

# Where can I find **computer basics** lessons and activities that fit into a blended learning cycle?



# Getting Started with Digital Skills

We often hear questions from literacy practitioners about how to embed digital skills in literacy learning when working with learners who have emergent literacy and/or digital skills. They are looking for ways to support learners who may find it challenging to “catch up” on digital skills independently.

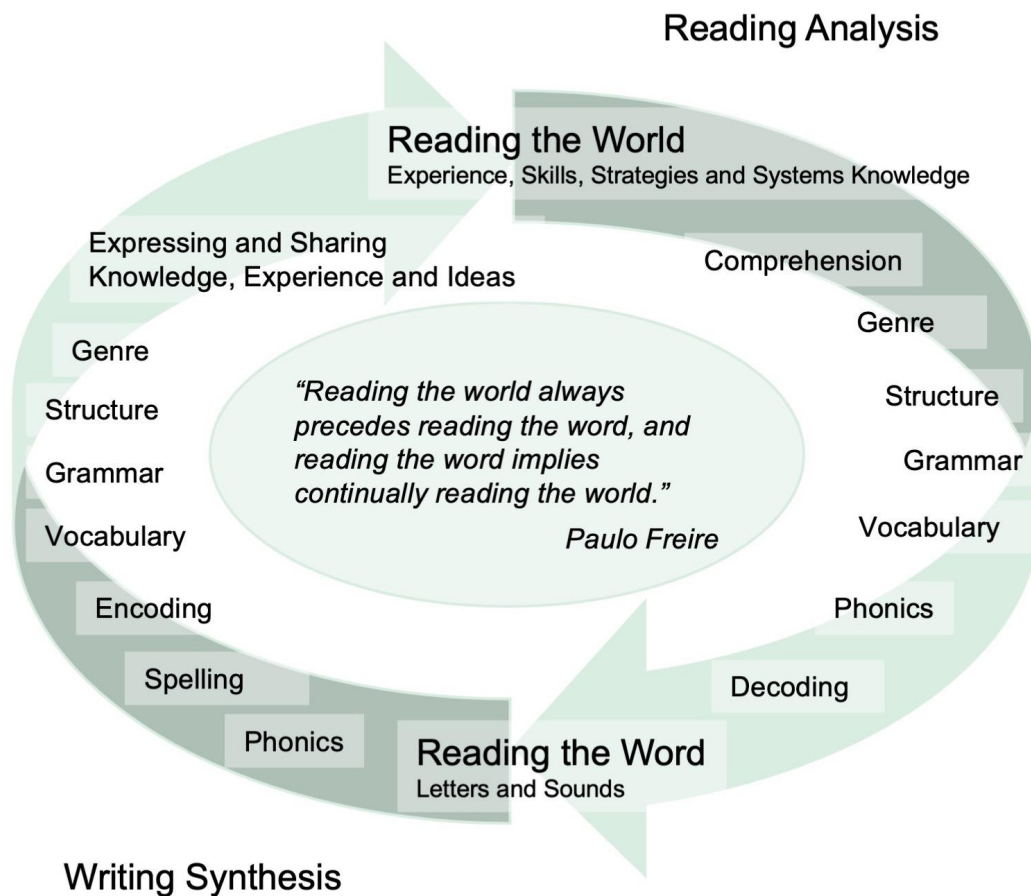
We recommend an integrated, [blended learning](#) approach. We recommend the learning cycle that we use to teach other literacy skills where making meaning is the primary goal.



For example, for a reading we start with meaningful text, break it down into its component parts as necessary to understand how phonics, grammar and syntax contribute to comprehension.



Literacy is often taught using a cycle similar to this.

