

# 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 managing health,  
managing learning, and sharing and collaborating using digital technology



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

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



# 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 three theme areas: Manage Health Using Digital Technology, Manage Learning Using Digital Technology, and Share and Collaborate Using Digital Technology.

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## About the resource

### *How is this resource organized?*

This resource addresses three theme areas, *Manage Health Using Digital Technology*, *Manage Learning Using Digital Technology*, and *Share and Collaborate Using Digital Technology*. In each theme area there are three main components:

- a) **Practitioner notes:** Each theme provides practitioner notes that include an introduction to the series. These notes provide a background of the development of the sample tasks and learning activities in the series and an overview of their use as *Use Digital Technology* tasks with possible application as integrated tasks in connection with other OALCF Competencies in a blended learning environment.
- b) **Sample task pages:** The resource provides 23 sample task pages that demonstrate a task-based approach to planning instruction related to digital technology. Each sample task includes the following elements:
  - A sample task: The sample task represents a possible short term learning goal related to using digital technology.
  - Learning outcomes: For each task, sample learning outcomes (or sub-tasks) are provided. They outline learners will be able to do after performing the learning activities included in the tasks.
  - Other competencies: Non-technology OALCF competencies related to the task are referenced to support an integrated task-based approach.
  - Possible milestones: Related OALCF Milestone Tasks are identified, when applicable.
  - Online resources: Each sample task page provides links to online resources required to complete the task.
  - Other resources: Each sample task page includes notes about additional resources that are required or would enhance the learning experience, including links to additional online resources.
  - Learning activities: Sample learning activities are part of each sample task page, including additional Notes when applicable.
  - Possible follow-up activities: Each sample task page includes ideas for additional activity.

### ***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 purposes<sup>1</sup>.

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>

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<sup>1</sup> 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)<sup>2</sup>.

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/eop/g/oalcf/tools-and-resources.html>

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

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<sup>2</sup> Practitioner Guide to Task-Based Programming (page 6)

## The OALCF Use Digital Technology levels

The OALCF (Ontario Adult Literacy Curriculum Framework)<sup>3</sup> 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><b>Perform simple digital tasks according to a set procedure</b></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><b>Example task</b></p> <p>→ Respond to and participate in an online conference call</p>	<p><b>Perform well-defined, multi-step digital tasks</b></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><b>Experiment and problem-solve to perform multi-step digital tasks</b></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>

<sup>3</sup> 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/>





Sample tasks and learning activities related to

# Manage health using digital technology



# 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/0uda0Wb-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](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](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](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://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

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

- 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](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](http://www.ns.literacy.ca/ttvideo_advice.htm) (video)
- Tutorial about evaluating websites (see checklist of questions on slide #79) (PDF) - [http://www.greedy mouse.ca/PDF/evaluation\\_checklist.pdf](http://www.greedy mouse.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://greedy mouse.ca/PDF/tips\\_evaluate.pdf](http://greedy mouse.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.



Sample tasks and learning activities related to  
Manage learning using digital technology



# Practitioner Notes

In this series, learners will perform digital technology tasks to develop and express knowledge for managing learning. They will explore ways of being an independent, self-directed learner.

In Tasks L1 to L3, learners will have opportunities to integrate online information with their own experiences to discuss how to manage learning and where to find programs, resources, help and support. Task L1 is a series of six possible activities where learners can explore aspects of how to manage learning, how learning makes people powerful and how learners can make change. In these activities, learners will create a body of writing that they can use in Task L2 and L3. Tasks L2 and L3 offer possibilities for how learners might share the information they have gathered and their ideas and opinions about learning.

In the Tasks L4 to L6, learners will do activities to prepare for independent and online learning. Task L5: Open an email account does not have to be done first but some of the following activities require learners to log into a course that requires an email to register (AlphaPlus and the Learning Hub).

You can use these tasks as a series or use one or more of the tasks independently. 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.

