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# Dare to Be Digitally Resilient:

— Discover the key concepts and practical application of —  
DRAW: Digital Resilience in the American Workforce

Melinda Dart, Rebecca Thomas, CK Tong

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**Scan if you dare!**



# Intro - Our DRAW Story



# What Digital Resilience? Let's Define It Using...



Join at [menti.com](https://menti.com) | use code 3788 5925



**In 1 or 2 words, define digital resilience...**

# Objectives



## Participants will be able to:

- define digital resilience
- understand the urgency to incorporate technology into the classroom
- identify three edtech routines
- identify a current routine and begin to create a plan to adapt it



Communication



Creation



Device Ownership



Gateway Skills



Information Skills



Lifelong Learning



Mobile



Online Life



Privacy and Security



Workplace

# Let's try it!



1. Click on the Google Drive link in our Telegram channel. If you do not have access to this, you can go to <https://tinyurl.com/m62txm4>
2. First, skim this [blog post on digital resilience](#) and highlight or comment on at least one sentence that stands out to you in some way.
3. Then, in your groups, share one sentence that stood out to you. Someone in the group, make on a comment on the Google Doc about why you chose this sentence.



## Let's Try It! Part 2

Now, go back to the article. Each group will get one word to define.

Go to our [DARE glossary and define it.](#)

# Surprise! You just completed an edtech (or Digital) routine



“Instructional routines are frequently repeated learning activities that give learners predictable experiences. When they make use of technology (i.e., edtech routines), they give learners the opportunity to use the same digital tool multiple times...Digital resilience grows when learners develop this confidence and skill inside the classroom in a supportive learning environment and are encouraged to apply the skills outside of the classroom.” [DRAW, EdTech Routine Linear Template](#)



# An EdTech Routine is:



- **Predictable:** students generally know what they are expected to do—even if you build on the skills each time
- **Repeated:** by having the same type of activity—whether in subject matter, platform, or digital skill—students will return to the activity in some way in a later session
- **Adaptable:** How can you scaffold or build on this in some way?  
How can you transfer this to another platform?
- **Useful:** How are the skills and activities used relevant to the students life and goals?







# Rebecca's Edtech Routine: Google Drive



My Drive > ESL 5 Fall24 Class Drive ▾ 👤



Type ▾ People ▾ Modified ▾

Name ↑	Owner	Last mo... ▾	⋮
 First Week	 me	Aug 30, 2024	⋮
 Personal Writing	 me	Oct 14, 2024	⋮
 Songs	 me	Sep 4, 2024	⋮
 Unit 1	 me	Sep 15, 2024	⋮
 ESL 5 Class Glossary_F25 👤	 me	Oct 15, 2024	⋮
 ESL 5 Day_Fall24.docx 👤			⋮

## Goal:

Students use a shared class Drive throughout the semester that they can access either through their own Google account or through a TinyURL

# Rebecca's Edtech Routine: Google Drive



**Goal for adding EdTech routine:** Students transfer navigational skills across platforms, such as Google Slides

**Existing routine:** students define new vocabulary words in groups and share with class

**Adapted routine:** Google Slides: Slides acts as a class glossary where students can access a shared document and add definitions

This can be scaffolded. At first, I can model how to do this with definitions we come up with as a class. Students then begin to add definitions in groups.

## **Outcomes:**

- \*Students practice accessing and navigating a website

- \*Students utilize the tools in Google Docs in real time

- \*Students have access to working documents outside of the classroom for their own study.



# Examples of G-Suite Routines

	A	B	C	D
	Orientation Vocabulary			
1	Word	Type	Definition	Example
2	<b>Genre</b>	noun	Type or category of something	Movie genres: romantic, comedy, action, horror
3	<b>Inference</b>	noun	conclusion or educated guess	I made an inference about the word "genre" by reading the sentence and guessing its meaning.
4	Improve	verb	to make better	We will improve our English in this class!
5	Brainstorm	verb	inspiration or to get ideas to start a project	We brainstormed ideas for our essay.
6	Clue	noun	information to help you figure something out	We used the clues to solve the mystery!
7	Context clues	noun	Using information to make a guess	We read the sentence and used the context clues of the words to guess the

Orientation Vocabulary | Unit 1 Vocabulary | Unit 2 Vocabulary

- Slides for a class glossary

Fall is here, hear the yell  
Back to school, ring the bell  
Brand new shoes, walking blues  
Climb the fence, books and pens  
I can tell that we are gonna be friends  
I can tell that we are gonna be friends

Walk with me, Suzy Lee  
Through the park and by the tree  
We will rest upon the ground  
And look at all the bugs we found  
Safely walk to school without a sound  
Safely walk to school without a sound



Rebecca Thomas

8:31AM Oct 10

Supporting details: these are all items we typically get children at the start of a school year. Usually, school starts in the fall.