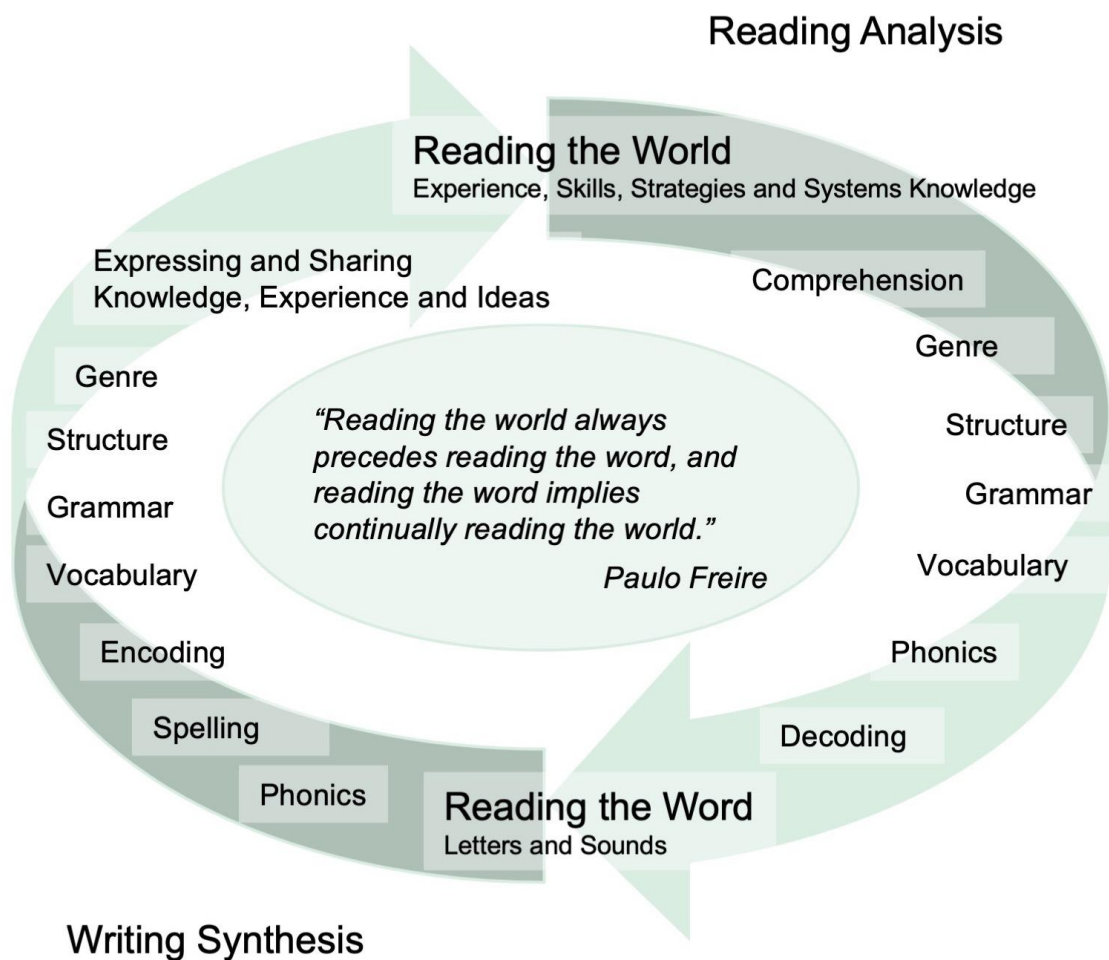


The cycle begins and ends with **reading the world**.

The focus is on content and genre. Teachers create activities that provide opportunities to reflect, summarize and analyze, to share knowledge, to connect new information to things already known, and to construct meaning.