In many cases, 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 tasks are Level 1 where indicated, 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 *Manage Learning* 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/0uda0Wb-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 activities that relate to *Find and Use Information* tasks in Tasks L1 to L3 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 L1 Learn about adult learning (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 websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and 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

##### 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

- The Learning Beacon, Issue 3, [Informal Learning](http://www.ns.literacy.ca/TheLearningBeacon/LB3/InformalLearning/InformalLearning.html) - <http://www.ns.literacy.ca/TheLearningBeacon/LB3/InformalLearning/InformalLearning.html>
- The Learning Beacon, Issue 1, [Adult Learner Fights for her Education](http://www.ns.literacy.ca/TheLearningBeacon/LB1/JeanDesmond/LearnerIntro.html) - <http://www.ns.literacy.ca/TheLearningBeacon/LB1/JeanDesmond/LearnerIntro.html>
- The Learning Beacon, Issue 7, [Learning and Taking Care of Yourself](http://www.ns.literacy.ca/TheLearningBeacon/LB7/Self-care/index.html) - <http://www.ns.literacy.ca/TheLearningBeacon/LB7/Self-care/index.html>
- The Learning Beacon, Issue 8, [Learner Kit - Helping Myself Learn](http://www.ns.literacy.ca/TheLearningBeacon/LB8/L&V/index.html) - <http://www.ns.literacy.ca/TheLearningBeacon/LB8/L&V/index.html>
- Learning is Power, YouTube video - <http://youtu.be/PI2pFw5avc>
- Inviting Neighbors to Participate in Community Development, YouTube video - <http://youtu.be/g4b56ky61l8>

## 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/>.
- 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.



### Part 1 – Informal Learning

1. Ask learners about their return to formal learning.

Possible pre-activity questions:

What does it mean to be an adult learner?

What made you join a learning program?

What skills have you learned outside of school?

What do you want to learn in school?

2. Provide learners with a link to [The Learning Beacon, Issue 3, Informal Learning](#).
3. Ask learners to listen to / read the article.
4. Do the vocabulary quizzes.
5. Do the writing activity.

#### 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. Elmsdale Lumber Company. Learning Activities. Print. Close.)

- Teach learners how to use the browser back button.

### Part 2 – Overcoming barriers

1. Ask learners about their return to formal learning.

Possible pre-activity questions:

Did you find it hard to come back to school?

What made it challenging to get back into formal learning?

2. Provide learners with a link to [The Learning Beacon, Issue 1, Adult Learner Fights for her Education](#).
3. Ask learners to listen to / read the article.
4. Do the “It’s Your Turn” writing activity.

Here are the questions for the writing activity:

Did you find it hard to go back to school?

What made you decide to return to school?

Was it hard to get back into formal learning?

What advice would you give to those who are thinking of going back to school?

#### 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. The Book. Next Page. It’s Your Turn. Print. Close.)

- Teach learners how to use the browser back button.

### Part 3 – Managing life and learning

1. Ask learners about what gets in the way of learning.  
Possible pre-activity questions:  
Do you ever feel like giving up?  
Do you ever feel as if making time for learning is impossible?
2. Provide learners with a link to [The Learning Beacon, Issue 7, Learning and Taking Care of Yourself](#).
3. Ask learners to listen to / read the article.
4. Ask learners to do the Stress-o-meter and/or
5. Ask learners to read about Taking Care and/or
6. Ask learners to write an affirmation for the Affirmation Bank and send it in and/or
7. Create a template or question sheet where learners can list their ideas for Taking Care:  
Give yourself a break  
Connect with others  
Explore and express your feelings  
Have fun  
Nurture your spirit.

### 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. Print. Close. Animation. Introduction. Stress-o-meter - Feelings and Thoughts, Behaviours, Physical Symptoms. Taking Care - Give yourself a break, Connect with others, Explore and express you feeling, Have fun, Nurture your spirit. Affirmation Bank.)
- Teach learners how to use the browser back button.

### Part 4 – Learn about the Learning and Violence website

1. Ask learners about what other things can make it difficult for people to learn.  
Possible pre-activity question:  
Do past experiences make it difficult for people to learn?
2. Provide learners with a link to [The Learning Beacon, Issue 8, Learner Kit - Helping Myself Learn](#).
3. Ask learners to listen to / read the article – Parts 1, 2 and 3.
4. Ask learners to do the [Google](#) search and navigate to the [Changing Education](#) site.
5. Ask learners to choose a door to enter and explore what the learners have to say, the activities and the resources. (Some of these activities may be Level 2 and 3 activities).
6. Ask learners to do a Words or [Pictures](#) (Level 2) activity from the section they looked at and

share it with the class.

7. Ask learners to do the Music activity and find a song on [YouTube](#) that reflects how they feel about learning or how they would like to feel about learning. (Level 2)
8. Create a template or question sheet where learners can list their ideas for Helping Myself Learn.

