

Digital Literacy: Overview

Digital Literacy: Foundational Computer Skills

Adult learners will be able to demonstrate basic computer skills and identify parts of a device.

Examples:

- Identify the functions of the keyboard
- Turn the device on and off
- Identify the parts of a computer's interface

Digital Literacy: Interacting

Adult learners will be able to work with software on a digital device.

Examples:

- Demonstrate the appropriate use of mouse/touchpad
- Use common screen interactions
- Control the audio function on the device

Digital Literacy: Word Processing

Adult learners will be able to use word processing software

Examples:

- Open a new or existing document
- Customize document appearance
- Use undo and redo feature

Digital Literacy: The Internet

Adult learners will be able to explore and evaluate information on the Internet

Examples:

- Identify and use Internet browsers
- Be familiar with common website features
- Use online forms

Digital Literacy: Social Media and Email

Adult learners will be able to interact in an online environment

Examples:

- Create an email or social media account
- Understand the importance of passwords
- Send an email

Digital Literacy: Information Sources

Adult learners will be able to locate and evaluate sources of information

Examples:

- Collect sources
- Understand the difference in credibility between web domains
- Evaluate a source's credibility or reliability

Digital Literacy: Problem Solving

Adult learners will be able to use reasoning skills and the Internet to find information and solve problems

Examples:

- Define a problem
- Synthesize relevant information from one or more sources, or current knowledge
- Use information to solve basic problems or answer a question.

Digital Literacy: Foundational Computer Skills

Adult learners will be able to demonstrate basic computer skills and identify parts of a device.

Benchmarks On the exit of this level, learner is able to...	Applications Examples of how/where learners will use this skill	I do it well enough	I want to work on it	I don't need to work on this now
Identify the different types of devices	<ul style="list-style-type: none"> Identify devices like a cellphone, laptop, or a desktop 			
Identify the functions of the keyboard	<ul style="list-style-type: none"> Type a document using enter, shift, tab, caps lock, etc. 			
Identify and use a touchpad and a mouse	<ul style="list-style-type: none"> Navigate a computer using a touchpad or mouse 			
Identify the function of different types of pointers	<ul style="list-style-type: none"> Understand an arrow (point and click), hand pointer (clickable links), spinning wheel (loading), iBeam (text) 			
Identify and use desktop icons	<ul style="list-style-type: none"> Identify and open the correct app or file to complete a task 			
Identify and use file storage devices	<ul style="list-style-type: none"> Identify a flash drive, hard drive, cloud storage Save and retrieve files Eject an external storage device 			
Turn the device on and off	<ul style="list-style-type: none"> Locate power button Know how to safely shut down a computer Know how and when to force a shutdown 			
Understand and manage updates	<ul style="list-style-type: none"> Understand software updates Check for updates Install updates 			
Identify a computer's operating system	<ul style="list-style-type: none"> Be able to tell the difference between macOS and Windows 			
Identify the parts of a computer's interface	<ul style="list-style-type: none"> Follow instructions referencing the desktop, taskbar/tray, files, help menu 			
Use the start menu to find apps (Windows)	<ul style="list-style-type: none"> Scroll the start menu to locate the correct app, including apps in folders 			

Digital Literacy: Interacting

Adult learners will be able to work with software on a digital device.

Benchmarks On the exit of this level, learner is able to...	Applications Examples of how/where learners will use this skill	I do it well enough	I want to work on it	I don't need to work on this now
Demonstrate the appropriate use of mouse/touchpad	<ul style="list-style-type: none"> • Right click, left click, double click as needed when navigating a computer • Complete tasks requiring drag and drop or zooming in and out 			
Use common screen interactions	<ul style="list-style-type: none"> • Select checkboxes, use drop-down menus, scroll 			
Control the audio function on the device	<ul style="list-style-type: none"> • Locate audio controls to raise and lower volume and turn mute on and off • Switch between speakers and headphones 			
Use the recycle function	<ul style="list-style-type: none"> • Send files to recycle bin • Retrieve files that have been recycled 			
Customize the device	<ul style="list-style-type: none"> • Change screen resolution as needed • Customize mouse for left-handed users 			
Use the device's voice recognition (Cortona, Siri, Alexa)	<ul style="list-style-type: none"> • Use voice recognition to send a text message or make a note • Use this feature with knowledge of possible privacy concerns 			
Use Settings (Windows)	<ul style="list-style-type: none"> • Customize display • Install and uninstall apps • Search for files 			

