Digital Literacies Diagnostic (DLD) Tool

Knowing your learners' digital strengths and needs

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AMEP
Adult Migrant English Program
An Australian Government Initiative

INTRODUCTION

Digital literacies are important for the successful settlement of adults from migrant and refugee backgrounds in Australia and, thus, need to be an essential part of teaching and learning within adult EAL education. This diagnostic tool – the **Digital Literacies Diagnostic (DLD) Tool** – is a form of diagnostic assessment that enables teachers to gather important information about the current digital literacy practices of learners and assess their strengths, needs and aspirations related to digital literacies. This information can then be used to guide subsequent planning for the effective teaching of digital literacies. At the heart of the tool is a process of teachers knowing their learners to enable best practice planning for teaching.

PURPOSE OF THE DLD TOOL

The DLD Tool enables teachers to:

- collect information about digital literacy practices that are familiar to a learner and already part of their life

- identify current skills and understandings that may be transferable to learning those digital literacies that are essential for settlement and employment

- plan for and teach digital literacies

- determine the required support necessary for successful teaching

THE KEY PRINCIPLES FOR USING THE DLD TOOL

Dialogic   the DLD tool is used in the context of a dialogue between a learner, or group of learners, and an educator

Learner-centred   the DLD tool is designed to encourage learners to be more actively and critically involved in the learning process

Strengths-based   the DLD tool identifies learner's strengths as well as areas they want to develop/improve

Ongoing   the DLD tool can be an ongoing resource, and completed several times during the learning course

STRUCTURE OF THE DLD TOOL

The DLD tool is presented as a process consisting of three parts: (1) information gathering, (2) working with information, and (3) negotiating a learning plan. The idea is to work through each part in sequence.

Part 1
Gathering of information by educators with learners

Part 2
Educators working with information for planning

Developing digital literacies

Part 3
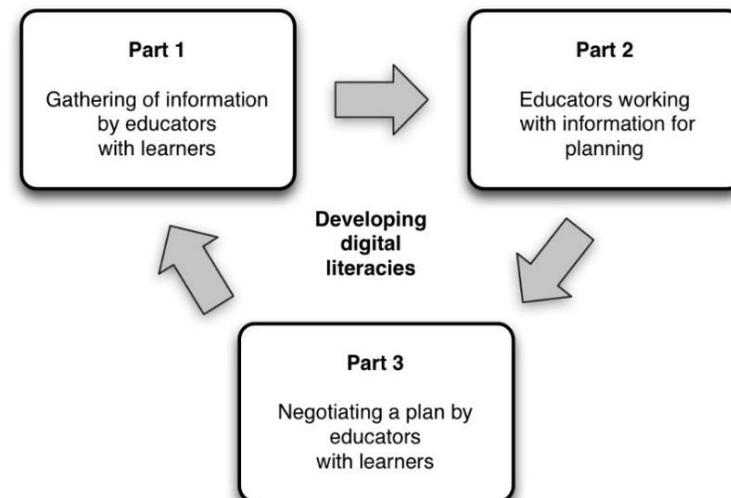Negotiating a plan by educators with learners

ILLUSTRATION OF PRACTICE

Deidre is bubbling with nervous energy. She is about to meet with her new class of adult EAL learners for just the second time. It was wonderful meeting them yesterday, but they were all so nervous! Most of them had never been to the Learning Centre before; but by the end of their first session, they were already much more relaxed. They left laughing and chatting with one another, some were already exchanging numbers and texting one another. But they probably don't think of this activity as "digital literacies".

Deidre is keen to learn more about their digital literacies, how they use their phones and other devices and what they want to learn. She will ask about what Apps they use and what they use them for. Deidre will provide each of the students with the DLD Record Sheet along with a bucket of coloured marker pens and pencils. It will be a fun activity, like they are back in 'school' (although in truth, as children these women never had much time in school themselves). Deidre will work with the group and ask them to 'Show'nTell' from their phones; making notes and drawings of their Apps and digital activities.

Local schools and pre-school centres use digital communication to connect with their children's families; but are these mums in the loop? And are they successfully managing family payments, reimbursements and appointments online? Are they connecting locally and/or internationally to family back home? Are they 'Youtubers'? Do they have concerns about their digital skills? Drawing, writing, and talking about the various technologies, Apps, software and websites they use across the different domains on the DLD Record Sheet will provide an insight into their current practices and strengths. But it's just the beginning of on an ongoing series of conversations with them as a group – and as individuals.

PART 1: GATHERING OF INFORMATION BY EDUCATORS WITH LEARNERS

Time: 15-20 minutes

Format: Individual / small group

Equipment:
- Learner's personal device (e.g. phone) or/and a device typically used for learning in class
- DLD Record Sheet (Appendix 1)

Steps	Procedures

1. **Information gathering: access to digital devices**	• Explain to the learner(s) that you are interested in knowing more about their reading, writing and communication skills with digital technologies because this knowledge will help to support and organise their learning
	
	• Introduce the chart that shows the sorts of digital devices that you would like to find out about (Appendix 1)
	
	• Ask learners to share their experiences:
	  1. Can you identify/circle the devices that you use?
	  2. How often do you use your (chosen device)?
	  3. Do you ever use these other devices?
	  4. How often do you use these other devices?
	  5. Do you have consistent access to a device and the internet?
	