- Google Docs: Shared Docs for class annotations or personal writing portfolios



## Exit Ticket

rebeccaasthomas@gmail.com [Switch account](#)

Not shared

2 things you learned or found interesting

Your answer

1 question you have or something you want to learn more about

Your answer

Submit

- Google Forms: For unit quizzes (allows for instant grading, collected data, and practice taking online tests) or exit tickets (practice filling in online forms)



## Benefits of a Shared Drive with a Tinyurl

Students do not need a Google account to access this.

- Important for students who might not have the means to set up the authentication process if they have shared cell phones, etc.
- Allows you to not have to deal with password issues during class time.
- Students can still access this and be added to the Drive if they do want to set up their own account or use their own account.
- Students can access this information outside of the classroom on their phones or other devices.

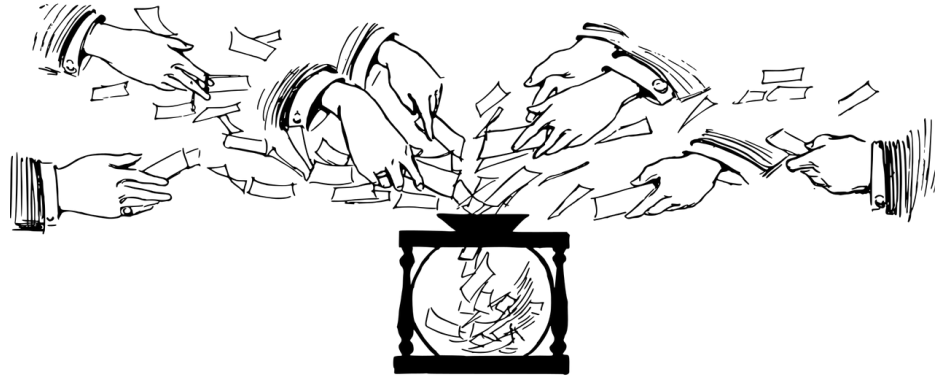
# Telegram Poll Time!

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How would you start incorporating technology into your class?







# Telegram Poll Time!

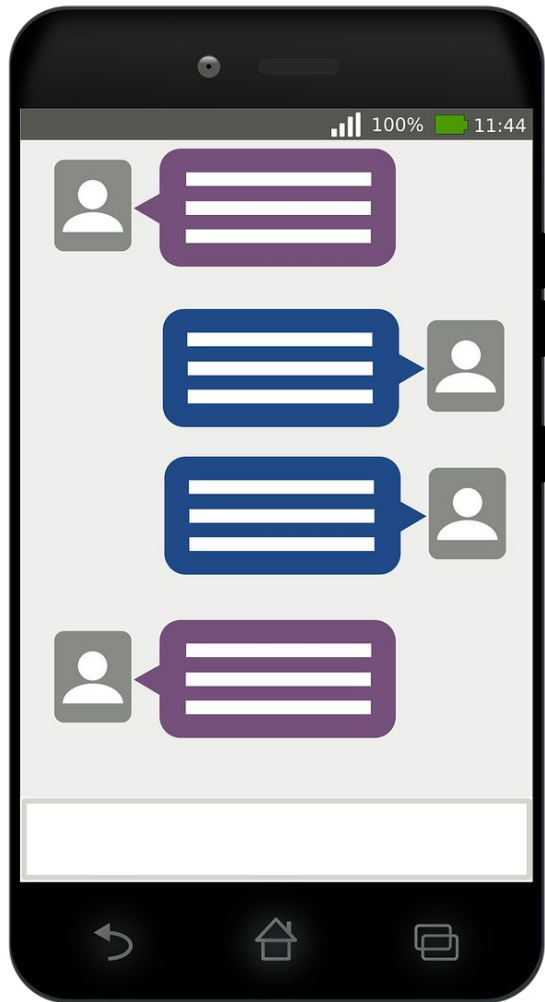
How would you start incorporating technology into your class?

