 Identify useful strategies and resources to help you integrate digital literacy into academic content instruction
- 2.3 Locate collections of edtech tools, create activities that focus on engagement and collaboration through their use



Find your Focus

1. **Complete these self-assessment items** to find out where you have the most to learn.

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose "Not Yet" for 1 item or "Partially" for 2 items...
2.1a Use the Seattle Digital Equity Initiative Digital Skills Framework to shape digital skills instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	... for 2.1 focus on: Unit 2, Section 1
2.1b Use digital tools in instruction that are relevant for learners outside of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose "Not Yet" for 1 item or "Partially" for 2 items...
2.2a Provide focused instruction on a new digital skill, then provide relevant opportunities for learners to make use of it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	<p>... for 2.2 focus on:</p> <p>Unit 2, Section 2</p> <p>DRAW Scan Findings: Digital Skills Content & Curriculum</p> <p>DRAW Instruction Approaches and Practices Brief</p>
2.2b Make clear to learners how the digital skills and tools they use in the classroom are relevant for use in work and daily life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
2.2c Set a positive tone for experimentation with new technologies and student self-direction for building their digital skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
2.3a Employ routines using different digital tools to strengthen digital skills and eventually foster digital resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	<p>... for 2.3 focus on:</p> <p>Unit 2, Section 3</p> <p>Digital Skills Library</p> <p>Edtech Routine Templates</p>

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose "Not Yet" for 1 item or "Partially" for 2 items...
2.3b Prioritize using digital technologies to support collaboration and enhance engagement in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-

2. **Identify your focus for DRAW Professional Development resources.** Read the list of resources in the right-hand column. Highlight (above) or list here those you will focus on.

3. **Complete this statement (copy and paste if you need to focus on more than one section):**

If I learn more from/about [name the section you identified above], I'll be able to [name the change you hope to make in your instruction]. This will help my learners because [name the impact or benefit for your learners].

4. **Connection to Practice.** The *Playbook for Fostering Digital Resilience in Adult Education Instruction* presents examples of lessons that share the goal of helping learners develop digital resilience. Read Chapter 1 Workforce Preparation and consider how the lesson and activities described align with the competencies listed above.

2.1 Align Instruction with Digital Literacy Standards and Frameworks

Teacher Learning Objective

By the end of this section, you will be able to...

identify elements of the Seattle Digital Equity Initiative (SDEI) Digital Skills Framework and align your instruction with those elements.

Section Reflection Activity

The section illustrated a connection between content you might already be teaching and several digital skills (CO.1 Netiquette, CO.2 Digital collaboration, CO.6 Privacy settings in social media, CO.7 Understanding ways to share information with others). Choose one of these skill areas and describe how you could integrate it into a lesson you currently teach.

In the activity for this section, you ranked the skills in the SDEI Digital Skills Framework according to how you would prioritize them for your students and then how you think your students prioritize them for themselves. What differences do you see in the rankings? Does this change what you would teach? Why or why not?

Coach Connection Reflection

What is your approach to figuring out what digital skills to teach, when to teach them, and by what means? How might the SDEI Digital Skills Framework help you improve this approach?

How do you currently make use of routines? How might you integrate more in order to support digital skills development and eventually digital resilience?

Your Notes on 2.1

2.2 Best Practices for Integrating Digital Literacy into Instruction

Teacher Learning Objective

By the end of this section, you will be able to...

identify useful strategies and resources to help you integrate digital literacy instruction and support into academic content instruction.

Section Reflection Activity

In the activity for this section, you considered an activity in a lesson plan from Teaching Skills That Matter, [First Amendment Rights Lesson Plan: Application/Extended Practice: What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills? \(p.7\)](#). Please use this space to record your description of how you would integrate technology into this activity.

1. What technology tools would you choose to use in this activity?
2. What resource (e.g., [GCF Learn Free](#), [Google Applied Digital Skills](#), etc.) would you use to help build your students' digital literacy skills?
3. What strategy (homework, warmup activities, etc.) would you use to ensure your students have the opportunity to use the resources like GCF Learn Free or the Google Applied Digital Skills curriculum to develop the digital literacy skills necessary to complete this activity?

Coach Connection Reflection

Which of the recommended strategies for integrating technology do you already use: creating a classroom culture that supports technology use, practicing and modeling technology use, demonstrating flexibility, and/or making space for self-directed work? What does that look like in your classroom? Identify an additional strategy that you will implement in the near future. What is the first step you need to take to do so?