Possible questions:

What door did you open?  
Did you learn anything new there?  
How will use what you learned in your life?  
Will you do anything differently?  
Do you want to open any other doors?

9. Ask learners to start a learning journal. This can be a private journal or one where you read and respond to the entries.

### 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. Part 1 2 3. Print. Close.)

→ Teach learners how to use the browser back button.

## Part 5 – Learning is Power

1. Ask learners about learning and power.

Possible pre-activity questions:

Do you agree with the statement, “Learning is power.”?  
How is learning power for you?  
What makes learning powerful?  
What makes learners powerful?

2. Provide learners with a link to [Learning is Power](#).
3. Create a template or question sheet where learners can list their ideas for Learning is Power.

Possible questions:

What doors does learning open for you?  
How are learners in your program powerful?  
What do you think helps people learn best?  
Does your program do all of those things?  
Can your program do all of those things?

### 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.

## Part 6 – Making change

1. Ask learners about learning and power.

Possible pre-activity questions:

Is there anything about adult learning you would like to change?

What about others in the program? Is there anything that they would like to change?

How could you find out?

2. Provide learners with a link to the video [Inviting Neighbors to Participate in Community Development](#).
3. Ask learners what they think of this approach and what they think of these questions.
4. Create a template or question sheet where learners can survey other program participants using the questions from the video or a set of questions

Possible questions:

How long have you been coming to this literacy program?

Name 2 or 3 things that you really like about your program.

If you had a magic wand, what is one thing you would change about your program?

What can you contribute to making that change?

If others had a similar vision for change, would you be willing to work with them?

### 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.

## Task L2 Create a blog (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 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 for discussing, planning and meeting personal learning needs and 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

→ see Practitioner Notes for this series

## F. Engage with Others

- 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

- YouTube video What is a blog? - <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](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](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. 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. Discuss what blogs can do and how an Adult Learning Blog could help participants in your program.
5. 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>

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 – Plan a blog

1. Using the information gathered and the writing created in *Task L1 – Learn about adult learning*, decide what information is most important for most learners in programs.

Possible questions:

What do you wish you had known before you started?

What were the things that were surprising to you when you started?

What helps you most to manage learning?

2. Ask learners to write or revise short articles for new learners to post on the blog.

## Part 3 – Create a blog

1. 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*.)

### Possible Follow-up Activities

→ Interview learners, instructors and coordinators at your program and add that information to the blog post using text, pictures, audio and/or video.



## Task L3 Create a photo story (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.
- 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 information from websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and 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

→ You Tube video Digital Story Telling in Plain English - <http://www.youtube.com/watch?v=zP6CeGLPuOY>

→ Northwest Territories Literacy Council Digital Storytelling Resource - [http://www.nwt.literacy.ca/digital\\_storytelling.htm](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.comiclife.com/>, PowerPoint or Word

## 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.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. 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

Here are sample instructions for learners:

### Part 1 – Learn about photo stories

1. Watch [Digital Story Telling in Plain English](#) on You Tube 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

1. Using the information gathered and the writing created in Activity 1, decide what information is most important for most learners in programs.

Possible questions:

What do you wish you had known before you started?

What were the things that were surprising to you when you started?

What helps you most to manage learning?

2. 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.

3. 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

1. Read [Beginning Photography Tips: Top 10 Techniques for Better Pictures](#).
2. 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

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

## Part 5 – Get feedback and revise

1. Share the draft with a reader. Can your reader easily identify the message?
2. Revise your photo story based on the feedback from your reader.
3. Create a final layout of photographs and words using software such as [Comic Life](#), PowerPoint or Word.
4. Write an “Artist’s Statement” to explain who created the photo story and why.

## Task L4 Find a place to learn (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 websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and 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

- Literacy program website (or a school that the learner attends or wishes to attend, a child's school or summer program the child wishes to attend).

## 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. 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. Ask learners what they know about the literacy program they are attending, the school their children attend and/or a school they would like to attend.
2. Provide learners with a link to a literacy program website (or a school that the learner attends or wishes to attend, a child’s school or summer program the child wishes to attend).
3. Ask learners to find out how to contact the program or school, what hours the school or program operates, and/or how to apply for admission or how to register.
4. Copy relevant information on a template form or print a an information page.

