

Sample tasks and learning activities related to

Manage health using digital technology



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Manage learning using digital technology

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Download this document in pdf format at <http://usedigitaltechnology.alphaplus.ca>.



Practitioner Notes

In this series, learners will perform digital technology tasks to develop health literacy and media literacy competencies. They will use digital technology and critical literacy skills to evaluate online information for quality, accessibility, and for bias.

The sample tasks are in order of *Use digital technology* levels. You can use these tasks as a series or use one or more independently. The sample learning activities are designed as ideas to get you started – please bend, spindle and mutilate as you wish. Adapt these ideas to suit the needs and goals of the learners with whom you are working.

The tasks and activities in this series are designed according to the principles that:

- All learners, regardless of their reading, writing, and technology skill levels should have access to learning opportunities using digital technology.
- Digital technology tasks should draw from reading content that all learners can work with, if possible, to assure that learners can share learning experiences even if they are involved in tasks requiring various levels of digital technology skills.

Tasks H1 to H3 use resources with audio or video support for learners with low reading levels.

In cases where learners can access information by reading OR using audio and video, the reading activities are labelled at an OALCF Competency Level 1, but often the analysis that learners are asked to do in the suggested *Communicating Ideas* tasks require them to connect, evaluate and /or integrate ideas and information at a higher competency level.

You will see suggestions for *Communicating Ideas* tasks that you can adapt to different the levels. The levels in the activity overview reflect the level of writing competency *needed* to complete the tasks in that activity, but instructors can adapt the writing tasks to meet the needs of specific learners. Instructors can choose how learners will present how they have connected, evaluated and/or integrated ideas and information – in writing, in class discussions, and by creating videos or recordings.

Tasks H4 to H6 use some resources that have no audio or video support. Instructors can adapt these activities by directing learners to specific resources.

These tasks provide learners opportunities to *Manage Health* in the following ways:

- Recognize and express when one does not know something.
- Accept new learning challenges
- Willing to work independently
- Take initiative
- Take risks in learning situations
- Manage time
- Use learning strategies: follow instructions, take notes
- Identify ways to remember information and reinforce learning
- Sequence activities in multi-step tasks
- Adapt to instructional approaches
- Transfer skills and strategies to different contexts
- Identifies multiple sources of information to complete tasks
- Evaluate the quality and comprehensiveness of multiple resources to complete tasks

These tasks include blended learning activities. A blended learning approach combines face-to-face instruction with technology-mediated instruction. In blended learning, digital technology is a means to an end. Instructors and tutors make appropriate choices within a blended learning environment about digital and non-technology tasks.

Use digital technology tasks are integrated into lessons where other competencies are practised. Learners are required to perform *Find and Use Information* and *Communicate Ideas and Information* tasks online or offline, using non-technology related resources.

These tasks are not a series of independent learning activities. Learners may do some of the online activities independently but they will be required to share their findings, evaluations, analyses and opinions with the group.

It is recommended that instructors familiarize themselves with the websites before asking learners to use them. In some cases instructors may want to use screenshots of web pages to create a navigation guide for learners. In general, learners usually need only a few instructions about navigation menus before they are able to use them with ease. Some learners may benefit from guide sheets for their first few forays into online learning but soon people will find their own ways of doing things.

When learners are online in a computer lab, some will start clicking on everything right away and exploring independently while others wait until they receive instructions or support. This can be challenging for instructors as learners end up in all kinds of different places within seconds. It can

also make some learners anxious as they feel that they are falling behind. Start a class by acknowledging the people that want to jump right in. Assure them that they will have a chance to do that soon and ask them to wait for 5 minutes or so until you can relay all the instructions and answer all the questions so that everyone has the same information to start.

Sometimes in a computer-assisted lesson it is difficult to see exactly what people are doing and what outcomes are being achieved. All interactions are being mediated through a machine and this can take a little while to get used to. Instructors may find that they have to use their assessment-by-observation skills a little differently. You can hear an instructor from the Toronto District School Board talking about her experience here: <http://youtu.be/Ouda0Wb-jfA>

Because using digital technology is a means to an end, instructors and learners can make assessments based on outcomes rather than the process. For example, an assessment question might be “Did I find what I was looking for?” rather than “Do I understand how to use the browser back button?”

One of the challenges of working with learners on using digital technology tasks is that learners in one class will usually have a wide range of digital technology competencies. The *Find and Use Information* activities in Tasks H1 to H3 are designed so that learners with a higher level of digital technology competency do some work independently while instructors and tutors support those that need more guidance.