Your Notes on 2.2

2.3 Edtech Resources to Enhance Student Engagement and Collaboration

Teacher Learning Objective

By the end of this section, you will be able to...

- *locate collections of edtech tools, and*
- *create activities that focus on engagement and collaboration through the use of edtech tools in your instruction.*

Section Reflection Activity

1. Explore the Instructional Routines section of the EdTech Integration Strategy Toolkit (<https://etctechtoolkit.glideapp.io/dl/375e23>). Find the category called **Reflect and Assess**. Identify a few tools that interest you. How might you use them with students in your classroom?
2. Explore the Digital Skills Library (<https://digitalskillslibrary.org>). Find the **Basic Search Lesson** from DigitalLearn.org in the Digital Skills Library. Thinking back to Section 1 and Section 2 in this unit, how could you imagine using this lesson with your students or integrating this digital skill into other lessons you teach?

Coach Connection Reflection

What makes a lesson or activity collaborative and engaging? Have you taught a lesson in which students work together to create a product? Were students engaged? How did you know?

Your Notes on 2.3

Unit 3: Building the Digital Resilience of Diverse Learners

Unit 3 Competencies

- 3.1 Explore ways to promote and strengthen the components of digital resilience (awareness, skills, agility, and confidence) for diverse learners
- 3.2 Use a whole-learner approach (e.g., the Adult Learner Variable Navigator) to understand diverse learners
- 3.3 Integrate innovative strategies, like instructional routines, and instructional frameworks, like Teaching Skills That Matter, into classroom practice as tools to support diverse learners



Find your Focus

1. Complete these self-assessment items to find out where you have the most to learn.

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose "Not Yet" for 1 item or "Partially" for 2 items...
3.1a Consider my learners' individuality as I shape instruction to build digital resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	<p>... for 3.1 focus on:</p> <p>Unit 3, Section 1</p> <p>DRAW Instruction Approaches and Practices Brief</p>
3. 1b Make use of resources and strategies for recognizing different learners' awareness, skills, agility, and confidence using digital technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose "Not Yet" for 1 item or "Partially" for 2 items...
3.2a Understand the different components of the Adult Learner Variability Navigator and how they can inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	... for 3.2 focus on: Unit 3, Section 2
3.2b Use the Adult Learner Variability Navigator as a tool to identify and deepen knowledge of diverse learner strengths, challenges, and needed supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
3.3a Consider the Teaching Skills That Matter central skills as I plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	... for 3.3 focus on: Unit 3, Section 3 Edtech Routine Templates
3.3b Make use of edtech routines in my instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-

2. **Identify your focus for DRAW Professional Development resources.** Read the list of resources in the right-hand column. Highlight (above) or list here those you will focus on.

3. **Complete this statement (copy and paste if you need to focus on more than one section):**

If I learn more from/about [name the section you identified above], I'll be able to [name the change you hope to make in your instruction]. This will help my learners because [name the impact or benefit for your learners].

- 4. Connection to Practice.** The *Playbook for Fostering Digital Resilience in Adult Education Instruction* presents examples of lessons that share the goal of helping learners develop digital resilience. Read Chapter 2 Health Literacy and consider how the lesson and activities described align with the competencies listed above.

3.1 Promoting the Components of Digital Resilience for Diverse Learners

Teacher Learning Objective

By the end of this section, you will be able to...

explore ways to recognize and then strengthen the components of digital resilience (awareness, skills, agility, and confidence) within a diverse group of learners.

Section Reflection Activity

In what ways do you consider yourself to be an empowered user of new technologies? How do you demonstrate the ability to adapt to changing digital demands?

In the Practice Activity, you rated Renee’s digital awareness, skills, agility, and confidence. Why did you rate her the way you did?

Coach Connection Reflection

Consider the learners described in this section. How do the students described here compare or contrast with those in your classroom in terms of their digital resilience?

Your Notes on 3.1

3.2 Building Digital Resilience Using a Whole-Learner Approach

Teacher Learning Objective

By the end of this section, you will be able to...

use a whole-learner approach (e.g., the Adult Learner Variable Navigator) to understand diverse learners.

Section Reflection Activity

The goal of the Learner Variability Navigator (LVN) is to help teachers take a whole-learner approach to designing instruction. The Digital Literacy Wheel pictured in the course shows the factors that impact one’s digital literacy learning. Identify a few factors that you see reflected in your students. Then look for [these factors on the “strategies” page of the LVN](#). Pick one strategy associated with one of the factors and describe how you’d use it.