## 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.

## Task L5 Open an email account (level 2)

### Perform well-defined, multi- step digital tasks

#### Note

Some of the learning activities in this task require learners to log into a course that requires an email to register (AlphaPlus and the Learning Hub).

In this task, learners will

- Use a specific website 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.
- Use navigation buttons and menus to perform simple searches and access information online.
- Copy relevant information on a template form.
- Send and receive an email.
- Use information from websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and 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

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

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

#### Possible Milestones

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

## Online Resources

- How webmail works You Tube video - <http://youtu.be/YBzLPmx3xTU>
- Secure Passwords Explained by Commoncraft (video) - <http://www.commoncraft.com/video/secure-passwords>
- Setting up email - <http://www.bbc.co.uk/webwise/topics/email-and-sharing/setting-up-email>
- Sending and receiving email - <http://www.bbc.co.uk/webwise/topics/email-and-sharing/sending-and-receiving-email/>
- Using Email (PDF) - [http://www.greedymouse.ca/PDF/tips\\_email.pdf](http://www.greedymouse.ca/PDF/tips_email.pdf)

## Webmail options

- The Learning Hub - <http://www.learninghub.ca/> - recommends Gmail - <https://accounts.google.com/ServiceLogin?service=mail&passive=true&rm=false&continue=http://mail.google.com/mail/&sc=1&ltmpl=default&ltmplcache=2&hl=en> - and has a Gmail tutorial - <http://www.learninghub.ca/Video-HowToCreateAGmailAccount.aspx>.  
(If you open a Gmail account, you are simultaneously opening a Google account. This will connect your email to all other Google services – Google+, YouTube, Blogger, Google Docs, etc. This may affect your Google search results. I recommend that, if you use Gmail, you unclick the box next to “Google may use my account information to personalize +1’s [sic] on content and ads on non-Google websites.”)
- Here is a list of other free webmail services:  
[http://email.about.com/od/freeemailreviews/tp/free\\_email.htm](http://email.about.com/od/freeemailreviews/tp/free_email.htm)  
There are links to reviews and tips for each service.
- “If you're not paying for something, you're not the customer; you're the product being sold.” - <http://lifehacker.com/5697167/if-youre-not-paying-for-it-youre-the-product>

## 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.
- [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 webmail

- Provide learners with a link to [How webmail works](#) (video)
- Provide learners with a link to [Secure Passwords Explained by Commoncraft](#) (video)
- You can have a conversation with learners about online services and privacy. Here are some possible questions:

What is Google / Hotmail / Yahoo, etc?

What services do Google / Hotmail / Yahoo provide?

Why are these services free?

What kind of data about you do Google / Hotmail / Yahoo keep?

Why do Google / Hotmail / Yahoo want this data?

How can you protect your privacy?

How can you contact Google / Hotmail / Yahoo?

You can show learners this quote and ask them what they think it means - “If you're not paying for something, you're not the customer; you're the product being sold.” -

<http://lifehacker.com/5697167/if-youre-not-paying-for-it-youre-the-product>

### Part 2 – Create a webmail account

- Choose which email you would like to use (see above) and create an account.
- Provide learners with a link to [Setting up email](#) to help guide them through the process.

### Part 3 – Practice using email

- Provide learners with a link to [Sending and receiving email](#) to help guide them through the process of sending and receiving email, learning about using cc (carbon copy) and bcc (blind carbon copy) and organizing email messages.
- Send an email to all the learners. Ask them a general information question and ask them to reply by email. Ask them to “reply to all.”
- Send an email to all the learners. Ask them a personal information question (such as their birth date or middle name – nothing too personal in case they “reply to all” by mistake) and ask them to reply by email. Ask them to “reply” only to you.
- Send an email to all the learners. Ask them a question about a group project they are doing. Ask them to reply to you and to cc their answer to a group they are working with.
- Submit assignments and receive feedback using email.

## 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.
- Instructors find signing up big groups of learners with email accounts to be quite time consuming. Thankfully, more and more learners already have email accounts. You can read more about managing and choosing email in [Using Email](#) (PDF).
- Most free webmail providers you accounts that connect you to all the other “services” they offer. This can be a good or bad thing depending upon your ideas about how you want your email to be connected to your other accounts.
- Free webmail also comes with advertising on the page. You can use [AdBlock](#) to block the advertising or you can work with learners so that they understand what is advertising and what is part of the service.
- Remind learners that all online communication is like [writing on a postcard](#) and that anybody who can read it can redistribute it and post it publicly. Most won't but anybody can.