If learners need to practise basic computer skills, the WebWise series from the BBC offers independent online learning courses here: <http://www.bbc.co.uk/webwise/topics/your-computer/computer-basics>. You will see that WebWise also has some interesting discussion courses about online privacy and safety.

If learners need to learn how to use Microsoft Word or other Microsoft Office programs, there are tutorials and videos here <http://www.gcflearnfree.org/office>. There are reading lessons and videos. GCFLearnFree.org® is a program of Goodwill Industries of Eastern NC, Inc.®, based in Eastern North Carolina.)

Task H1 Learn about how bodies work (level 1)

Perform simple digital tasks according to a set procedure

In this task, learners will

- Use a specific website to find information.
 - Follow simple prompts.
 - Follow described steps to complete tasks.
 - Interpret brief text and icons.
 - Locate specific functions and information.
- Use navigation buttons and menus to perform simple searches and access information online.
- Copy relevant information on a template form (optional).
- Use information from the website to develop knowledge and confidence for discussing personal health with health care providers.

Other Competencies

A. Find and Use Information

- A1.1 Read brief texts to locate specific details
- A2.1 Interpret very simple documents to locate specific details
- A3. Extract info from films, broadcasts and presentations

B. Communicate Ideas and Information

- B2.1 Write brief texts to convey simple ideas and factual information
- B3.1a Make straightforward entries to complete very simple documents

C. Understand and Use Numbers

E. Manage Learning

F. Engage with Others

→ see Practitioner Notes for this series

→ Instructors can decide whether activities are to be done in groups, pairs or by individuals. To increase the opportunity for engaging with others, please see the Follow-up activities.

Online Resources

- Virtual Body website <http://medtropolis.com/virtual-body/>

Other Resources

- Headphones if learners are working independently or speakers for groups.
- Instructor-made lists of key vocabulary to meet needs of specific learners.
- Instructor-made screen captures or print outs of web pages to meet needs of specific learners.
- Instructor-made question sheets to support learners in meeting learning goals and achieving confidence across a range of competencies.
- Basic computer skill tutorials are available through the BBC Webwise course: <http://www.bbc.co.uk/webwise/courses/computer-basics/> - learners can practice using a mouse and keyboard here.
- Use the AlphaPlus Browser Check: <http://support.alphaplus.ca/browsercheckup/> - learners can see if their browsers are ready for watching videos and other media.

Learning Activities

1. Elicit a list of questions about how our bodies work from the learners.
2. Provide learners with a link to the [Virtual Body](#) website.
3. Ask learners to explore the site and find a section that they think will answer a question they have. You can do this as a group activity. Use the list of questions elicited above and, as a group fill in the section where you think information about that question will be.

Notes

- If necessary, use print outs and screen captures of relevant web pages to help learners find and identify the parts of the page and use the navigational features.
(Choose English. Choose the section where you think you will find the answer to your question.)
- If necessary, teach learners how to use the browser back button.
- You will see pictures of the inside of your body. The pictures will be cartoons, not photographs. Some people do not like looking at these pictures. If learners do not like looking at these pictures, skip to the next section. Some learners may not like to do the “Build a Skeleton” activity.
- Narrated and Guided Tours have audio explanations. Learners who find the text challenging should choose these sections.

Possible Follow-up Activities

- Use the list of questions you created. Group them into sections and ask learners to find all the answers they can.
- Go to **Brain -> Brain Parts** OR **Skeleton -> Zoom In!** OR **Heart -> Heart Parts** OR **Digestive Tract -> Search** and take screen captures of different parts of the body. Ask learners to label the screenshots.
- Role-play describing an ailment affecting a specific body part to a doctor.

Task H2 Prepare for a visit to the doctor (level 1)

Perform simple digital tasks according to a set procedure

In this task, learners will

- Use a specific website to find information.
 - Follow simple prompts.
 - Follow described steps to complete tasks.
 - Interpret brief text and icons.
 - Locate specific functions and information.
- Use navigation buttons and menus to perform simple searches and access information online.
- Complete online learning activities.
- Copy relevant information on a template form (optional).
- Use information from the website to develop knowledge and confidence for discussing personal health with health care providers.