Digital Literacy: Word Processing

Adult learners will be able to use word processing software

Benchmarks On the exit of this level, learner is able to...	Applications Examples of how/where learners will use this skill	I do it well enough	I want to work on it	I don't need to work on this now
Open a new or existing document	<ul style="list-style-type: none"> • Create a new document • Open an existing document 			
Save and name a document	<ul style="list-style-type: none"> • Identify and use save button • Use descriptive name for documents • Navigate to the correct location to save document • Save document periodically while working on it and before closing out 			
Know what files the word processing app can open	<ul style="list-style-type: none"> • Identify the file type from its icon or extension • Open and convert files as necessary 			
Customize document appearance	<ul style="list-style-type: none"> • Change font, size, and color • Use a visual hierarchy • Know when and why to customize a document 			
Set spacing alignment, margins, and orientation	<ul style="list-style-type: none"> • Adjust document margins • Adjust line spacing for legibility • Choose between portrait and landscape orientation as appropriate 			
Apply bullets and automatic numbering	<ul style="list-style-type: none"> • Use bullet points for a general list • Use numbered lists for sequences 			
Use undo and redo feature	<ul style="list-style-type: none"> • Undo a previous action • Redo or repeat a previous action 			
Cut, copy, and paste	<ul style="list-style-type: none"> • Highlight text • Cut highlighted text • Copy highlighted text • Paste text in a new location 			
Insert object into a document	<ul style="list-style-type: none"> • Find and add an image to an existing document 			

Digital Literacy: The Internet

Adult learners will be able to explore and evaluate information on the Internet

Benchmarks On the exit of this level, learner is able to...	Applications Examples of how/where learners will use this skill	I do it well enough	I want to work on it	I don't need to work on this now
Connect to the Internet	<ul style="list-style-type: none"> • Access the Internet via hotspot or router 			
Identify and use Internet browsers	<ul style="list-style-type: none"> • Recognize Firefox, Chrome, Safari, Opera, Microsoft Edge • Type a URL into the address bar 			
Use search engines	<ul style="list-style-type: none"> • Perform general searches using Google, Bing, Duck Duck Go, etc • Use search engine filters • Use search operators ("", @, #) • Perform an image search 			
Identify common domains	<ul style="list-style-type: none"> • .org, .com, .edu, .gov, .net 			
Be familiar with common website features	<ul style="list-style-type: none"> • Common features include landing page, home page, hyperlinks, buttons 			
Use online forms	<ul style="list-style-type: none"> • Be able to completely fill out an online form • Identify checkboxes and radio boxes 			
Use common browser tools	<ul style="list-style-type: none"> • Add websites to bookmarks/favorites • Refresh a web page • Use the back button 			
Understand how digital media, tools, and sites collect information	<ul style="list-style-type: none"> • Ask: "What information does a site learn about me from using it?" • Use settings to to adjust information collection if available 			