- ★ Asking students what they need
- ★ Northstar Digital Literacy assessments
- ★ Introducing vocabulary related to computers
- ★ Teaching students how to use a browser on a laptop or PC
- ★ Other

# CK's Edtech Routines



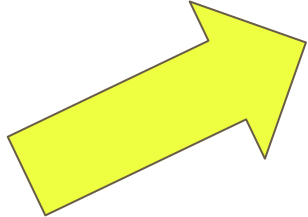
reaching students where they are



## Class Telegram Group

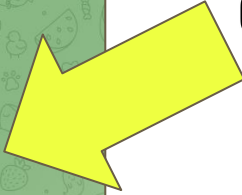
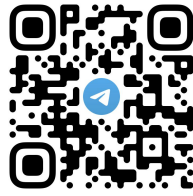
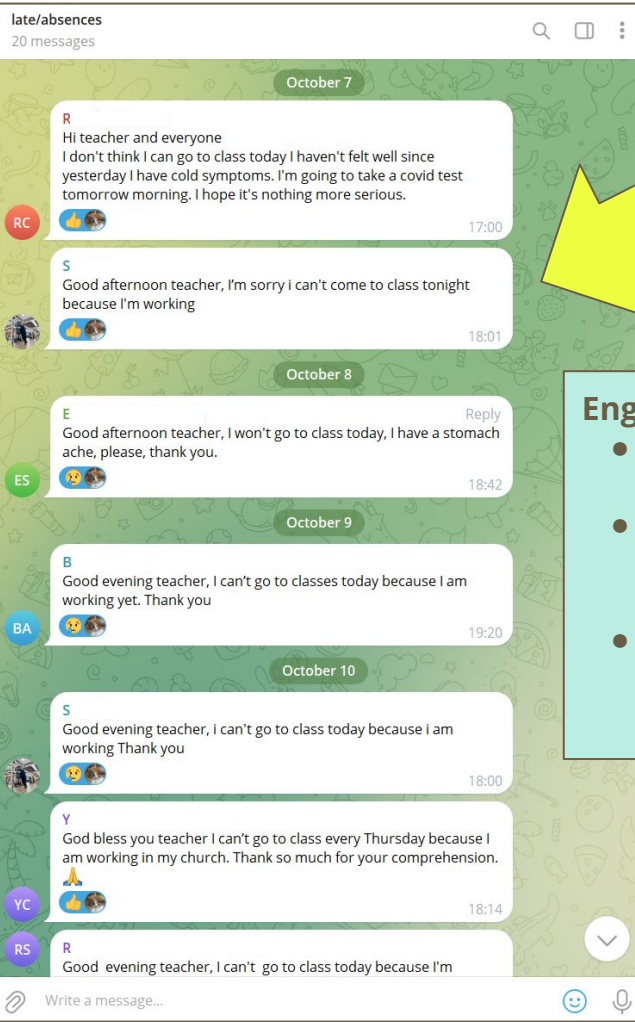
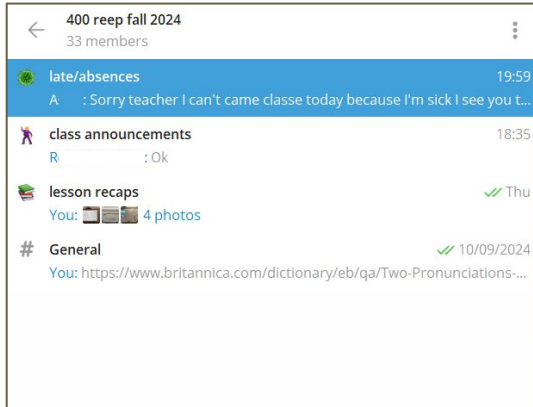
- ★ Real-life skills
  - Sending/checking text messages
  - Downloading apps on phone
  - Accessing websites through links
- ★ Different topics
  - Class announcements
  - Late/absent notices
  - Lesson recaps
- ★ Student engagement
  - Polls, links, share photos/information
- ★ Privacy
  - No display of phone numbers option





### Different Topics

- Stay organized (easy to search)
- Students have practice navigating through the app (back button, scrolling up & down, etc.)