Other Competencies

A. Find and Use Information

A1.1 Read brief texts to locate specific details

A2.1 Interpret very simple documents to locate specific details

A3. Extract info from films, broadcasts and presentations

B. Communicate Ideas and Information

B2.1 Write brief texts to convey simple ideas and factual information

B3.1a Make straightforward entries to complete very simple documents

C. Understand and Use Numbers

E. Manage Learning

F. Engage with Others

→ see Practitioner Notes for this series

→ Instructors can decide whether activities are to be done in groups, pairs or by individuals. To increase the opportunity for engaging with others, please see the Follow-up activities.

Online Resources

- The Learning Edge, Issue 1, Health Feature: Preparing for a Doctor's Appointment
<http://www.thewclc.ca/edge/issue1/doctors/doctorsappointment.html>
- The Learning Beacon, Issue 1, Visit the Doctor
<http://www.ns.literacy.ca/TheLearningBeacon/LB1/PatientsRights/HealthVisitPromptCard7.html>

Other Resources

- Headphones if learners are working independently or speakers for groups.
- Instructor-made lists of key vocabulary to meet needs of specific learners.
- Instructor-made screen captures or print outs of web pages to meet needs of specific learners.
- Instructor-made question sheets to support learners in meeting learning goals and achieving confidence across a range of competencies.
- Basic computer skill tutorials are available through the BBC Webwise course:
<http://www.bbc.co.uk/webwise/courses/computer-basics/>.
- Use the AlphaPlus Browser Check: <http://support.alphaplus.ca/browsercheckup/> - learners can see if their browsers are ready for watching videos and other media.
- You need [Adobe Flash Player](http://get.adobe.com/flashplayer/) (<http://get.adobe.com/flashplayer/>) to view these articles and activities.

Learning Activities

Part 1 – What to think about before you go to the doctor

1. Elicit a list of questions and concerns about visits to doctors.
2. Provide learners with a link to [The Learning Edge, Issue 1](#), Health Feature: [Preparing for a Doctor's Appointment](#).
3. Ask learners to listen to / read the article and do the learning activities.

Notes

- If necessary, use print outs and screen captures of relevant web pages to help learners find and identify the parts of the page and use the navigational features.
(Play. Pause. Rewind. Learning Activities. Close.)
- Teach learners how to use the browser back button.

Part 2 – Making a Health Prompt Card

1. Provide learners with a link to [The Learning Beacon, Issue 1, Visit the Doctor](#).
2. Ask learners to listen to / read the article.

Notes

- This article is about making a Health Prompt Card. People can fill out a card before they go to the doctor to help them remember the questions they want to ask and the information they want to tell the doctor.
- If necessary, use print outs and screen captures of relevant web pages to help learners find and identify the parts of the page and use the navigational features.
(Play. Pause. Rewind. Numbers for each Section. It's Your Turn. Print. Close.)
- Teach learners how to use the browser back button.

Possible Follow-up Activities

- Ask learners to give advice on preparing for a doctor's visit. What will they do differently now?
- Print the Health Visit prompt card and fill it in according to a real planned visit or scenario created by the class or instructor.
- Role-play a visit to the doctor using the Health Visit prompt card.

Task H3 Learn about staying healthy (level 2)

Perform well-defined, multi-step digital tasks

In this task, learners will

- Use an instructor-made index to find a specific web page to find information.
 - Select and follow appropriate steps to complete tasks.
 - Locate and recognize functions and commands.
 - Make low-level inference to interpret icons and text.
 - Begin to identify sources and evaluate information.
- Predict where to find information online.
- Use navigation buttons and menus to perform simple searches and access information online.
- Work with a range web interfaces.
- Complete online learning activities and questionnaires.
- Copy relevant information in order to share that information with others.
- Evaluate information found online for accessibility.
- Assemble information and evaluation in a format that can be used by others.
- Use word processing software: open a new document, type, save and print (optional).
- Use information found online to develop knowledge and confidence for discussing personal health with health care providers.

Other Competencies

A. Find and Use Information

- A1.1 Read brief texts to locate specific details
- A2.1 Interpret very simple documents to locate specific details
- A3. Extract info from films, broadcasts and presentations

B. Communicate Ideas and Information

- B2.1 Write brief texts to convey simple ideas and factual information OR
- B2.2 Write texts to explain and describe information and ideas OR
- B2.3 Write longer texts to present information, ideas and opinions OR
- B4. Express oneself creatively, such as by writing journal entries, telling a story, and creating art

Instructors can adapt part 2 of this activity to different levels

C. Understand and Use Numbers

E. Manage Learning

F. Engage with Others

→ see Practitioner Notes for this series

→ This is optional in this activity. Instructors can decide whether activities are to be done in groups, pairs or by individuals.