Digital Literacy: Social Media and Email

Adult learners will be able to interact in an online environment

Benchmarks On the exit of this level, learner is able to...	Applications Examples of how/where learners will use this skill	I do it well enough	I want to work on it	I don't need to work on this now
Create an email or social media account	<ul style="list-style-type: none"> • Select an appropriate username • Create a strong password • Fill out registration form • Understand terms and conditions 			
Understand the importance of passwords	<ul style="list-style-type: none"> • Create a strong password using two or more types of characters • Create a new password for each online account • Keep the password in a secure place 			
Send an email	<ul style="list-style-type: none"> • Write and send an email using basic email etiquette 			
Send and receive attachments	<ul style="list-style-type: none"> • Attach a file to an email • Avoid opening attachments that are unexpected or unexplained 			
Identify and use different social media platforms	<ul style="list-style-type: none"> • Facebook: post pictures, updates • Instagram: post pictures • LinkedIn: connect with businesses and colleagues • Twitter: post pictures and updates 			
Interact on social media	<ul style="list-style-type: none"> • Post a message • Comment or reply • Share or forward a post • Like a post • Add/remove friends/followers • Follow/subscribe to other accounts 			
Recognize boundaries on social media	<ul style="list-style-type: none"> • Post or reply appropriately • Avoid oversharing; remember that "the Internet never forgets" • Respect others' privacy 			
Distinguish between public and private "spaces" on social media	<ul style="list-style-type: none"> • Put personal information in private or direct messages • Put general information on newsfeed 			
Know how long information stays posted	<ul style="list-style-type: none"> • Varies depending on the platform and format • Post with the knowledge that people can record/screenshot images and videos without permission 			

Digital Literacy: Information Sources

Adult learners will be able to locate and evaluate sources of information

Benchmarks On the exit of this level, learner is able to...	Applications Examples of how/where learners will use this skill	I do it well enough	I want to work on it	I don't need to work on this now
Collect sources	<ul style="list-style-type: none"> • Use search engines • Use credible source apps: ResearchGate, Google Scholar, SemanticScholar, etc. 			
Understand the difference in credibility between web domains	<ul style="list-style-type: none"> • Show an understanding of .com, .gov, .edu, etc. • Interpret what a domain can indicate about the information 			
Evaluate a source's credibility or reliability	<ul style="list-style-type: none"> • Ask: "Who is the writer/source?" "What is the purpose?" "Who is the publisher?" "How does the source compare to others?" • Evaluate relevance, accuracy, and content 			
Assess a source for bias	<ul style="list-style-type: none"> • Ask: "Is there bias?" "Does the bias affect the credibility?" • Discern writer's point of view (POV) by analyzing word choice, tone, etc. • Separate author's POV from facts or details of story • Compare information between sources 			
Discern between relevant and non-relevant information	<ul style="list-style-type: none"> • Identify the main topic of the material • Ask: "Which supporting ideas are directly related to the topic?" "Does it answer questions I have about the main topic?" "Why do I think this information does or does not relate to the main topic?" 			

Bias - Thought or belief that affects the ability to make a decision based on facts and evidence.

Credibility - How well something can be believed or trusted.

Assess - To decide the value or quality of something.

Discern - To understand and decide something.

Digital Literacy: Problem Solving

Adult learners will be able to use reasoning skills and the Internet to find information and solve problems

Benchmarks On the exit of this level, learner is able to...	Applications Examples of how/where learners will use this skill	I do it well enough	I want to work on it	I don't need to work on this now
Define a problem	<ul style="list-style-type: none"> • Create a list of problems to answer • Decide which problem to work on 			
Formulate a question	<ul style="list-style-type: none"> • Brainstorm different ideas that relate to the problem • Think about which questions answer the main idea the most effectively 			
Identify a decision	<ul style="list-style-type: none"> • List the steps needed to find the answer(s) to the problem • Understand what digital tools will help find the answer the fastest 			
Know how well certain information solves a problem	<ul style="list-style-type: none"> • Evaluate how well a source may have helped or not helped solve a problem or answer a question • Understand why certain information was not useful • Understand whether more information is needed or not 			
Consider relevant information from one or more sources, or current knowledge	<ul style="list-style-type: none"> • Evaluate how two or more sources may support or disprove each other • Find an article that uses two or more sources and evaluate how the work uses them 			
Add new information into current knowledge. Use it to support understanding, views, perspectives, or opinions.	<ul style="list-style-type: none"> • Understand how new information influences current knowledge • Compare how new information supports or discredits current knowledge, view, or opinions 			
Use information to solve basic problems or answer a question.	<ul style="list-style-type: none"> • Demonstrate how the knowledge found helped solve a problem or answer or question 			
Reflect on patterns found and pathways taken to find the solution	<ul style="list-style-type: none"> • Evaluate whether the question was answered or the problem was solved • Evaluate whether more information is needed to answer a question • Evaluate the result of gaining/using the information. 			