

Supporting task-based programming related to Using digital technology



Developed for Literacy and Basic Skills practitioners in Ontario

Includes sample tasks for using digital technology for employment and for managing money



A resource to support practitioners in planning task-based programming related to using digital technology

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Introduction

Welcome to *Supporting Task-based Programming Related to Using Digital Technology*, a resource for practitioners working with adult learners in Ontario Literacy and Basic Skills programs.

This resource was developed to demonstrate a task-based approach to planning learning activities that develop learner proficiency related to using digital technology (OALCF Competency D). It features two theme areas: Work Using Digital Technology and Manage Money Using Digital Technology.

About the resource

How is this resource organized?

This resource addresses two theme areas, *Work Using Digital Technology* and *Manage Money Using Digital Technology*. In each theme area there are three main components:

a) **Sample task pages:** The resource provides thirteen sample task pages that demonstrate a task-based approach to planning instruction related to digital technology. Each sample task page is a single, one-page format, and includes the following elements:

→ A sample task: The sample task represents a possible short term learning goal related to using digital technology.

→ Several learning outcomes: For each task, several sample learning outcomes (or sub-tasks) are provided. They outline the component skills and abilities involved in performing the task, contextualized in a purposeful task related to a goal. The learning outcomes are organized into three categories:

- Understand the significance of the technology and setting goals
- Acquire the skills to use the technology
- Acquire confidence using the technology

→ Possible assessment task/s: Each sample task page includes one or more possible assessment tasks. These tasks can provide learners and programs with concrete evidence of progress towards achieving short term learning goals. Although these assessment tasks may help learners prepare for one or more aspects of performance of an OALCF milestone, they are not designed to provide a direct connection to a milestone.

→ Possible resources: Each sample task page provides sample instructional resources.



- b) **Practitioner notes:** Each sample task page provides practitioner notes that include special instructions, connections to OALCF competencies, and ideas for activities requiring greater or lower proficiency (if applicable).

The *Practitioner notes* page is designed to appear on the flip side of the Sample task page so that they can be printed as two-sided, one-page resource.

- c) **Sample learning activities:** One or more learning activities follow each sample task page. They demonstrate activities that may facilitate a learner's development of OALCF competencies while that learner works towards reaching a goal related to digital learning, such as using a job listing website to search for jobs. They are not intended to be comprehensive or prescriptive. Practitioners can draw from them to design their own learning activities.

The activity pages provide samples of the scaffolding that may be needed to bridge the gap between a learner's ability and the technological proficiency required to perform a digital task. The intention of the scaffolding is to ultimately help learners use technology independently. The caveat is that the activities refer to specific webpages, the content of which will likely change or disappear over time. This can make the activities, as they are, unusable with learners. However, they can still be useful as sample activities to guide a practitioner's development of his/her own learning activities.

I understand the learning activities in this resource are samples. When I develop learning activities and worksheets, what should I keep in mind?

The following tips can help you develop learning activities:

- Draw from the task and performance descriptors in the OALCF Curriculum Framework.
The task descriptors for each competency describe the features of tasks for each given level (note that they describe features for the *end* of a level) and can be used to guide the development of level appropriate tasks.
The performance descriptors for each competency describe the aspects of learner performance for each level. They can be used to form the expectations you will have of the learner as he/she performs the task.
- Design activities that bridge the gap between learner's digital literacy and the requirements of a task requiring digital technology.
- Design activities that facilitate independent access to information or websites, so that learners can access them on their own outside the LBS program or computer lab.
- Where possible, design learning activities that are contextualized within a broader real life task, and will contribute to the learner gaining the skills or knowledge to eventually perform that task independently.
- Design learning activities that facilitate extensive practice. This practice will help the learner develop mastery and confidence.

Refer to page 7 for a summary of the descriptors for Competency D, using digital technology.

How does this resource align with the OALCF?

This resource is aligned with the OALCF in that it demonstrates a task-based approach to program planning, where goal related tasks and learning activities reflect actual real world literacy use and purposes¹.

This resource:

- Makes a clear connection between task-based learning activities and demonstrating progress towards reaching a short term learning goal that reflects a learner’s needs and interests related to digital technology.
- Supports setting clear and realistic short term learning goals related to digital technology, from which meaningful and appropriate tasks and related activities can be identified.
- Links OALCF competency D (using digital technology) to real life applications related to employment and managing money.



For more information about task-based programming and the OALCF, see *Practitioner Guide to Task-Based Programming*, Ontario Ministry of Training, Colleges and Universities, at: <http://www.tcu.gov.on.ca/eng/eop/g/oalcf/tools-and-resources.html>

How does this resource align with the OALCF competencies?

This resource can facilitate an understanding of the connections between the indicators of the OALCF Competency D (Use Digital Technology), learner goals related to the competency, real-life applications of the competency, and planning for learning activities to meet these goals. It demonstrates how practitioners can plan meaningful learning and assessment activities based on short term learner goals to facilitate learner progress within the competency.

