

Sample tasks and learning activities related to
Share and collaborate using digital
technology



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Share and collaborate 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 knowledge and confidence for finding and using community resources to meet independence goals.

The tasks are in order of *Use digital technology* levels. You can use these tasks as a series or use one or more of the tasks independently. Task S3, S4, and S5 build on work done in Task S1 and S2. The tasks 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 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.

Most of the information that learners need in order to complete tasks is available on video and learners can access the information regardless of reading level.

In cases where learners can access information by reading OR using audio and video, the reading activities are indicated as 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 level.

You will see suggestions for *Communicating Ideas* tasks that you can adapt to different the levels. The levels in the task overview reflect the level of writing competency *needed* to complete the activities in that task, but instructors can adapt the writing activities 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, by creating videos or recordings, etc.

These activities provide learners opportunities to *Share and Collaborate* 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

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 S1 Identify important community resources(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 using community resources to meet independence goals.

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

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

→ 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

- Community resources website (the website for your city, town or community)

Other Resources

- 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.
- Readability is an application you can add to a browser to make web pages easier-to-read: <http://www.readability.com/> - 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

1. Elicit a list of community resources learners in the program use, where they are and how they found out about them.

Note

- You can make this less personal by asking learners which community resources are/would be most important to most people in the community.

2. Make a list of the resources that people know about, where they are and how to find out about them.
3. Make a list of resources that learners think are important but do not know where or how to find them in the community.
4. Provide learners with a link to a community website (e.g., city or community government website)

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.
- Teach learners how to use the browser back button.

5. What resources from the list of important resources created by the class can you find on this website? Check them off.
6. Look up one of the resources on the list that you checked off and copy relevant information on a template form or print an information page.

Task S2 Research important community resources (level 2)

Perform well-defined, multi-step digital tasks

In this task, learners will

- Use an instructor-made index to find specific web pages 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.
- Use keywords to find information.
- Use navigation buttons and menus to perform simple searches and access information online.
- Work with a range web interfaces.
- Copy relevant information in order to share that information with others.
- Assemble information in a format that can be used by others.
- Use word processing software: open a new document, type, save and print (optional).
- Present information to others.
- Ask for feedback.
- Make revisions.
- Use online information to develop knowledge and confidence for using community resources to meet independence goals.

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
- B3.1b Create very simple documents to display and organize a limited amount of information

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.

Possible Milestones

55 D.2 Conduct an Internet search.

Online Resources

→ **How to do a keyword search**

The Learning Edge, Issue 3, Learn to use a search engine -

<http://www.thewclc.ca/edge/issue3/searchengine/searchengine.html>

The Learning Edge, Issue 3, Treasure Hunt - <http://www.thewclc.ca/edge/issue3/treasurehunt/t-intro.html>

Commoncraft video, Web Search Strategies in Plain English - <http://www.commoncraft.com/search>

YouTube video, Google Advanced Search Tips - http://youtu.be/cJpnu3D9f_Q

→ **How to make a hyper link in a Word document**

Word 2010: Hyperlinks - YouTube video - http://youtu.be/GNHGWQ6_Uoc

or find a video for the version of Word you are using at <http://www.gcflearnfree.org/office>.

→ **Online Dictionaries**

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/>

→ **Search Engines**

Google - <https://www.google.com/webhp>

Yahoo - <http://www.yahoo.com>

Bing - <http://www.bing.com/>

AltaVista - <http://www.altavista.com/>

DuckDuckGo - <https://duckduckgo.com/>

Dogpile - <http://www.dogpile.com/>

The Search Engine List - <http://www.thesearchenginelist.com/>

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.
- 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.
- Readability is an application you can add to a browser to make web pages easier-to-read: <http://www.readability.com/> - 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: <http://quietube.com/> - 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

This activity uses the list created in Task S1.

Here are sample instructions for learners:

Part 1 – Learn to use a search engine

1. Look at the list of important resources you created. Which ones could you not find on the community website? How will you find these resources?
2. Read [The Learning Edge](#), Issue 3, [Learn to use a search engine](#). Do the [Treasure Hunt](#) if you want to practice using search engines.

Part 2 – Use an online dictionary and learn more about keywords

3. Look up the word “keyword” in an online dictionary. Go to one of the dictionaries listed on the right, find the search bar, type in the word “keyword” and read the results.
4. Look up “keyword” in another dictionary. Are the results the same or different?