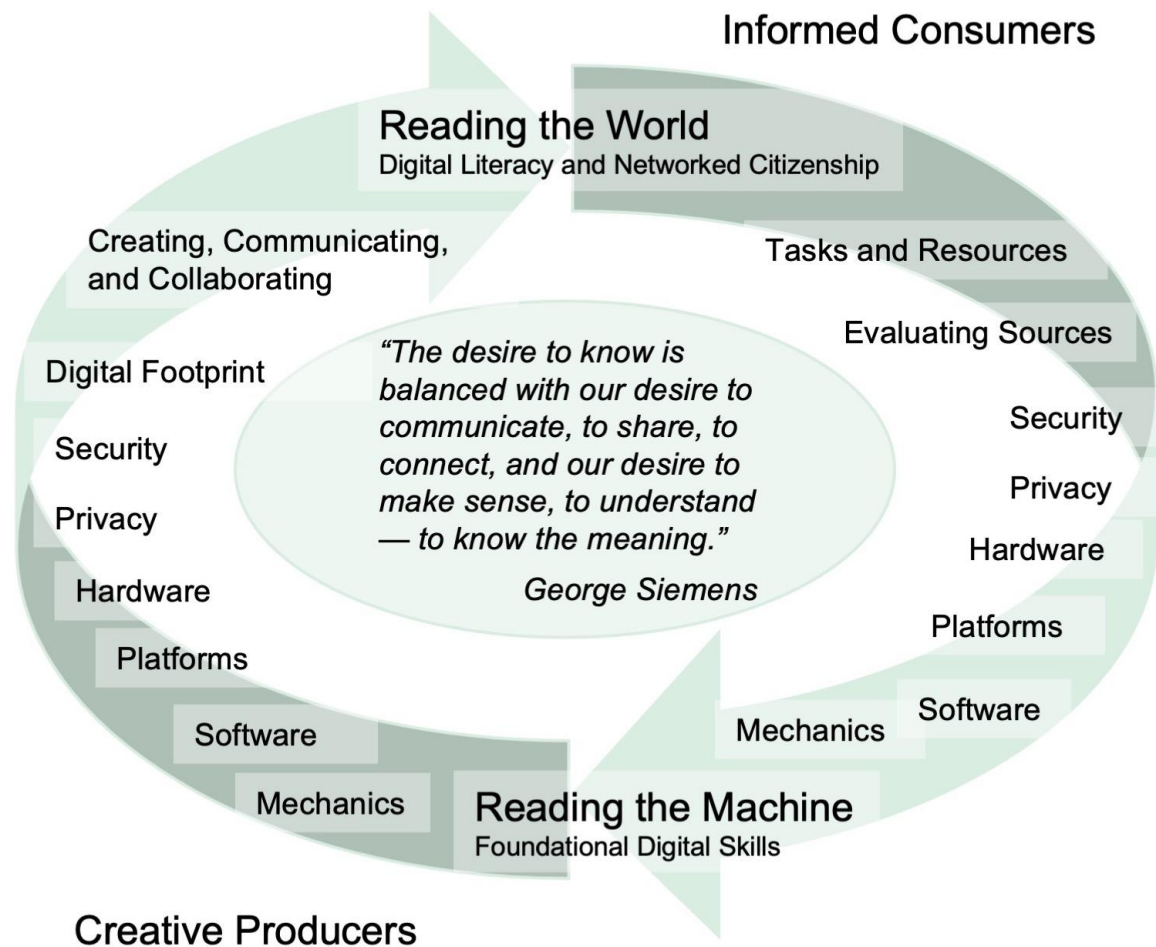


The middle of the cycle is where we are, as [Paulo Freire](#) would say, learning the word. The focus on syntax and phonics. Teachers create activities that provide opportunities to practice skills and strategies for vocabulary development, word recognition, spelling, grammar, usage, etc.



# A Digital Skills Cycle

We try to take a similar approach to incorporating digital skills into literacy learning. We create authentic tasks that integrate literacy skills and digital skills and have meaningful outcomes for learners.



# Foundational Digital Skills

When we refer to foundational digital skills or computer basics, we are not talking about skills people need to learn **before** they engage in technology-rich learning environments and blended learning

but the skills and strategies that people might need at different places in the learning cycle in order to complete communication, collaboration and creative tasks and to access resources and services.



The following pages are a collection of places that support learners with beginner literacy skills who want to learn more about using digital devices and connectivity for learning.



# Resources we love

Lots of people know about and use [GCFGlobal](#) (GCFLearnFree) resources as a place to send learners and to learn about techy stuff themselves.

Here are some other sites for getting started.

## Courses and activities

[Digital Learn](#)

[Learn My Way](#)

[Wisconsin Tech Basic](#)

[Computer Skills](#)



## Text-based resources

[Digital Unite Technology Guides](#)

[Computer Hope Glossary](#)





# Learn more

You can read more about these places to learn at the AlphaPlus [Computer Basics](#) site under the [Lessons and Tutorials](#) tab.