Online Resources

→ Northern Edge- <http://www.nwt.literacy.ca/resources/northernedge/edge.htm>

→ Learning Beacon - <http://www.ns.literacy.ca/TheLearningBeacon/index.html>

→ Learning Edge - <http://www.thewclc.ca/edge/>

If your question is about eating in a healthy way, try these articles and quizzes:

→ Ingredient Labels- <http://www.thewclc.ca/edge/issue4/consumeraware/ca.html>

→ Less Meat, More Beans - <http://www.thewclc.ca/edge/issue4/health/lessmeat.html>

→ Nutrition facts - Trans fats -
<http://www.nwt.literacy.ca/resources/northernedge/NEissue5/TransFats/TransFats1.html>

→ Men Don't Eat Enough Vegetables - <http://www.thewclc.ca/edge/issue1/veg/veg-intro.html>

If your question is about other ways of taking care of your body, try these articles and quizzes:

→ Active Living - Ken's story -
<http://www.nwt.literacy.ca/resources/northernedge/NEissue1/KensStory/cpFork.html>

→ Active Living - Fitness Quiz -
<http://www.ns.literacy.ca/TheLearningBeacon/LB2/Fitness/FitnessPresentation.html>

→ Feeling the blues (Depression) - <http://www.thewclc.ca/edge/issue2/depression/depression.html>

→ Menopause Quiz - <http://www.thewclc.ca/edge/issue3/menopause/menopause-intro.html>

→ Alcohol Quiz - <http://www.thewclc.ca/edge/issue2/alcohol/alcohol.htm>

Other Resources

→ [Prediction Form](http://www.greedymouse.ca/PDF/predict.pdf) (PDF) - <http://www.greedymouse.ca/PDF/predict.pdf>

→ Headphones if learners are working independently or speakers for groups.

→ Instructor-made lists of key vocabulary to meet needs of specific learners.

→ Instructor-made screen captures or print outs of web pages to meet needs of specific learners.

→ Instructor-made question sheets to support learners in meeting learning goals and achieving confidence across a range of competencies.

→ Basic computer skill tutorials are available through the BBC Webwise course:
<http://www.bbc.co.uk/webwise/courses/computer-basics/> - learners can practice using a mouse and keyboard here.

→ Microsoft Word tutorials and videos can be found here: <http://www.gcflearnfree.org/office> - choose

the version of office you are using and then choose Microsoft Word. There are lessons and videos. The videos will work well for learners who find the lessons difficult to read.

- You need [Adobe Flash Player \(http://get.adobe.com/flashplayer/\)](http://get.adobe.com/flashplayer/) to view these articles and activities.
- Use the AlphaPlus Browser Check: <http://support.alphaplus.ca/browsercheckup/> - learners can see if their browsers are ready for watching videos and other media.

Learning Activities

Part 1 - Research

1. Elicit a list of questions and concerns about health issues if learners are comfortable talking about this in class. If you wish to depersonalize this step, ask learners what they think are the most common questions people ask their doctors or what health advice they think is most needed by Canadians.
2. Provide learners with an index of health-related articles and activities from the Northern Edge, Learning Edge and Learning Beacon. Ask them to choose an article that they think will provide them with more information about the question or concern they have identified.
3. Provide the learners with a prediction form (a link to a sample form is provided above). Ask them to fill it out before they read / listen to the article or do the activity and reflect upon it afterwards.

Notes

- If necessary, use print outs and screen captures of relevant web pages to help learners find and identify the parts of the page and use the navigational features.
(Play. Pause. Rewind. Learning Activities. Numbers for each Section. It's Your Turn. Print. Close.)
- If necessary, teach learners how to use the browser back button.
- To make this a *Level 1 Use Digital Technology* activity, have learners look at one story at a time – do not have them choose.
- To make this a *Level 3 Use Digital Technology* activity, give the learners the names of the articles have learners go to the Northern Edge, Learning Edge and Learning Beacon main pages and find the articles.

Part 2 – Evaluate and review

1. Ask learners to evaluate and review the article or the activity.

To prepare learners for reviewing the article they have read or the activity they did, you can create a form and ask learners to fill in the form to plan their review.

Here are some possible questions for the form:

- Did the article answer your question?
- Was the article easy or difficult to read and understand?
- Was the article interesting or boring?