Part 3 – Use keywords

5. Choose one of the items on your list of resources. What keywords can you use to find this resource in your location?
6. Use a specific search engine to do a keyword search for the resource. Did you find what you were looking for?
7. Use the same set of keywords in a different search engine and compare the results.
8. If your keyword search did not work, watch [Web Search Strategies in Plain English](#) (Commoncraft Video) and/or [Google Advanced Search Tips](#) on YouTube or via [Quietube](#) (if you do not want the related videos and comments to show) to help learners refine their keyword searches.

Part 4 – Make a resource list

9. Watch [Word 2010: Hyperlinks](#) on YouTube or via [Quietube](#) – or find a video about the version of Word you are using in your program.
10. What resources from the list of important resources created by the class can you find? Add the websites and links to the list.

Part 4 – Annotate the list

11. Write a short description for each place on the list.

Answer these questions:

What services do they provide?

Who can go there?

How do you make an appointment?

What hours are they open?

Where are they located?

Part 5 – Share the list

12. Share the list with other learners in your program.
13. Create a survey to ask people for feedback on the list.

Here are some sample survey questions:

Is the list easy to use?

What would make the list easier to use?

What is most useful about the list?

What would make the list more useful?

What resources would you like to add to the list?

How will you do your survey? Will you ask people to fill in a form or will you interview them?

Part 6 – Revise the list

14. Collect the results of your survey and discuss them with the people in the group.

What are the main recommendations?

Which changes can you make?

Which changes do you want to make?

15. Once you have decided which changes you will make, decide who is going to make which revisions and decide upon a deadline.

16. Make the revisions and make your revised list available to the people in your program.

Task S3 Create a resources map (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.
 - 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.
- Copy relevant information in order to share that information with others.
- Assemble information in a format that can be used by others (Google maps).
- Use word processing software: open a new document, type, save and print (optional).
- Present information to others.
- Ask for feedback.
- Make revisions.
- Use online information to develop knowledge and confidence for using community resources to meet independence goals.

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
B3.1b Create very simple documents to display and organize a limited amount of information

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

→ Google maps - <http://maps.google.com/>

→ Bing Maps - <http://www.bing.com/maps/>

→ Create Personalized Maps - YouTube video - <http://youtu.be/ft7FZe6Q8OI>

→ Google video My maps - <http://support.google.com/maps/bin/answer.py?hl=en&answer=62843>

→ Google instructions Collaborating on Google Maps - <http://support.google.com/maps/bin/answer.py?hl=en&answer=144365&ctx=cb&src=cb&cbid=-n7tponekxt7&cbrank=2>

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.

→ 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.

- Readability is an application you can add to a browser to make web pages easier-to-read: <http://www.readability.com/> - 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: <http://quietube.com/> - 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

This activity uses the list created in Task S1.

Here are sample instructions for learners:

Part 1 – Learn about Google maps

1. Watch the Google video [Create Personalized Maps](#) on YouTube or via [Quietube](#).
2. Watch the Google video [My maps](#).
3. Read [Collaborating on Google Maps](#).

Part 2 – Plan your map

4. Look at the list of important resources you created.
Which of these places would you like to include in a “community map” of where learners in your program can find community resources?
5. Write a short description for each place to add to the Google map based on the descriptions you created in Activity 2. This is the information that will pop up when people click on the map. What information do you think people will want to find on the map? They may find it useful to find a link to the website. What else do you think will be useful?

Part 3 – Create your map

6. Work together to build a map of resources in your community that all program participants can use. Use the descriptions you wrote in Part 2.

Part 4 – Share your map

7. Share the map with other learners in your program.
8. Create a survey to ask people for feedback on the map.

Here are some sample survey questions:

Is the map easy to use?

What would make the map easier to use?

What is most useful about the map?

What would make the map more useful?

How will you do your survey? Will you ask people to fill in a form or will you interview them?

Part 6 – Revise the list

9. Collect the results of your survey and discuss them with the people in the group.
What are the main recommendations?
Which changes can you make?
Which changes do you want to make?
10. Once you have decided which changes you will make, decide who is going to make which revisions and decide upon a deadline.
11. Make the revisions and make your revised map available to the people in your program.