## Task L6 Assess your technology (level 1, 2)

Perform simple digital tasks according to a set procedure

Perform well-defined, multi-step digital tasks

In this task, learners will

- Use a specific website 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 navigation buttons and menus to perform simple searches and access information online.
- Complete online learning activities.
- Use information from websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and 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

C. Understand and Use Numbers

E. Manage Learning

F. Engage with Others

→ see Practitioner Notes for this series

### Possible Milestones

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

## Online Resources

→ *Are you ready to learn online? (enhanced)* on the AlphaPlus [Sample Courses](http://samplecourses.alphaplus.ca/) site (no login required) - <http://samplecourses.alphaplus.ca/>

OR

→ *Are you ready to learn online? (basic)* or *Are you ready to learn online? (enhanced)* on the [Virtual Classroom for Adult Educators](http://educators.alphaplus.ca/) (login required) - <http://educators.alphaplus.ca/>

### Notes

The enhanced version of this course has audio support so that all learners can access the information and do the activities regardless of reading level.

The basic version of the course is intended for learner self-assessment purposes and as a template for customization for program-specific delivery.

On the Alphaplus Sample Courses site, courses are provided without login as is. Teacher and learners can view and use courses from the perspective of a learner and try out the activities.

On the Virtual Classroom for Adult Educators, teacher can customize courses and can request to have a copy of the course set up to use with their learners on the [Virtual Classroom for Adults Learners](http://educators.alphaplus.ca/) (login required).

## 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

### Part 1 – Test your computer

1. Provide learners with a link to the [Sample Courses](http://samplecourses.alphaplus.ca/) site Or the [Virtual Classroom for Adults Learners](http://educators.alphaplus.ca/) (login required).
2. Direct learners to the *Are you ready to learn online? (basic)* OR *Are you ready to learn online? (enhanced)* course on the front page.

3. Ask learners to do the *Check your browser* activity.
4. Ask learners to report on what found and what they did about it in the *How did your computer do?* forum.

## Part 2 – Assess your computer

1. Learners can also try the Level 2 (D2) *Assess your computer equipment* questionnaire in Section 2. In this questionnaire learners are asked about the computer equipment they have available to them.
2. Create a question sheet to help learners make a plan for what computer equipment they need to and how they will find it.

Here are some possible questions:

What did you learn from this self-assessment?

How will you use what you learned from this self-assessment?

How will you make sure that you have access to a computer when you need it for learning?

## 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 (Back button. Breadcrumb Trail. Navigation Sidebar. Course Page Sections. Accessibility App. Voki Play, Pause and Rewind buttons).



## Task L7 Learn about independent learning (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.
- Use information from websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and 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

##### 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

- The Learning Beacon, Issue 1, Independent Learning - <http://www.ns.literacy.ca/TheLearningBeacon/LB1/IndependentLearner/IndependentLearning.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/>.
- 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

### 1. Possible pre-activity questions:

Ask who is on Facebook, Twitter, Google+, Flickr or other social media. What have they learned about being online from using those websites?

Ask who uses email. What have they learned about being online from using email?

Ask who has tried online learning. Informally or formally? What have they learned about being online from using online learning?

Elicit ideas about the skills people need for online learning.

2. Provide learners with a link to [The Learning Beacon](#), [Issue 1](#), [Independent Learning](#).
3. Ask learners to listen to / read the article.
4. Ask learners to do the vocabulary quizzes.
5. Ask learners to do the writing activity.
6. Create a template or question sheet where learners describe:
  - the opportunities and challenges involved in online learning
  - the skills needed for online learning or blended learning

## 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. Print. Close).
- Teach learners how to use the browser back button.