The activity in this section included an interview with Renee, which was organized by “adult learning factors” found in the Learner Variability Navigator. Here is a short list of factors touched on in the conversation. If you were Renee’s teacher, how would the conversation shape your instruction? Note your response next to the relevant factor.

- Literacies
- Cognition and Background
- Social Emotional Learning

Coach Connection Reflection

In your own words, describe how integrating a whole-learner approach to instruction can support the digital resilience of your learners. How is this represented in your teaching, or what would you like to shift in your teaching to make this possible?

Your Notes on 3.2

3.3 Helping Students Build Digital Resilience through Strategies

Teacher Learning Objective

By the end of this section, you will be able to...

integrate innovative strategies, like instructional routines and instructional frameworks (e.g., Teaching Skills That Matter), into classroom practice as tools to support diverse learners.

Section Reflection Activity

[The EdTech Integration Strategy Toolkit](#) provides strategies for teaching the digital skills learners need to participate in routine activities and use new technologies. [Search the toolkit for a routine](#) that you would like to use in your classroom. Identify it here and describe why it would be relevant. Tip: to find the routines, click on “Integrations.”

Consider the Teaching Tools That Matter for Renee. Which of the Skills That Matter would you try to incorporate into your instruction? How would you integrate them into your instruction? How will that help Renee build digital resilience?

Coach Connection Reflection

In this unit, you were reintroduced to **David, Lisa, and Aamira**. Choose one of these learners and consult the Teaching Skills That Matter toolkit. Which of the “skills that matter” would you try to incorporate into your instruction? What strategies and resources included in the EdTech Integration Toolkit could you use for this instruction? Describe an activity or lesson you could teach that shows this approach to developing digital resilience.

Your Notes on 3.3

Unit 4: Focus on Equity as a Key to Digital Resilience

Unit 4 Competencies

- 4.1 Identify resources for finding and addressing gaps in learners’ access to technology so that they can engage in innovative learning activities
- 4.2 Incorporate ideas from the Universal Design for Learning (UDL) framework as you design instruction that increases diverse learner engagement
- 4.3 Articulate why teaching key digital literacy vocabulary matters, access tools for language development around digital skills and technology, and boost multilingual learners’ agency by including supportive learning resources in multiple languages
- 4.4 Employ strategies to uplift learner agency and leverage student leadership to support digital resilience



Find your Focus

1. Complete these self-assessment items to find out where you have the most to learn.

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose “Not Yet” for 1 item or “Partially” for 2 items...
4.1a Refer students to resources my program (or community) has for determining and then mitigating digital access issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<p>... for 4.1 focus on:</p> <p>Unit 4, Section 1</p> <p>LINCS Blog: Advancing Access and Digital Equity: Challenges and Solutions</p> <p>DRAW Scan Findings: Advancing Access and Digital Equity</p>

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose "Not Yet" for 1 item or "Partially" for 2 items...
4.1b Design instruction so that students who only have smartphones (no computer) can complete assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
4.2a Apply general principles of UDL to consider learner needs and provide options when planning instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	... for 4.2 focus on: Unit 4, Section 2
4.2b Follow UDL guidelines of engagement, representation, and action and expression in my instructional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
4.3a Provide explicit vocabulary instruction to help learners understand directions and ask questions when learning how to use new technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	... for 4.3 focus on: Unit 4, Section 3 LINCS Blog: Digital Digest: The Digital Skills Library Digital Skills Glossary
4.3b Create opportunities for learners to leverage home language and literacies in support of digital skills instruction or when learning to use new technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
4.4a Make use of or refer learners to my program's student leadership opportunities or initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	... for 4.4 focus on: Unit 4, Section 4

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose "Not Yet" for 1 item or "Partially" for 2 items...
4.4b Design instruction that promotes learners' agency and leadership in their own and their peers' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
4.4c Share with learners when I have digital skills and knowledge gaps; seek guidance from learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-

2. Identify your focus for DRAW Professional Development resources. Read the list of resources in the right-hand column. Highlight (above) or list here those you will focus on.

3. Complete this statement (copy and paste if you need to focus on more than one section):

If I learn more from/about [name the section you identified above], I'll be able to [name the change you hope to make in your instruction]. This will help my learners because [name the impact or benefit for your learners].