Would you recommend this article to other learners?
How many stars (from 1 to 5) would you give this article?
What about the activities? Did they help you learn more? Were they fun?

2. To make this a more advanced writing activity, have learners use the answers to the questions above to create a review.

Here are some possible instructions for writing a review:

- a. Write your review as a paragraph.
- b. Do not write it as a list of answers to the questions.
- c. Make it interesting for other learners to read.
- d. Share your reviews in a Reviews Collection or by making a presentation to the class.
- e. Then read some of the other reviews. Which article or activity will you look at next?

If learners have experience with word processing, ask them to type their reviews into a Word document, save them and print them. Using word processing software requires *Level 2 Use Digital Technology*.

3. Post the reviews in a collection so that other learners can read them or have learners present their reviews to the class.

Part 3 – Share research

1. Ask learners to read the reviews or listen to the presentations from part 2.
2. Ask learners to choose an article or activity based on what they read/heard in the reviews.
3. After they have read the article or done the activity, ask learners to write a response to the review of that article or activity.

Task H4 Research to prepare for a doctor visit (level 2)

Perform well-defined, multi-step digital tasks

In this task, learners will

- Use an online index to find websites to find information.
 - Select and follow appropriate steps to complete tasks.
 - Locate and recognize functions and commands.
 - Make low-level inference to interpret icons and text.
 - Begin to identify sources and evaluate information.
- Predict where to find information online.
- Use navigation buttons and menus to perform simple searches and access information online.
- Work with a variety of web interfaces.
- Complete online learning activities.
- Copy relevant information in order to share that information with others.
- Evaluate information found online for accessibility.
- Assemble information and evaluation in a format that can be used by others.
- Use word processing software: open a new document, type, save and print (optional).
- Use information found online to develop knowledge and confidence for discussing personal health with health care providers.

Other Competencies

A. Find and Use Information
A1.2 Read texts to locate and connect ideas and information OR*
A1.3 Read longer texts to connect, evaluate and integrate ideas and information
A2.2 Interpret simple documents to locate and connect information OR*
A2.3 Interpret somewhat complex documents to connect, evaluate and integrate information
A3. Extract info from films, broadcasts and presentations

*The reading levels will depend on which resources learners choose.

B. Communicate Ideas and Information

B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions

B2.2 Write texts to explain and describe information and ideas

B3.2b Create simple documents to sort, display and organize information

B4. Express oneself creatively, such as by writing journal entries, telling a story, and creating art

C. Understand and Use Numbers

E. Manage Learning

→ see Practitioner Notes for this series

F. Engage with Others

→ This is optional in this activity. Instructors can decide whether activities are to be done in groups, pairs or by individuals.

Online Resources

→ Easy Health – <http://www.easyhealth.org.uk/>

→ Easy-to-Read Health Information - <http://healthliteracy.worlded.org/docs/family/easy.html>

Other Resources

→ Headphones if learners are working independently or speakers for groups. (if learners are going to view videos)

→ Instructor-made lists of key vocabulary to meet needs of specific learners.

→ Instructor-made screen captures or print outs of web pages to meet needs of specific learners.

→ Instructor-made question sheets to support learners in meeting learning goals and achieving confidence across a range of competencies.

→ Evaluating e-resources (PDF) - http://greedymouse.ca/PDF/tips_evaluate.pdf

→ Microsoft Word tutorials and videos can be found here: <http://www.gcflearnfree.org/office> - choose the version of office you are using and then choose Microsoft Word. There are lessons and videos. The videos will work well for learners who find the lessons difficult to read. (GCFLearnFree.org® is a program of Goodwill Industries of Eastern NC, Inc.®, based in Eastern North Carolina.)

→ Use the AlphaPlus Browser Check: <http://support.alphaplus.ca/browsercheckup/> - learners can see if their browsers are ready for watching videos and other media.

Part 1 – Research

Ask each learner to think of a question he or she has about his or her health. Then prepare a question sheet.

Here are some sample questions:

1. How can you find an answer to these questions?
2. What people can you ask? (If learners are going to ask a doctor, the Level 1 activity, **Prepare for the Doctor: Talking to the doctor** might help them get ready.)
3. What books or pamphlets can you find?
4. What websites can you use?
5. Where did you find the best answers?
6. Why did you think that this resource was best?

Ask each learner to choose two resources – one online and one offline – to explore.

