Integrating Technology in Adult Education

Nell Eckersley

Literacy Assistance Center
Series: Digital Literacy for ESOL Instruction

What are the most important technology skills adult ESOL students (and teachers) need to develop in preparation for family, career, and post-secondary success? What are some ways the practice of these skills can be integrated into existing instruction? This three-part series on Digital Literacy for ESOL Instruction will explore these questions and some promising answers. Participants will spend time learning about tools and methods they can use with their students, develop a plan on how to integrate what they have learned, and then take time to try out their plans and receive individualized coaching before a final face-to-face workshop in which participants will report back on their experiences and learn from each other’s challenges and success.

The three parts to this series include:

- **Part 1: Introduction to Digital Literacy** 10.13.17
- **Part 2: Integrating Computer Based Testing Skills in Adult Education** 11.10.17
- **Part 3: Knowledge Share Session** 12.15.17
Part 2: Integrating Technology in Adult ESOL Instruction

- Introductions
- Digital Literacy Skills and how laptops and mobile devices can be used to develop and deepen these skills
- Language acquisition skills and how laptops and mobile devices can be used to develop and deepen these skills
- Integrate technology tools and skills into ESOL lessons that participants already do with their students
- Lesson planning to incorporate their choice of skills and technology tools, and put that lesson plan into practice over the next five weeks

4 Materials for Today

- This PowerPoint
Digital Literacy Skills
7 good cakes—and easy!—made with Betty Crocker Yellow Cake Mix

You can bake up a rich, moist, homemade kind of yellow cake as easy as opening Betty Crocker Yellow Cake Mix, and adding two fresh eggs and water. Try these easy serving ideas, too!

Clock Cake: Frost cake, using Betty Crocker Angel Fluff Frosting Mix; make “clock” of berries or candy. Set the hands for the time you’ll serve it.

Coconut Snowballs: Make cupcakes, following directions on package. Spread thickly with frosting (use Betty Crocker Angel Fluff Frosting Mix) and roll in shredded coconut.

Easy Blueberry Mountain: Bake cake in oblong pan. Cut in squares. Split and serve shortcake-style, with plenty of plump blueberries and snowy whipped cream.

Cake Pudding: Grate rind of 1 orange into batter. Fill 12 custard cups ⅔ full. Tie foil cap on each; steam 30 min. in 2” of water. Serve hot with orange sauce.

Strawberry Ice Cream Pie: Bake cake in round layer pans. Spoon slightly softened strawberry ice cream on one layer and serve immediately; cut in wedges.

Upsy-Daisy Cake: Follow the easy upside-down cake recipe on package. To make gay daisies, arrange pineapple wedges around maraschino cherries before you pour in batter.

Raspberry Shortcake: Make a giant shortcake of 2 round layers. Fill and top with slightly sweetened whipped cream and raspberries—or any fruit you’re specially fond of.

Consume
Create
Curate
Digital Literacy

The skills associated with using technology to enable users to find, evaluate, organize, create, & communicate information.

-Museum and Library Services Act of 2010
8 Digital Literacy Assessments

- Internet and Computer Skills Survey (David Rosen)
- Mobile Phone Skills Survey (David Rosen)
- Northstar Digital Literacy Assessment
  https://www.digitalliteracyassessment.org/
Very Basic Computer Skills

http://spclc.org/curricula-resources/computer-curriculum

Visuals for teaching very basic computer skills: using a mouse and turning a computer on and off. These are suited for low NRS levels or for students with little to no computer experience. Two good websites for practicing mouse skills are Mousarobics and Mouse Exercises.

- How to turn on the computer
- TURN ON the computer
- You will see a green light if it is ON.
- Is it ON? Wake up!
- How to turn off the computer
- TURN OFF the computer
- Mouse skills
- Mouse visual aid
- Mouse skills vocabulary
- Computer Basics and Word (.zip, 16.7MB)
Computer Vocabulary

Handouts and activities to teach everyday computer vocabulary (computer parts, toolbar, font, highlight, etc.). These are suited for low NRS levels or for students with little to no computer experience.

- Basic definitions
- Basic definitions matching game
- Computer vocabulary
- Vocabulary matching game 2
- About your computer (PowerPoint)
11 Opening and Saving Files

Navigating windows to open and save files. These are suited for low NRS levels or for students with little to no computer experience.

- Find a file
- Open a file from your disk
- Save a file
- Using folders
Skills and Activities Practice

Activities created to help students practice skills such as font attributes (bold, italics), spacing, cut-and-paste, and tables. All documents are zipped together. Each lesson includes a Teacher's Guide and several activities (MS Word Documents). These are suited for low NRS levels or for students with little to no computer experience.

- Teacher Guide Graphics 2
- Font attributes (.zip)
- Cut and paste (.zip)
- Spacing (.zip)
- Editing (.zip)
- Tables (.zip)
Skills and Activities Practice

2. Open the folder that is called Skills and Activities Practice
3. Open one of the exercises
4. Save a copy to your own Google Drive so you can edit the activity
Computers Skills for Everyday Life

- Online banking
- Online bill paying
- Libraries online
- Shopping online

- Reading on a screen
- Reading and writing emails
- Social Media
Language Acquisition Skills
College & Career Standards Related to Digital Literacy

- **Writing 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- **Writing 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- **Writing 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

https://lincs.ed.gov/professional-development/resource-collections/profile-521
College & Career Standards Related to Digital Literacy

▪ **Reading 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

▪ **Speaking and Listening 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

▪ **Speaking and Listening 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
19  What skills have you been teaching this week?