### Engagement

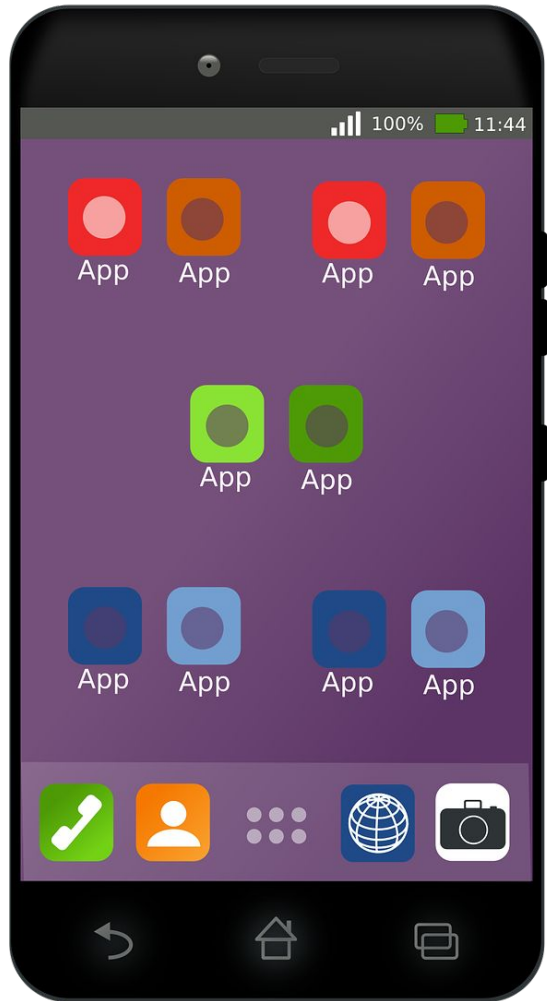
- Real communication
- Reason to use the tool (give/receive information)
- Can use during class or outside of class time

Telegram Example



## Google Workspace

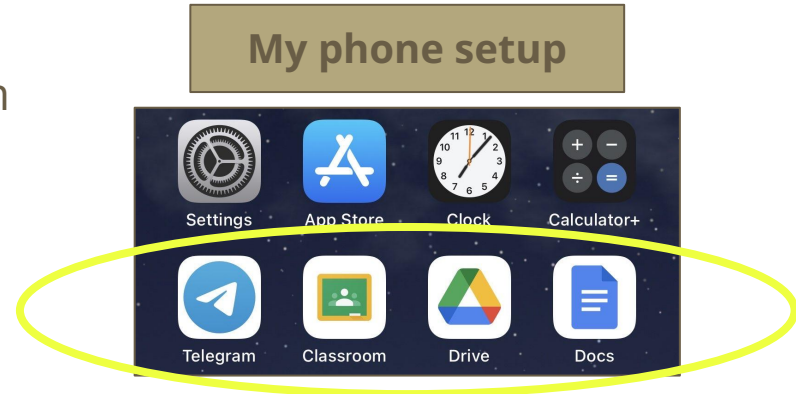
- ★ Google Classroom
- ★ Google Drive
- ★ Google Forms
- ★ Google Docs
- ★ Google Slides
- ★ Google Sheets

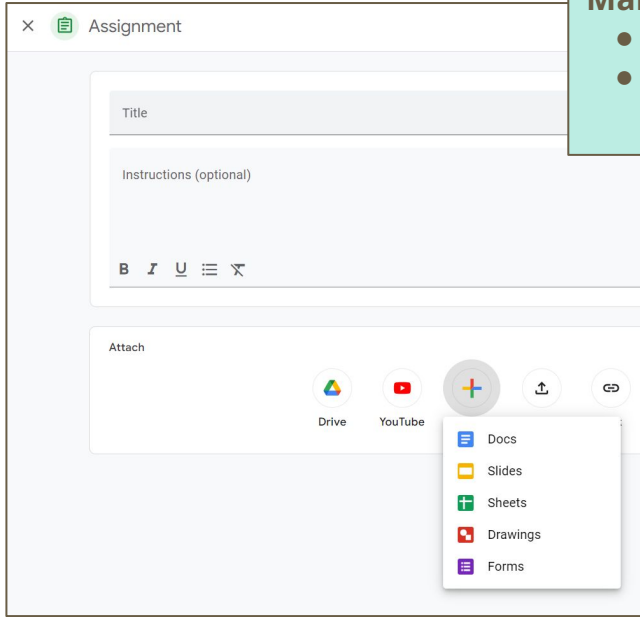


## Google Workspace

- ★ Free
- ★ App version
  - Classroom
  - Drive
  - Docs
  - Slides
  - Sheets

- ★ Many students have a preexisting Google (gmail) account
- ★ Cloud
  - Accessible from a laptop or phone