Task S4 Create a resources blog (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.
 - Perform searches using keywords.
 - Select appropriate software when required by the task.
 - Identify sources, evaluate and integrate 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.
- Create a blog and/or blog posts.
- Create a web interface that makes online information accessible to others.
- Use online information to develop knowledge and confidence for using community resources to meet independence goals.

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

Blogger

- 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
- 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.
- 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.
- Readability is an application you can add to a browser to make web pages easier-to-read: <http://www.readability.com/> - 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: <http://quietube.com/> - 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

This activity uses the list created in Task S1.

Here are sample instructions for learners:

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 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 Community Resources 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

1. Using the reviews generated in Activity 2, make a blog where learners can find community resources.
 2. 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 Share or collaborate using digital technology → Community Resources, Level 2 Do a keyword search).
 - 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](#) or listen to the *AlphaPlus* [Voki webinar](#).)

Possible follow-up activity

Interview a volunteer or staff member at the community resource and add that information to the blog post using text, pictures, audio and/or video.

Task S5 Create a resources photo story (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.
 - 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.
- Use a digital camera.
- Create a photo story.
- Assemble information in a format that can be used by others.
- Present information to others.
- Ask for feedback.
- Make revisions.
- Use presentation software (Comic Life, Powerpoint) or Word processing software (Microsoft Word).
- Use online information to develop knowledge and confidence for using community resources to meet independence goals.

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

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

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

Online Resources

→ Digital Story Telling in Plain English - You Tube video -

<http://www.youtube.com/watch?v=zP6CeGLPuOY>

→ Northwest Territories Literacy Council Digital Storytelling Resource -

http://www.nwt.literacy.ca/digital_storytelling.htm

→ Creating a Photo Essay - <http://www.collectivelens.com/blog/creating-photo-essay>

→ Centre for Digital Story Telling - <http://www.storycenter.org/>

→ Stories for Change - <http://storiesforchange.net/>

→ Bristol Stories - <http://www.bristolstories.org/>

→ Story Board Template (PDF) - <http://www.greedymouse.ca/PDF/StoryBoardTemplate.pdf>

→ Beginning Photography Tips: Top 10 Techniques for Better Pictures -

<http://www.betterphoto.com/exploring/tips.asp>

→ Comic Life - <http://www.comiclifecom.com/>

Other Resources

- Headphones if learners are working independently or speakers for groups.
- Cameras that allow you to upload photographs onto a computer (digital camera, phone camera...)
- 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 and Powerpoint tutorials and videos can be found here: <http://www.gcflernfree.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.
- Readability is an application you can add to a browser to make web pages easier-to-read: <http://www.readability.com/> - 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: <http://quietube.com/> - 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

This activity uses the list created in Task S1.

Here are sample instructions for learners:

Part 1 – Learn about photo stories

1. Watch [Digital Story Telling in Plain English](#) on YouTube or via [Quietube](#).
2. Read [Creating a Photo Essay](#) for tips.
3. [Northwest Territories Literacy Council](#) has digital storytelling tutorials, templates and examples you can explore.
4. Here are three digital storytelling sites where you can look at other stories:

[Centre for Digital Story Telling](#)
[Stories for Change](#)
[Bristol Stories](#)

Part 2 – Plan your story

3. Brainstorm questions you want to answer about resources in your community.
4. Decide how to do the writing and who is going to write each part of the article. Will you interview people or write articles from your own research?

Note

You can write the article first and then take pictures to match the story or you can take the pictures first and write about each picture.

5. Make a plan for how to tell your story using images. You can create a story board if that helps. You can use a [Story Board Template](#) (PDF)

Part 3 – Take the pictures

6. Read [Beginning Photography Tips: Top 10 Techniques for Better Pictures](#).
7. Create images that fit your article. Find out how many people have digital cameras - you can use camera phones. Take the cameras out into your community and take pictures that will help tell the story.

Part 4 – Write the story

8. Share the photos with the class and get feedback. Choose the best photos and add them to the storyboard.
9. Write a draft of your article and include the pictures.

Part 5 – Get feedback and revise

10. Share the draft with a reader. Can your reader easily identify the message?
11. Revise your photo story based on the feedback from your reader.
12. Create a final layout of photographs and words using software such as [Comic Life](#), PowerPoint or Word.

Write an “Artist’s Statement” to explain who created the photo story and why.