1. Go to this link https://padlet.com/Nell/languageskills111017
2. Tap on the pink plus or click/tap on an empty part of the screen
3. Put your first name as the Title
4. List 4 to 5 language skills you have been teaching this week
Integrating Technology
POST Method

- **P** is People. Know the capabilities of your audience. Know what scaffolding they’ll need.
- **O** is Objectives. Pick one. Decide on your objective *before* you decide on a technology. Then figure out how you will measure it.
- **S** is Strategy. Figure out what will be different after you're done. Imagine you succeed. How will things be different afterwards? Imagine the endpoint and you'll know where to begin.
- **T** is Technology. A community. A wiki. A blog or a hundred blogs. Once you know your people, objectives, and strategy, then you can decide with confidence.
<table>
<thead>
<tr>
<th><strong>R</strong></th>
<th><strong>M</strong></th>
<th><strong>A</strong></th>
<th><strong>S</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Redefinition</strong></td>
<td>tech allows for creation of new tasks previously inconceivable</td>
<td>integrated movies, hot links, software, apps,</td>
<td>Skype with experts, compare, combine results via wikis and blogs, publish worldwide online</td>
</tr>
<tr>
<td><strong>Modification</strong></td>
<td>tech allows for significant lesson redesign</td>
<td>integrated email graphs, images spreadsheets</td>
<td>spreadsheets, graphs, email with others, redesign lab, hand in</td>
</tr>
<tr>
<td><strong>Augmentation</strong></td>
<td>tech is a tool substitute with some improvement</td>
<td>word processing with spell check, cut and paste</td>
<td>grammar, spell check, cut, paste, print, hand in</td>
</tr>
<tr>
<td><strong>Substitution</strong></td>
<td>tech is a tool substitute with no functional change</td>
<td>word processor used as a typewriter</td>
<td>word process lab report, print out, hand in</td>
</tr>
</tbody>
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**QUESTIONS TO ASK**

**SUBSTITUTION**
What will I gain by replacing the task with new tech?

**AUGMENTATION**
Does the tech add new features that improve the task?

**MODIFICATION**
Does the task significantly change with the use of tech?

**REDEFINITION**
Does the tech allow for creation of new task previously unconceivable?

Lesson Ideas
25 Image with Narration

To hear about this photo
- Go to this link: http://vocaroo.com/i/s1vpFDGJLr9
- Or scan this QR Code

Tools used to create this:
http://vocaroo.com/
Read what other teachers have done.

Interview another person about what they read and answer these questions:

1. What level was the teacher teaching?
2. What were some of their challenges?
3. What tech did they use and how did they use it?
4. Could you do something similar?
Lesson Planning

- Go to our Google Folder and find the Lesson Plan folder
- Review the options or make your own template
- Begin to develop a lesson plan for an tech integration
Resources
LINCS Integrating Digital Literacy into English Language Instruction

ESL Pro

1. This brief highlights research-based ways to integrate technology, extend learning opportunities, and increase digital literacy in English language learning environments.

2. This interactive, self-paced online module explains how to incorporate digital literacy skills into learning activities for ELL students.

3. This practice-oriented resource shows how instructional strategies, resources, and activities can cohesively integrate language development, information literacy, and digital technologies.

4. Learn about Open Educational Resources (OER), how they can be used in instruction, and how they can enhance student learning.
30 Resources

- Northstar Learning Guide: This guide contains instructional materials designed to help learners build the basic computer skills defined by the Northstar Digital Literacy Assessments. [http://guides.sppl.org/northstar](http://guides.sppl.org/northstar)
- Information, support, tools, ideas, models, research, and a community of practice for educators interested in using flexible computer technologies to reach and teach diverse learners [http://digitalliteracy.us/digitaltoolkits/](http://digitalliteracy.us/digitaltoolkits/)
- Integrating Digital Literacy INTO ENGLISH LANGUAGE INSTRUCTION Companion Learning Resource [https://lincs.ed.gov/sites/default/files/LINCSCLR-2_508_0.pdf](https://lincs.ed.gov/sites/default/files/LINCSCLR-2_508_0.pdf)
Resources

- 2016 National Education Technology Plan http://tech.ed.gov/netp/
- “What Comes First: the Curriculum or the Technology?” http://www.edudemic.com/what-comes-first-the-curriculum-or-technology/
What technology tools did we use today?
Why?
Thank you!

- Nell Eckersley  
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  @lacnycnell

- This PowerPoint  

- Our Google Folder  

- Resources on the LAC website  

- **Part 3: Knowledge Share Session**  
  12.15.17  
  10am-1pm  
  85 Broad Street, New York, NY 10004

  - **Description:** In the final session of this series, participants will do short presentations on the technology work they have been engaged in over the prior 5 weeks, and will have an opportunity to learn from one another’s challenges and successes. We will also discuss next steps and what additional help participants need in order to continue in their technology integration work.

- **To register:**  
  [https://diglitesol3121517.eventbrite.com](https://diglitesol3121517.eventbrite.com)