## Task L8 Assess your learning skills (level 2, 3)

### Perform well-defined, multi-step digital tasks

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

In this task, learners will

- Use a specific website to find information.
  - Select and follow appropriate steps to complete tasks.
  - Locate and recognize functions and commands.
  - 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.
- Use navigation buttons and menus to perform simple searches and access information online..
- Complete online learning activities.
- Use information from websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and 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

#### C. Understand and Use Numbers

#### E. Manage Learning

→ see Practitioner Notes for this series

#### F. Engage with Others

## Possible Milestones

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

## Online Resources

→ *Are you ready to learn online? (enhanced)* on the AlphaPlus [Sample Courses](http://samplecourses.alphaplus.ca/) site (no login required) - <http://samplecourses.alphaplus.ca/>

OR

→ *Are you ready to learn online? (basic)* or *Are you ready to learn online? (enhanced)* on the [Virtual Classroom for Adult Educators](http://educators.alphaplus.ca/) (login required) - <http://educators.alphaplus.ca/>

### Notes

The enhanced version of this course has audio support so that all learners can access the information and do the activities regardless of reading level.

The basic version of the course is intended for learner self-assessment purposes and as a template for customization for program-specific delivery.

On the Alphaplus Sample Courses site, courses are provided without login as is. Teacher and learners can view and use courses from the perspective of a learner and try out the activities.

On the Virtual Classroom for Adult Educators, teacher can customize courses and can request to have a copy of the course set up to use with their learners on the [Virtual Classroom for Adults Learners](http://educators.alphaplus.ca/) (login required).

## 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. Introduce the activity: Now that you have an idea what you skills are needed for online learning, you can assess which skills you have and which skills you need to develop if you are going to learn online.
2. Provide learners with a link to the [Sample Courses](http://samplecourses.alphaplus.ca/) site Or the [Virtual Classroom for Adults Learners](http://educators.alphaplus.ca/) (login required).

3. Ask learners to click on the *Are you ready to learn online? (enhanced)* course link OR on the to the *Are you ready to learn online? (basic)* course link on the front page.
4. Ask learners to do the Assess your computer skills (D1-D3) questionnaire.
5. Ask learners to listen to / read *Read about online learning*.
6. Ask learners to do the 3 questions about the self-assessment (computer skills) questionnaire.
7. Ask learners to do the *Online learning is... what do you think?* Assignment in Section 3.
8. Create a template or question sheet where learners make a plan for what skills and strategies they need to develop and how they will do that.
9. Learners can continue with Section 3. There are two Level 2 (D2) questionnaires about time management and learning styles.
10. If you are using the enhanced version of the course, learners can do the “3 questions about...” reflections.
11. Create a template or question sheet where learners make a plan for how they will manage their time and reflect upon how the ways they like to learn will help them succeed in online learning. Here are some possible questions:

What did you learn from this self-assessment?

How will you use what you learned from this self-assessment?

Do you think you are ready for online learning?

What skills do you need to work on?

How will you work on these skills?

Where can you get help / support?

Will the ways you like to learn work when you are learning online?

Will you have to change anything about the way you like to learn when you are learning online?

Can you make those changes?

Where can you get help / support?

How is time management different when people learn online?

Will you have to change any of your time management strategies when you are learning online?

Can you make those changes?

Where can you get help / support?

## 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 (Back button. Breadcrumb Trail. Navigation Sidebar. Course Page Sections. Accessibility App. Voki Play, Pause and Rewind buttons).



## Task L9 Try online learning – Moodle (level 2, 3)

### Perform well-defined, multi-step digital tasks

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

In this task, learners will

- Use a specific website to find information.
  - Select and follow appropriate steps to complete tasks.
  - Locate and recognize functions and commands.
  - 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.
- Use navigation buttons and menus to perform simple searches and access information online..
- Complete online learning activities.
- Use information from websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and 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

#### C. Understand and Use Numbers

#### E. Manage Learning

→ see Practitioner Notes for this series

#### F. Engage with Others

## Possible Milestones

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

## Online Resources

→ *Are you ready to learn online? (enhanced)* on the AlphaPlus [Sample Courses](http://samplecourses.alphaplus.ca/) site (no login required) - <http://samplecourses.alphaplus.ca/>

OR

→ *Are you ready to learn online? (basic)* or *Are you ready to learn online? (enhanced)* on the [Virtual Classroom for Adult Educators](http://educators.alphaplus.ca/) (login required) - <http://educators.alphaplus.ca/>

### Notes

The enhanced version of this course has audio support so that all learners can access the information and do the activities regardless of reading level.

The basic version of the course is intended for learner self-assessment purposes and as a template for customization for program-specific delivery.

On the Alphaplus Sample Courses site, courses are provided without login as is. Teacher and learners can view and use courses from the perspective of a learner and try out the activities.