4. Connection to Practice. The *Playbook for Fostering Digital Resilience in Adult Education Instruction* presents examples of lessons that share the goal of helping learners develop digital resilience. Read Chapter 3 Financial Literacy and consider how the lesson and activities described align with the competencies listed above.

4.1 Supporting Student Access, Skills, and Comfort Using Technology

Teacher Learning Objective

By the end of this section, you will be able to...

identify resources for finding and addressing gaps in learners' access to technology so that they can engage in innovative learning activities.

Section Reflection Activity

Can you think of universities or corporations in your area that your program can approach about digital device donations?

Which of the resources and strategies for helping students get access to the internet is most feasible in your setting?

Think of a few community resources that students might access where digital navigation would be helpful. Take note of them here.

Which of the program options (Partnerships, Learning Lounges, and Learning Circles) are in place in your program? Which would be most helpful for serving your learners?

Coach Connection Reflection

This section listed useful strategies for maximizing learner access to technology-rich instruction. For example, program strategies include reconfiguring program options, finding partners who can mitigate technology access gaps, creating digital navigator programs, and partnering with employers to create more flexible learning options. Classroom strategies like surveying student device access or improving mobile learning resources can also help. Given your role, what is at least one strategy you can try out? Describe the first step(s) you'll take to get started.

Your Notes on 4.1

4.2 Drawing on Universal Design for Learning to Support Equity

Teacher Learning Objective

By the end of this section, you will be able to...

incorporate ideas from the Universal Design for Learning (UDL) framework as you design instruction that increases diverse learner engagement.

Section Reflection Activity

How do you determine students' learning needs and preferences? How do your current strategies help you support their digital skills?

Which of the barriers listed in this section do you see as relevant for your learners? Can you think of other barriers that are not listed?

Think of the three guidelines for Universal Design for Learning (engagement, representation, and action and expression). What is one thing you can do tomorrow to apply these UDL guidelines?

Coach Connection Reflection

Describe the connection between equity, the UDL guidelines, and digital resilience. What is one thing you can do in your instruction to better support this connection?

Your Notes on 4.2

4.3 Attending to the Language of Digital Literacy

Teacher Learning Objective

By the end of this section, you will be able to...

- *articulate why teaching key digital literacy vocabulary matters,*
- *access tools for language development around digital skills and technology, and*

- *boost multilingual learners' agency by including supportive learning resources in multiple languages.*

Section Reflection Activity

The course noted the importance of the context for where and how learners will use digital skills when teaching key vocabulary (e.g., classroom, workforce, healthcare portals). Which contexts are most relevant for your learners?

Check out the Glossary in the Digital Skills Library. Describe how you will use it in your classroom.

Which digital vocabulary-building tool(s) do you want to consider for your program?

Which of the approaches to diversifying staff and tutors described in the course is in place in your setting? What efforts are made to retain or increase their presence in your classroom or program?

Coach Connection Reflection

What are you currently doing to support the language development your learners need to benefit from your digital skills instruction (e.g., explicit vocabulary instruction, leveraging students' home languages, using multilingual supports—including staff)? Identify a resource or strategy you can employ to include language instruction (especially one that builds vocabulary) for both English learners and native English speakers.

Your Notes on 4.3

4.4 Learner Leadership and Learning Partnerships

Teacher Learning Objective

By the end of this section, you will be able to...

employ strategies to uplift learner agency and leverage student leadership to support digital resilience.

Section Reflection Activity

What measures can your site take to support recruiting diverse learners and gathering their input to create flexible, responsive programming?

What opportunities do you provide for students to take leadership in their own learning?
How might the Digital Literacy Action Plan work in your setting?

What student leadership opportunities could work well in your program?

In what ways can you approach your work as a co-learner with your students?

Coach Connection Reflection

Consider strategies already in place in your classroom or program for boosting student leadership (e.g., input on program/course development, student councils or advisory groups, peer-to-peer learning circles, student ambassadors, student technology leaders, co-learning with students). Describe how you might expand on your current work to offer multiple student leadership opportunities. What is one new strategy you will implement?

