**Checklist 1: Digital literacy discussion-based assessment**

Digital literacy includes the operation of digital devices and associated applications. It also includes being able to search and navigate, create, communicate, collaborate, think critically, analyse information and practice cyber safety using digital technologies. (Source: Digital Literacy Skills Framework.)

ACFE Board Glossary (15.04.2024)

The following checklist is designed to identify learners' digital literacy skills and provide recommendations to educators for further development.

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| **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
* Learner profile document and /or checklist 3 to record learner responses.
* Translation apps and devices to support learners when necessary.
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| **Steps** | **Discussion prompts** |
| **1. Access to digital devices** | * Explain and discuss the meaning of digital literacy, if appropriate.
* 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.
* If necessary, show the learner the sorts of digital devices that you would like to learn about.
* 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.

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|  **2. Identifying digital strengths** |  Ask learners to share their experiences by **showing and/or telling** about different **apps, or software and/or websites** that they use in specific areas of their lives:1. Can you please show and/or tell me how you use technology for entertainment, banking, health, education etc?2. Do you use any apps, or software and/or websites for these differenttasks/purposes? Can you show them?3. What do you use this app/software/website for?4. 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:1. What are you good at in these experiences?2. What experiences do you find easy?3. What are your strengths?4. What are you most confident in doing? Consider each area in turn. Record information  |
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| **3. 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). Ask learners to name or show you 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 independently2. 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 discussion1. What is your most important (digital literacies) learning goal?2. How can I (we) help you with this goal?Record information. |
| **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.Ask learners if there is anything else about their digital needs or interests that you should take note of now.  |

Acknowledgement: this checklist is based on the *Digital Literacies Diagnostic Tool* developed by the Commonwealth government. 2021. Shared under a Creative Commons BY CC 4.0 license.

**Recommendation**

Educator to complete this section.

Make your recommendation based on learner profile, needs and LLNED assessment.

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| **Module/s** | Learn English |
| **PQF+ level** | [x]  PL1 | [ ]  L1 | [ ]  L2 | [ ]  L2+ |

**Please note**: The Learner Profile is also used to record other documents that supports learner gain throughout the delivery of the module. This is covered in the Planning and Delivery guide.