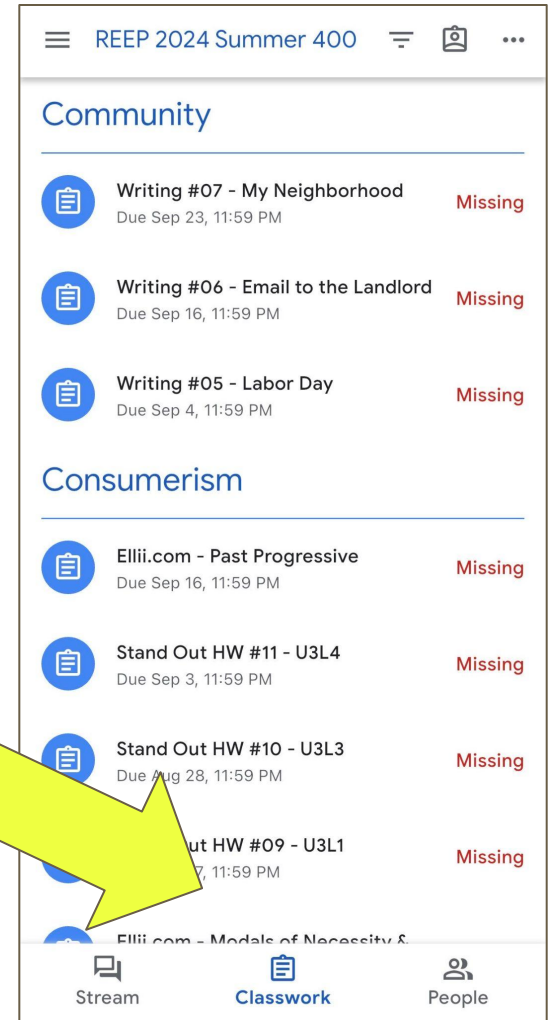
### Many options

- Stay organized
- Exposure to different tools, versatile

### Benefits

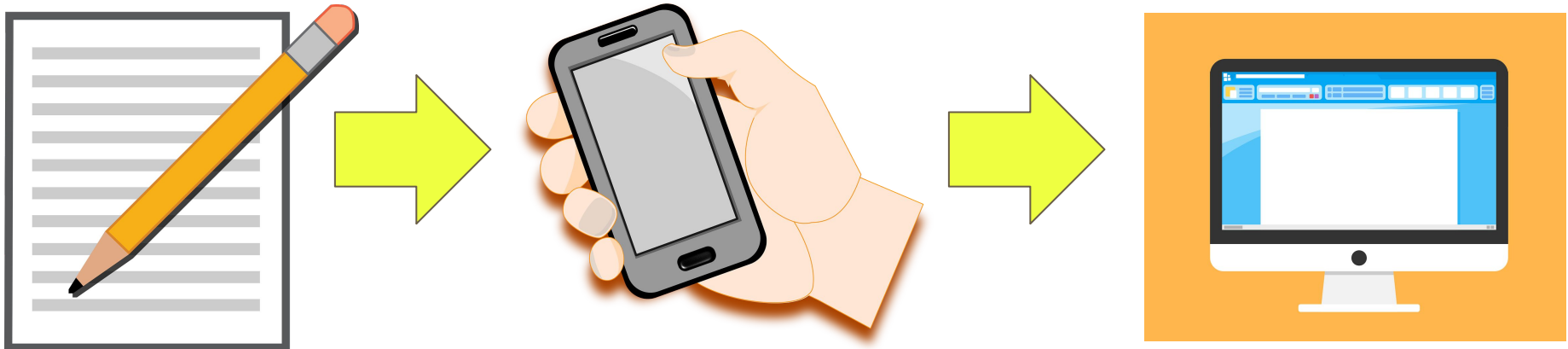
- Available to most students (whereas a laptop may not be)
- Can use during class or outside of class time (good for absent students)
- Accountability

Google Classroom Example

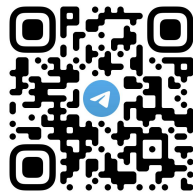


## Progression

- ★ Start slow
  - Not a dedicated computer skills class
  - Teach what they need to know for immediate application
  - Allow multiple sessions for student learning
- ★ Build up over time - paper, phone, computer...