Your Notes on 4.4

Unit 5: Assessing Digital Skills

Unit 5 Competencies

- 5.1 Articulate why assessment is an essential component of adult digital skills instruction and how it supports building digital resilience
- 5.2 Identify different types of assessment, their purposes, and strategies for assessing digital skills
- 5.3 Choose appropriate assessments for common digital skills instructional contexts and purposes



Find your Focus

1. Complete these self-assessment items to find out where you have the most to learn.

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose “Not Yet” for 1 item or “Partially” for 2 items...
5.1a Explain how the multiple reasons for assessing (e.g., diagnostic, measuring progress, evaluation) supports the development of learners' digital resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	... for 5.1 focus on: Unit 5, Section 1 DRAW Scan Findings: Assessing and Validating Skills
5.1b Leverage assessments to help evaluate my standards-aligned digital skills instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-

Skills	Yes	A bit	Not Yet	Examples of things I do that demonstrate this skill, or questions I have about this	Resource Focus: If you chose "Not Yet" for 1 item or "Partially" for 2 items...
5.2a Understand how use of a range of assessment strategies can support learners' development of digital resilience (e.g., formative, summative, self-assessment, performance-based)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	<p>... for 5.2 focus on:</p> <p>Unit 5, Section 2</p> <p>Digital Digest: Selecting an Assessment for Digital Literacy</p>
5.2b Include opportunities for student self-assessment for both formative and summative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-
5.3a Make use of performance-based assessment to give learners an opportunity to show digital resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	<p>... for 5.3 focus on:</p> <p>Unit 5, Section 3</p> <p>Digital Digest: Selecting an Assessment for Digital Literacy</p>
5.3b Consider what I want to know, the best way to learn it, and what I will do with the information before choosing an assessment strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-	-

2. **Identify your focus for DRAW Professional Development resources.** Read the list of resources in the right-hand column. Highlight (above) or list here those you will focus on
3. **Identify your focus for DRAW Professional Development resources.** Read the list of resources in the right-hand column. Highlight (above) or list here those you will focus on
4. **Complete this statement (copy and paste if you need to focus on more than one section):**

If I learn more from/about [name the section you identified above], I'll be able to [name the change you hope to make in your instruction]. This will help my learners because [name the impact or benefit for your learners].

5. **Connection to Practice.** The *Playbook for Fostering Digital Resilience in Adult Education Instruction* presents examples of lessons that share the goal of helping learners develop digital resilience. Read Chapter 4 Civics Education and consider how the lesson and activities described align with the competencies listed above.

5.1 Why Assess?

Teacher Learning Objective

By the end of this section, you will be able to...

articulate why assessment is an essential component of adult digital skills instruction and how it supports building digital resilience.

Section Reflection Activity

Now that you've seen some of the reasons that assessment is important in education, what questions do you have about your learners' progress? What ideas do you have about how you might answer them?

Think about a time you were assessed. Did the assessment accurately measure what you had learned? Was the assessment useful to you as a tool to chart your own progress and set goals for further learning?

Review a free digital literacy assessment from [Northstar Digital Literacy](#). Northstar offers a variety of assessments in three categories: Essential Computer Skills, Essential Software Skills, and Using Technology in Daily Life. Choose an assessment that would be relevant to your learners. Open the assessment and attempt enough questions to become familiar with the type and range of questions it includes. How might you use an assessment tool like this one in your work?

Coach Connection Reflection

Now that you've seen some of the reasons that assessment is important in education (e.g., provides diagnostic feedback, sets performance indicators, evaluates progress, supports learner self-evaluation, helps educators set standards), think about your own teaching context. Which of these reasons for assessment helps you answer your questions?

Your Notes on 5.1

5.2 Types of Assessment

Teacher Learning Objective

By the end of this section, you will be able to...

identify different types of assessment, the purposes of those assessments, and strategies for assessing digital skills.

Section Reflection Activity

Which types of assessments are you currently using to support your digital skills instruction? To what extent does this assessment strategy support your goal to move learners to build not only discrete skills but digital resilience?

Coach Connection Reflection

The Northstar Digital Literacy Assessment is a very popular battery of online digital skills tests. Describe how it can be used as part of a holistic assessment strategy. In your reflection, note its role as a formative or summative assessment. Consider how you might pair it with performance-based assessments.

Your Notes on 5.2

5.3 Choosing an Assessment Strategy

Teacher Learning Objective

By the end of this section, you will be able to...

choose appropriate assessments for common digital skills instructional contexts and purposes.

Section Reflection Activity

For each scenario you viewed, share which assessment strategy resonated most. Why? Below, write down what you observed and what you wondered about regarding each scenario here.

Family literacy scenario:

Online learning scenario:

Software training scenario:

Coach Connection Reflection

Now that you have practiced selecting assessments in the scenarios in this unit, how ready do you feel to make these choices in your own instructional context? What steps will you take to ensure that your approach to assessment builds digital resilience and not simply discrete digital skills?

Your Notes on 5.3