Notes

- There is easy to understand health information at [Easy Health](#). The [Health Problems and Illnesses](#) and the [Staying Healthy](#) sections are good for people in Canada. The other sections have information about the Health Care system in England that may not work for Canadians.
- Instructors can make this a *Level 1 Use Digital Technology* activity by reviewing some of the websites at [Easy-to-Read Health Information](#) and preparing an index for learners or directing learners to specific websites.
- [Easy-to-Read Health Information](#) is a list of web sites where you can browse or search for information on many different health topics. The information is easy to read, easy to understand and in some cases offered in a range of languages.

Part 2 – Evaluate and review

Ask learners to write a review of the information sources they used.

You can create form and ask learners to fill in the form to prepare for writing the review.

Here are some sample questions:

- Did the resource answer your question?
- Was the resource easy or difficult to read and/or understand?
- Was the resource interesting or boring?
- Which resource was better? Why was it better?
- Would you recommend this resource to other learners?
- How many stars (from 1 to 5) would you give this resource?

You will find more questions for evaluating website in the tip sheet: [Evaluating e-resources](#).

Notes

→ To make this a more advanced *Communicate Ideas and Information* activity, have learners use the answers to the questions above to create a review.

Here are some possible instructions for writing a review:

1. Write your review as a paragraph.
2. Make it interesting for other learners to read.
3. Share your reviews in a Reviews Collection or present your review to the class.
4. Read or listen to the reviews and choose another resource to review.
5. Write a response to the review.

→ To make this a more advanced *Use Digital Technology* activity, ask learners to type their reviews into a Word document, save them and print them OR create a blog (see next activity) for the reviews and post them there.

Task H5 Create a health research database (level 3)

Experiment and problem-solve to perform multistep digital tasks

In this task, learners will

- Use an index to find to find information on web pages.
 - Experiment and problem-solve to achieve the desired results.
 - Manage unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks.
 - Make inferences to interpret icons and text.
 - Perform searches using keywords.
 - Select appropriate software when required by the task.
 - Identify sources, evaluate and integrate information.
 - Customize software interfaces (e.g. toolbar, homepage settings).
- Predict where to find information online.
- Use navigation buttons and menus to perform simple searches and access information online.
- Work with a variety of web interfaces.
- Create a blog and/or blog posts.
- Create a web interface that makes online information accessible to others.
- Use information found online to develop knowledge and confidence for discussing personal health with health care providers.

Other Competencies

A. Find and Use Information

A1.2 Read texts to locate and connect ideas and information

A1.3 Read longer texts to connect, evaluate and integrate ideas and information

A2.2 Interpret simple documents to locate and connect information

A2.3 Interpret somewhat complex documents to connect, evaluate and integrate information

A3. Extract info from films, broadcasts and presentations

B. Communicate Ideas and Information

B3.2a Use layout to determine where to make entries in simple documents

B3.2b Create simple documents to sort, display and organize information

B4. Express oneself creatively, such as by writing journal entries, telling a story, and creating art

C. Understand and Use Numbers

E. Manage Learning

F. Engage with Others

→ see Practitioner Notes for this series

→ Opportunities are provided for learners to become aware of how to competently manage situations that involve others. Learners engage with each other in the process of carrying out tasks, such as planning events, working together to design products, and working on group assignments.

Possible Milestones

54 D.1 Log into a user account on a computer.

56 D.3 Select a computer program and use a wide range of software features to present information.

Online Resources

Online dictionaries and encyclopedia

- Merriam Webster Learner's - <http://www.learnersdictionary.com/>
- Macmillan Learner's - <http://www.macmillandictionary.com/>
- Oxford Advanced Learner's - <http://oald8.oxfordlearnersdictionaries.com/>
- OneLook - <http://onelook.com/>
- Encyclopedia.com - <http://www.encyclopedia.com/>

About blogs

- What is a blog? - YouTube video - <http://youtu.be/34Rcd12Y5Qc>
- Blog on Wikipedia - <https://en.wikipedia.org/wiki/Blog>
- Using a blog (PDF) - http://www.greedymouse.ca/PDF/tips_blog.pdf
- Getting Started - <http://support.google.com/blogger/bin/answer.py?hl=en&answer=112498>
- Blogger YouTube channel - <http://www.youtube.com/user/BloggerHelp/videos>
- How to Create a Blog on Blogger - http://www.youtube.com/watch?v=rA4s3wN_vK8&feature=youtu.be
- Choose who can read and edit your blog - <http://youtu.be/42Ow2nDRYOM>