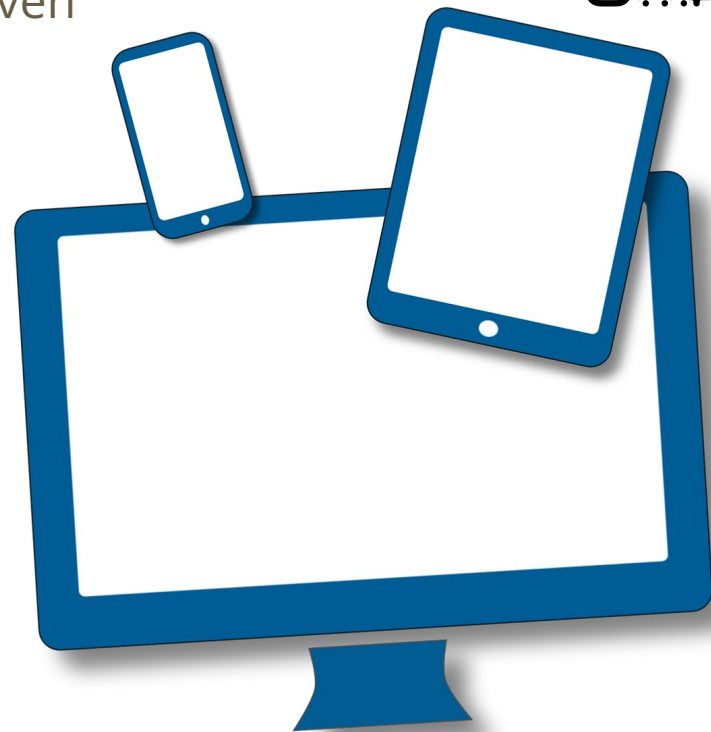






## Google Docs

- ★ Everyone can practice using technology, even without a computer
- ★ Transferable skills
- ★ Editing
  - Commenter/Suggestion mode
  - Suggestions
  - Comments
- ★ Less paper
- ★ More organized



# Melinda's Edtech Routine



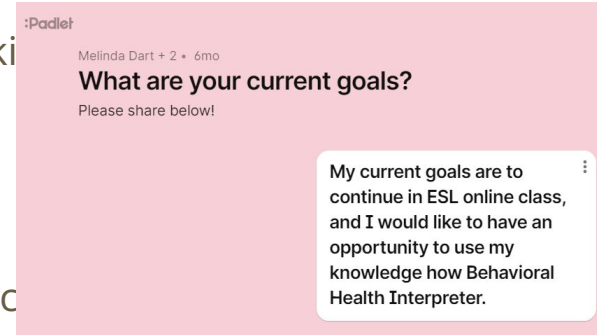
**Goal for adding EdTech routine:** to help students gain confidence in using a new platform

**Existing routine:** students respond verbally to a given prompt/ask questions

**Adapted routine:** Padlet - integrates easily; adds communication skills

## Outcomes:

- \*provided opportunities to practice all four domains
- \*students navigated to the platform independently & identified the correct procedures to write responses and publish them
- \*allowed students to reflect as they read and waited for others to finish.



# Melinda's Edtech Routine

QR code



**Try It:**

Use the link or QR Code to reflect:

Where are you on your technology journey?

[Reflect on what you discovered today using Padlet](#)

Melinda Dart • 10m

**Reflect on what you discovered today. What is something you learned about digital resilience that you have not considered before? Please share!**



# Make a Plan...

\*Think about your own classroom routines

\*Identify one routine that you can adapt

## Questions to think about:

1. What tech tools would students encounter in their actual daily lives? Focus on bringing those into the classroom
2. How can you teach technology in your class in a consistent and non-threatening way? (e.g., vocabulary, using cellphones/tech that students are already familiar with, overcoming fears of computers/tablets/click on the wrong thing and breaking something)

\*Explore resources/digital platforms

\*Plan, prepare & implement



## Time to Brainstorm...

\*Start by thinking on the classroom routines you already have

How can you change or enhance them to make use of technology?

\*In small groups -

Share out/whole group feedback-give participants some time to come together in groups (based on interest/category of routine/student level?) to share their plans and get feedback from each other; present their plans to the wider audience; etc.

# Helpful DRAW Resources/References



[Digital Skills Library](#)

[Seattle Digital Equity Initiative Digital Skills Framework](#)

[BRIDGES Skills Checklist](#)

[EdTech Integration Strategy Toolkit](#)

# Thank You for Joining Us!



## Questions/Comments



<https://tinyurl.com/3mmx2dje>