You will find activities from these sites organized by topic at the [AlphaPlus Digital Technology Readiness](#) site.

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You will find some basics (parts of a computer, the mouse and the keyboard, etc.) under Getting Started. The rest of the topics are to help learners get ready for using digital technology for learning at colleges.





# The Digital Skills Library

Activities from these sites are also accessible through the [Digital Skills Library](#) where they have been indexed and are searchable.



Communication



Creation



Device Ownership



Gateway Skills



Information Skills



Lifelong Learning



Mobile



Online Life



Privacy and Security



Workplace

Q Search

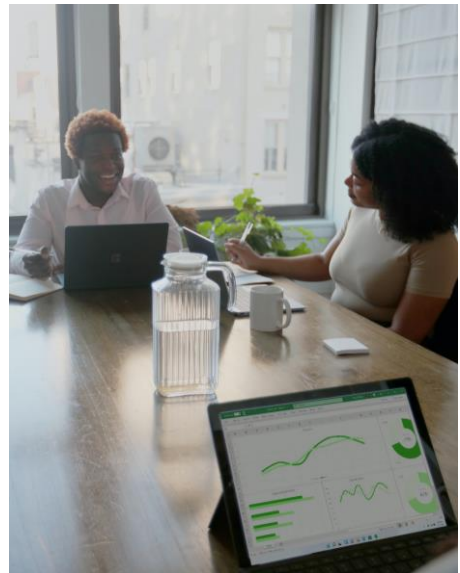
topic    subtopic    format    name    language



# Learning Pathways: Google Slides

AlphaPlus can help you build learning pathways using Google Slides.

We used the GCFL lessons from this [page](#) to create a very simple [sample](#).



Please contact [Tracey](#) if you are interested in creating your own set of activities in a similar way and would like some help getting started.



# Learning Pathways: SkillBlox

[SkillBlox](#) by World Education makes it easy for instructors to find, organize, adapt, and share quality free content with learners.

All the resources in the Digital Skills Library are available in SkillBlox now.



- See a [sample Skillblox learning pathway](#) based the GCFL lessons from this [page](#).
- Create an account here: [www.skillblox.org](http://www.skillblox.org)
- Learn how to use SkillBlox here: [YouTube playlist](#)

The next page will tell you a little more about SkillBlox.



# SkillBlox How tos

## 1. Search by Skill

Explore over 10,000 activities, including those in the Digital Skills Library, by skill framework or open search. Filter to find the perfect activities for the learners you work with.

## 2. Select Activities

Select activities in multiple formats, from various publishers, across multiple subjects to create a SkillBlox learning pathway.

## 3. Customize Playlists

Rearrange and customize activities, integrate additional activities across subjects, and add your own activities.

## 4. Share + Assign

Share your SkillBlox with individual students or classes via text or share code, or embed onto your website or LMS.



## Note: Who is Paulo Freire?

Paulo Freire was a leading advocate of [popular education](#) and [critical pedagogy](#) from Brazil. His book [Pedagogy of the Oppressed](#) is a foundational text of the critical pedagogy movement

He made a distinction between what he called the banking approach, which aims at the transmission of information, and a problem-posing approach, which aims at engaging participants in a process of action and reflection.



We are not beings  
of adaptation  
but of transformation.



Here is an example of a Freirian learning cycle:

1. Describe your reality: Start from where we are at and describe our reality as as we experience it in our own words.
2. Reflect, and analyze your reality: Look at the larger context and identify the forces that block or further the realization of our goals. Reflection entails both thinking and feeling - it is a process where we consider not only what is and how it works but also our values and how we feel about things.
3. Strategize: Decide on goal. Consider the various alternatives for action and make decisions about the what, who, when, where and how of the chosen action. Identify the steps and tasks and plan how to carry them out.
4. Transform your reality: Carry out the action in the context of our lives beyond the program.

from [Canadian Labour Congress, \*Seeds for Change 2001\*](#)



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