Although the sample tasks target OALCF competency D, they are “integrated tasks”, and incorporate task groups from other OALCF competencies. For example, in addition to building or demonstrating proficiency in Competency D, the tasks may involve finding and using information (competency A), communicating ideas and information (competency B), managing learning (competency E) and understanding and using numbers (competency C).



For more information about integrated tasks and the OALCF, see *Integrated Tasks by Goal Path*, Ontario Ministry of Training, Colleges and Universities, at: <http://www.tcu.gov.on.ca/eng/eop/g/oalcf/tools-and-resources.html>

¹ Practitioner Guide to Task Based Programming, p. 5.

How does this resource relate to the Learner Plan Template?

Because the sample tasks and activities are task based, they can be included in an OALCF learner plan, in the Learning Activities (section B) part of the learning plan, provided that they reflect a learner’s short term learning goals.



For more information about the OALCF Learner Plan template, see

- *Learner Plan Template*
- *Instructions for the Learner Plan Template*

How does this resource align with the OALCF assessment strategy?

The OALCF assessment strategy encourages Literacy and Basic Skills service providers to use a variety of assessment tools and measures, including learning activities, milestones, and culminating tasks. It supports task-based assessment, which evaluates learning through task-based activities, and includes authentic materials and applications (involving activities a learner would actually do in the world)².

This resource demonstrates how task-based learning activities can be used to measure ongoing learner progress related to short-term digital technology learning goals.

Although some of the sample tasks may help learners prepare for one or more aspects of performance of a milestone, they are not designed to provide a direct connection to a milestone. Rather, they demonstrate how to provide a direct connection to a learner’s short term learning goal related to digital technology.



For more information about the OALCF assessment strategy, see the following documents, Ontario Ministry of Training, Colleges and Universities (2011), at:

<http://www.tcu.gov.on.ca/eng/eopg/oalcf/tools-and-resources.html>

- *Practitioner Guide to Task-Based Programming*
- *Selected Assessment Tools*
- *Foundations of Assessment*

² Practitioner Guide to Task-Based Programming (page 6)

The OALCF Use Digital Technology levels

The OALCF (Ontario Adult Literacy Curriculum Framework)³ articulates three levels of digital literacy, summarized below. Refer to the task and performance descriptors to design level appropriate learning activities and tasks.

OALCF Competency D: Use Digital Technology

Level 1	Level 2	Level 3
<p>Perform simple digital tasks according to a set procedure</p> <p>Selected task descriptors:</p> <p><i>Tasks have:</i> a limited scope; a set procedure; highly explicit purpose; familiar context; brief text and/or icons with common familiar vocabulary; very simple format with little or no distracting information; an interface with very few options</p> <p>Performance descriptors:</p> <p><i>The Learner:</i> follows simple prompts and apparent steps to complete task; interprets brief text and icons; locates specific functions and information; requires support to identify sources and evaluate information; begins to perform simple searches</p> <p>Example task</p> <p>→ Respond to and participate in an online conference call</p>	<p>Perform well-defined, multi-step digital tasks</p> <p>Selected task descriptors:</p> <p><i>Tasks have:</i> a clearly defined scope and set procedure, but require multiple steps to complete; the use of a limited range of features and options; use a simple format; contain text and/or icons; may contain distracting information and be completed in more than one way; an interface with a variety of options accessed through menus</p> <p>Performance descriptors:</p> <p><i>The Learner:</i> Selects and follows appropriate steps to complete task; locates and recognizes functions and commands; makes low-level inferences to interpret icons and text; begins to identify sources and evaluates information; performs simple searches using keywords</p> <p>→ Initiate and manage an online conference call.</p>	<p>Experiment and problem-solve to perform multi-step digital tasks</p> <p>Selected task descriptors:</p> <p><i>Tasks have/involve:</i> a scope that may not be clearly defined; multiple steps to complete; the use of a wide range of features and options; a somewhat complex format; may contain extended text and/or icons that may require interpretation or contain specialized vocabulary; may contain distracting information; an interface with a variety of options accessed through menus</p> <p>Performance descriptors:</p> <p><i>The Learner:</i> Experiments and problem-solves; manages unfamiliar elements; makes inferences to interpret icons and text; selects appropriate software when required; identifies sources, evaluates and integrates info; customizes software interfaces; performs advanced searches</p> <p>→ Use advanced features of an online meeting application to initiate, troubleshoot and manage an online conference call that includes a visual presentation, file or screen sharing.</p>

³ The content on this page was drawn from the **Ontario Adult Literacy Curriculum Framework** (master document), Ministry of Training, Colleges and Universities, 2011. Pages 72-76. <http://www.tcu.gov.on.ca/eng/eopg/oalcf/>