Ontario Learner Blog - <http://alphastory.blogspot.ca/>

What is a blog from the Ontario Learner Blog- <http://alphastory.blogspot.ca/2007/10/what-is-blog.html>

Blogging Concerns from the Ontario Learner Blog - <http://alphastory.blogspot.ca/2007/10/blogging-concerns.html>

Add speech to your website

- voz.me - <http://vozme.com/webmasters.php?lang=en>
- Voki - <http://www.voki.com/>
- AlphaPlus Voki spotlight (what is Voki) - <http://alphaplus.ca/en/spotlight/485.html>

Other Resources

- Headphones if learners are working independently or speakers for groups. (if learners are going to view videos)
- Learner-made reviews written in *Activity 4 - Prepare for a visit to the doctor by researching our questions*
- Instructor-made lists of key vocabulary to meet needs of specific learners.
- Instructor-made screen captures or print outs of web pages to meet needs of specific learners.
- Instructor-made question sheets to support learners in meeting learning goals and achieving confidence across a range of competencies.
- [Readability](#) is an application you can add to a browser to make web pages easier-to-read. When you click on the “Read Now” button, the application transforms the page into a clean easier-to-read version.
- [Quietube](#) is an application you can add to a browser to view videos on a clean page. When you click on the “Quietube” button, the application takes you to a page with the video only – no related videos, comments or advertising.
- Use the AlphaPlus Browser Check: <http://support.alphaplus.ca/browsercheckup/> - learners can see if their browsers are ready for watching videos and other media.

Learning Activities

Part 1 – Learn about blogs

1. Ask learners what they know about blogs.

Possible pre-activity questions:

Who reads blogs?

What is your favourite blog?

Who has a blog?

Who can describe what a blog is?

2. Go to one of the online dictionaries and/or [Encyclopedia.com](http://www.encyclopedia.com) and look up the word blog.
3. Go to You Tube and look up “What is a blog?” ([What is a blog?](#))
4. Read about other Ontario Learners’ experiences with blogs
 - Ontario Learner Blog: <http://alphastory.blogspot.ca/>
 - What is a blog from the Ontario Learner Blog: <http://alphastory.blogspot.ca/2007/10/what-is-blog.html>
 - Blogging Concerns from the Ontario Learner Blog:
<http://alphastory.blogspot.ca/2007/10/blogging-concerns.html>
5. Discuss what blogs can do and how a Health Research Blog could help participants in your program.
6. Go to the *Blogger* [Getting Started](#) page and read [Create a blog](#); [Write a post](#); and [Add an image](#)

7. Go to the *Blogger* [YouTube channel](#) and watch [How to Create a Blog on Blogger](#); [Choose who can read and edit your blog](#); and any other videos you think will be helpful.

Part 2 – Create a blog

8. Using the reviews generated in *Task H4 – Research to prepare for a doctor visit*, make a blog where learners can find out about health websites.
9. Ask learners to think about what makes websites easy-to-use and interactive. Ask them to think about what elements they would like to add to the blog to help other learners use the information there.

- Learners can use the “labels” (<http://support.google.com/blogger/bin/answer.py?hl=en&answer=44498>) feature to index their posts. This will give them practice thinking about producing keywords and can serve to deepen their understanding of how keywords work (see the Share or Collaborate Using Digital Technology series Activity 2, Part 3 – Use Keywords).
- Program participants can add comments about their own experiences with the resources. (A *Level 1 Use Digital Technology* task could be to add a comment to the community resources blog.)
- You can add the “reactions” (<http://buzz.blogger.com/2008/11/reactions-easily-engage-your-readers.html>) feature so that readers can rate the post or the resource.
- You can add “polls” (<http://support.google.com/blogger/bin/answer.py?hl=en&answer=42077>) to the blog to elicit opinions from other program participants.
- You can add audio support for program participants with [voz.me](#) or [Voki](#). (to see more about Voki, go to the *AlphaPlus* [Voki spotlight page](#).)

Task H6 Prepare for a visit to the doctor by evaluating online health resources (level 3)

Experiment and problem-solve to perform multi-step digital tasks

In this task, learners will

- Use an index to find to find information on web pages.
 - Experiment and problem-solve to achieve the desired results.
 - Manage unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks.
 - Make inferences to interpret icons and text.
 - Identify sources, evaluate and integrate information.
- Use navigation buttons and menus to perform simple searches and access information online.
- Work with a variety of web interfaces.
- Copy relevant information in order to share that information with others.
- Evaluate information found online for bias.
- Use information found online to develop knowledge and confidence for discussing personal health with health care providers.