On the Virtual Classroom for Adult Educators, teacher can customize courses and can request to have a copy of the course set up to use with their learners on the [Virtual Classroom for Adults Learners](http://educators.alphaplus.ca/) (login required).

## 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. Introduce the activity: Now that you have an idea what you skills are needed for online learning, you can try an online course.
2. Provide learners with a link to the [Sample Courses](#) site or the [Virtual Classroom for Adults Learners](#) (login required).
3. Ask learners to click on the *Are you ready to learn online? (enhanced)* course link OR on the to the *Are you ready to learn online? (basic)* course link on the front page.
4. In section 1 there are Level 2 (D2) and 3 (D3) activities that are easy-to-read. The enhanced version has audio support.
5. In *Learn about karate online*, learners are asked follow a set procedure to search for a You Tube video, watch it and answer four questions in a quiz.
6. In the set of Level 3 activities learners are asked to find an image online, save it to their computers and post it in a wiki.
7. Ask learners to reflect upon the information they added to the template or question sheet in *Task L8 – Assess your learning skills*.

Possible question: Now that you have experienced some online learning, do you want to change or add anything to your self-assessment?

### 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 (Back button. Breadcrumb Trail. Navigation Sidebar. Course Page Sections. Accessibility App. Voki Play, Pause and Rewind buttons).





## Task L10 Try online learning - Skillswise (level 3)

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

In this task, learners will

- Use a specific website to find information.
- Use navigation buttons and menus to perform simple searches and access information online.
- Complete online learning activities.
- Use information from websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and goals.

#### Other Competencies

A. Find and Use Information	→ depends on the course chosen
B. Communicate Ideas and Information	→ depends on the course chosen
C. Understand and Use Numbers	→ depends on the course chosen
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.

#### Possible Milestones

55 D.2 Conduct an Internet search.

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

#### Online Resources

- Skillswise - <http://www.bbc.co.uk/skillswise/learners>

#### 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. Provide learners with a link to [Skillswise](#).

Skillswise is a site from the BBC in England. Learners can choose a topic, watch videos, print out fact sheets and worksheets for practice, return to the site to do online quizzes and assessments and print out certificates.

2. Ask learners to look at the *Learning with Skillswise* section.

3. Ask learners to complete cycle on one topic and get a certificate.

You can choose a topic for the class, assign certain topics to certain groups or let each learner choose a topic for themselves.

The level of difficulty in all the competency groups will depend on the choices instructors make here.

4. Ask learners to reflect upon the information they added to the template or question sheet in *Task L8 – Assess your learning skills*.

Possible question: Now that you have experienced online learning, do you want to change or add anything to your self-assessment?

## Task L11 Find an online class (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.
- Use information from websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and 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

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

→ LearningHub - <http://www.learninghub.ca/>

## 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/>.
- 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. Possible introduction: The [LearningHub](#) is a free online program for adults in Ontario. You can go to Live Classes (scheduled for a specific date and time) or Independent Study Courses (available 24 hours/day, 7 days/week). Live classes are popular with people who prefer to work in a group. Independent study is popular with people who prefer to work on their own, at their own pace. You can also combine Live Classes and Independent Study Courses.
2. Provide learners with a link to the [LearningHub](#) home page.
3. Ask learners what they think is in each section. Which sections are most important for people who want to learn about courses?
4. Go the Get Registered page. Under Learning Options (on the left) you will see 3 items – Independent Study, Live Classes and Short Courses. What do you think each of these is?
5. Click on each one to learn about the different kinds of classes you can take at the Learning Hub.

### Note

There is no audio support for this reading.

6. Create a template or question sheet where learners fill in information about
  - the registration deadline,
  - registration limit,
  - how to apply,
  - what the time commitment is,
  - what kind of teacher you will have,
  - what program the course is in, and
  - why you should choose each type of course.
7. Look back to any assessments you did about technology, skills, time management and learning styles. Which type of course would work best for you?
8. Go the Courses page. What topic are you most interested in? Which type of course are you most interested in?

9. Click on a type of course under the topic you are interested in or View All courses and choose a course you would like to take.

10. Create a template or question sheet where learners fill in the course they chose and why. Here are some possible questions:

Which courses would you like to take? Name your three top choices.

Why did you choose these courses?

Does this course fit with your goals or do you have another reason for taking it?

Did this course make you think about new goals?