	• Record information on DLD Record Sheet

2. Information gathering: identifying digital strengths	- Introduce the six broad areas of settlement captured in the DLD Record Sheet (Appendix 1) - Ask learners to share their experiences by **showing and/or telling** about different apps, or software and/or websites that they use in these areas of their lives: - Can you please show and/or tell me how you use technology in these areas of your life? - Do you use any apps, or software and/or websites for these different tasks/purposes? Can you name/draw them? - What do you use this app/software/website for? - Do you do this on your own or does someone help you? - Ask learners to consider what they are good at in these digital experiences: - What are you good at in these experiences? - What experiences do you find easy? - What are your strengths? - What are you most confident in doing? - Consider each area in turn - Record information on DLD Record Sheet
3. Information gathering: identifying needs and aspirations	- Explore with learners what digital skills they would like to learn and why and/or what digital experiences they would like to do more often, or do on their own (with less help). - Invite learners again to look at the six areas of life (or work) captured in the DLD record sheet (Appendix 1) and name, or draw apps or websites that they would like to use more often or use more independently.

	- Consider each area in turn:
	
	   1. Can you name/draw apps or websites that you would like to use more often or use more independently
	   2. Can you please tell me, why have you noted/drawn/circled that one?
	   3. Why is this important to you?
	   4. How important is this to you?
	   5. Do you have any issues or problems in this area?
	
	- Identify the top 3- 4 needs/aspirations for discussion
	
	   1. What is your most important (digital literacies) learning goal?
	   2. How can I (we) help you with this goal?
	
	- Record information on DLD Record Sheet

4. Review & reflection	- Conclude by explaining that this activity helped to identify some of their (digital) strengths and some goals for further learning that you will use to plan their learning. - Explain that you would like to revisit this activity later and see how they progress. - Ask learners is there is anything else about their digital needs or interests that you should take note of now - Record information on DLD Record Sheet

PART 2: EDUCATOR WORKING WITH INFORMATION FOR PLANNING

DLD Analysis sheet
Please use this sheet to keep track of what you heard/observed as your learner completed activities in Part 1
Date: **Learner's name:** **Group:**

1. Does the learner have consistent access to a device and the internet?
 	
Yes ○   No ○   Not sure ○
 	
What could be done to improve access if this is an issue?
 	
2.   Does the learner engage in the following?
 	
   ○ any reading with technology
   ○ any writing with technology
   ○ any creating (photos, videos, audio) with technology

○ any communicating with technology
○ any viewing/listening with technology

Details about this engagement:

3. What is the level of autonomy of the learner with digital technologies?

1……2……3……4……5……6……7……8……9….10

4. Who helps the learner?

Describe how this can be used in learning.

4.   What are the specific digital literacy practices, needs and aspirations of learners? Add notes in the columns below. Some examples are given to illustrate.

List current digital literacy practices & strengths (A learner can…)	List the main digital needs (A learner needs…)	List digital aspirations (A learner wants…)
Communication with family/friends (WhatsApp): • *Can send a message in a home language* • *Can use emoticons* • *Can attach photos/videos* • *Asks children to help when needed*	• *To take a more critical approach to opening links from friend's/family's message*	• *To learn how to create and communicate in WhatsApp group* • *To learn how to send a message to English speaking contacts to request information/service*

Considerations for planning and teaching	
How can learners' current digital literacy practices be extended?	Required resources and support

PART 3: NEGOTIATING A LEARNING PLAN BY EDUCATORS WITH LEARNERS

After gathering information about each learner and considering the information the next part is to **develop a DLD Learning Plan** for teaching digital literacies.

Step 1:	Develop a draft of DLD Collaborative Learning Plan after considering the data gathered and prior to meeting with a learner or group of learners. Bear in mind the learning plan may include digital activities the learner/s can do in class, or out-of-class/at home; and on their own, or with others. See a template below.
Step 2:	Share and discuss the learning plan with learners, checking that considerations of their digital strengths and needs are accurate and appropriate.
Step 3:	Finalise the plan and enact it in classrooms. Remembering that the process of collecting and using information is ongoing as part of assessment.

DLD Collaborative Learning Plan

Date:

Learner's name:

Group:

Objectives
[By the end of…. I want to be able to….]

Learner's plan	Educator's plan
Resources/strategies **(How are you going to learn?)**	**Resources/strategies** **(How are you going to support this learning?)**

APPENDIX 1: DLD RECORD SHEET (FOR PART 1)

Date:	Name:	Group:

1.   Access to digital devices

Choose the device you use the most in your life:

Smartphone	Tablet/iPad	Laptop	Desktop computer	_____ Other

Give (name/draw) several examples of how you use technologies (apps/software/websites) for these different activities

Family, kids, friends, faith, community	House, transport, maps, medical, appointments	Hobbies, news/TV, free time/fun
MyGov: Centrelink, Medicare, job search	Learning, education, work skills	Money, banking, bills, shopping

2.   Identifying digital strengths

3.   Identifying needs and aspirations

4. Review & reflection

Target date for DLD REVIEW: _____