Other Competencies

A. Find and Use Information

A2.3 Interpret somewhat complex documents to connect, evaluate and integrate information

A3. Extract info from films, broadcasts and presentations

B. Communicate Ideas and Information

B3.2a Use layout to determine where to make entries in simple documents

C. Understand and Use Numbers

E. Manage Learning

→ see Practitioner Notes for this series

F. Engage with Others

→ This is optional in this activity. Instructors can decide whether activities are to be done in groups, pairs or by individuals.

Online Resources

- Meals Matter - <http://www.mealsmatter.org/>
- Calcium Calculator - <http://www.caltrate.ca/content/tools/calculator/default.asp>
- Health Canada Interactive Tools - <http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/dv-vq/interact-eng.php>
- Health Canada Calcium Chart - http://www.hc-sc.gc.ca/ahc-asc/media/advisories-avis/_2010/2010_163-eng.php
- Advice About Giving Advice - http://www.ns.literacy.ca/ttvideo_advice.htm (video)
- Tutorial about evaluating websites (see checklist of questions on slide #79) (PDF) - http://www.greedymouse.ca/PDF/evaluation_checklist.pdf.
- Evaluating Internet Health Information: A Tutorial from the National Library of Medicine - <http://www.nlm.nih.gov/medlineplus/webeval/webeval.html>

Other Resources

- Headphones if learners are working independently or speakers for groups.
- Instructor-made lists of key vocabulary to meet needs of specific learners.
- Instructor-made screen captures or print outs of web pages to meet needs of specific learners.
- Instructor-made question sheets to support learners in meeting learning goals and achieving confidence across a range of competencies.
- [Evaluating e-resources](#) (PDF) - http://greedymouse.ca/PDF/tips_evaluate.pdf
- Microsoft Word tutorials and videos can be found here: <http://www.gcflearnfree.org/office> - choose the version of office you are using and then choose Microsoft Word. There are lessons and videos. The videos will work well for learners who find the lessons difficult to read. (GCFLearnFree.org® is a program of Goodwill Industries of Eastern NC, Inc.®, based in Eastern North Carolina.)
- [Readability](#) is an application you can add to a browser to make web pages easier-to-read. When you click on the “Read Now” button, the application transforms the page into a clean easier-to-read version.
- Use the AlphaPlus Browser Check: <http://support.alphaplus.ca/browsercheckup/> - learners can see if their browsers are ready for watching videos and other media.

Learning Activities

In this activity, learners will look at three different sources of information about calcium. They will compare the advice they get from the different websites, look at the source of the information and think about whether or not the website carries any bias.

Here are the instructions for the research:

There are many places on the internet to get advice about our health. To practice evaluating the recommendations, look at three websites that offer information about Calcium.

1. Click on [Meals Matter](#). Look along the top for **Healthy Eating**. Click on **Calcium Quiz** and do the quiz.
What did you learn about calcium here?
What recommendations did you get?
Who is giving you this advice?
(Hint: Click on **About Us** the bottom of the page.)
What do you think of what you learned here?
2. Click on [Calcium Calculator](#). Do the quiz.
What did you learn about calcium here?
What recommendations did you get?
Who is giving you this advice?
(Hint: What is **Caltrate**?)
What do you think of what you learned here?
3. Click on [Health Canada Interactive Tools](#).
Click on **How to Choose**.
Do the activity about **Yogurt**.
Go back to [Interactive Tools](#).
Click on **How to Compare**.
Do the activity about **Canned Salmon**.
Then click on [Health Canada Calcium Chart](#).
Scroll down until you see the chart.
What recommendations did you get about **Calcium**?
Who is giving you this advice?
(Hint: Click on **Proactive Disclosure** the left sidebar.)
What do you think of what you learned here?

Possible Follow-up Activities

- Watch the slideshow [Evaluating Internet Health Information: A Tutorial from the National Library of Medicine](#)
- Copy the [checklist of questions on slide #79](#) (PDF) from [Evaluating Internet Health Information: A Tutorial from the National Library of Medicine](#) and ask learners to fill out the information about each websites.
- Choose another health website to visit and use the [checklist of questions on slide #79](#) (PDF) to evaluate the information on the site.