Would this course fit with your current schedule or do you have to wait until another time?

Could you do this course with the computer you currently have available or will you need to arrange some technology support?

Does this course fit with the ways you like to learn or will you need to take on some new challenges?

What skills and knowledge will you bring to this course that will help you?

What skills and knowledge do you bring to the course that will help the other learners?

## Notes

→ In the *Get Information* section under *Who We Are* you will find [Our Learners](#). Here some Learning Hub participants have written about how the online courses helped them learn. Some learners may be interested in these recommendations from other learners.

→ 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.

→ Courses. Learners. News. Practitioners. Home.

→ Get Information. Get Registered. Get Started.

→ Login. Help. Contact. Printable.

→ Teach learners how to use the browser back button.



## Task L12 Register for an online course (level 2, 3)

Perform well-defined, multi- step digital tasks

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

In this task, learners will

- Use a specific website to find information.
  - Select and follow appropriate steps to complete tasks.
  - Locate and recognize functions and commands.
  - 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.
- Use navigation buttons and menus to perform simple searches and access information online.
- Complete online learning activities.
- Use information from websites to develop knowledge and confidence for discussing, planning and meeting personal learning needs and 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

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

→ These are the competency levels required to register for the course. Each course will have its own Levels for each competency.

## Possible Milestones

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

55 D.2 Conduct an Internet search.

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

## Online Resources

→ LearningHub - <http://www.learninghub.ca/>

→ Learning Hub Consent Form (PDF) - [http://www.greedymouse.ca/PDF/learningHUB\\_consentform.pdf](http://www.greedymouse.ca/PDF/learningHUB_consentform.pdf)

## 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/>.

→ 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. Possible introduction: The [LearningHub](#) is a free online program for adults in Ontario. You can go to Live Classes (scheduled for a specific date and time) or Independent Study Courses (available 24 hours/day, 7 days/week). Live classes are popular with people who prefer to work in a group. Independent study is popular with people who prefer to work on their own, at their own pace. You can also combine Live Classes and Independent Study Courses.

2. Provide learners with a link to the [LearningHub](#) home page. Here are some possible questions to help learners navigate the page:

Ask learners to find the Registration Form.

How will you know if you are in a course?

How long do you have to wait for a reply?

What can you do if you do not get a reply?

What information do you need to fill in the form?

What do the little red stars mean?

What do the little red stars mean?

Can you find a question with a “text box”?



Can you find a question with a “drop down menu”?

Can you find a question with a “radio button”?

What will you write in the comments section?

What happens when you move your mouse over the Consent Form?

Can you register for courses if you do not agree?

Have you already signed a consent for like this? (see Notes below)

3. Ask learners to explain the consent form in their own words.
4. Ask learners to sign up for a course or explain why they are not signing up.
5. Ask learners to wait for 3 business days and print out the response email or email the Learning Hub to find out why they have not heard back.
6. Complete a course on the Learning Hub. (This is a Level 3 activity.)

## Notes

- If learners are unfamiliar with the consent form, copy and paste it into a Word document and print it out if this would make it easier for learners to read and create a set of questions to help learners understand the consent form. (You can use the [Learning Hub Consent Form PDF](#).)
- As with Skillswise (*Task L10 – Try online learning - Skillswise*), you can choose a topic for the class, assign certain topics to certain groups or let each learner choose a topic for themselves.
- 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.
  - Courses. Learners. News. Practitioners. Home.
  - Get Information. Get Registered. Get Started.
  - Login. Help. Contact. Printable.
- Teach learners how to use the browser back button.



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

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# 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/0uda0Wb-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](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](http://youtu.be/GNHGWQ6_Uoc)

or find a video for the version of Word you are using at <http://www.gcfllearnfree.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=-n7tponewkxt7&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](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](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](http://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

3. Using the reviews generated in Activity 2, make a blog where learners can find community resources.
  4. 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

→ see Practitioner Notes for this series

F. Engage with Others

→ 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](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.comiclfe.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.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 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

5. Brainstorm questions you want to answer about resources in your community.
6. 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.

7. 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

8. Read [Beginning Photography Tips: Top 10 Techniques for Better Pictures](#).
9. 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

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

## Part 5 – Get feedback and revise

12. Share the draft with a reader. Can your reader easily identify the message?
13. Revise your photo story based on the feedback from your reader.
14. 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.