

Supporting the Use of ESL Pro Resources

in States and Programs

Integrating Digital Literacy

into English Language Instruction

Study Circle Facilitator’s Guide

# Background

The professional development resources in the U.S. Department of Education Office of Career, Technical, and Adult Education’s ESL Pro[[1]](#footnote-1) collection were designed based on current knowledge of how to effectively accelerate learning to support English language learners (ELLs)[[2]](#footnote-2) to achieve their goals. These materials are timely given the expectations outlined in the Workforce Innovation and Opportunities Act (WIOA), which was signed into law in 2014.

The three thematic suites of ESL Pro were designed to help programs serving English learners to:

1. increase the rigor of English as a Second Language (ESL) instruction;
2. integrate digital literacy into ESL instruction; and
3. contextualize instruction to prepare English learners for work and support learners onto career pathways.

The following resources are available for each of the three ESL Pro thematic suites. This study circle supports the implementation of the Integrating Digital Literacy into English Language Instruction thematic suite of materials.

| **Themes** | **Research Brief****For All** | **Companion Learning Resource****(digital magazine)****For Teachers** | **Online Module****For Teachers and Administrators** |
| --- | --- | --- | --- |
| **Meeting the Language Needs of Today’s Adult English Language Learner****(increasing rigor)** | Presents an overview of the need for increased rigor  | Provides examples of instructional models, strategies, tools, and tasks for increasing the rigor  | Explores how to integrate academic language, reading and listening strategies, and critical thinking at all levels  |
| **Integrating Digital Literacy into English Language Instruction** | Overview of digital literacy for ELLs | Offers numerous examples of instructional models, strategies, tools, and tasks for integrating digital literacy into English Language Acquisition (ELA) programs[[3]](#footnote-3) | Discusses how and why to incorporate digital literacy skills in all types of programming for adult ELLs |
| **Preparing English Learners for Work and Career Pathways** | Overview of how to connect English language acquisition to career pathways | Explains and demonstrates key concepts in contextualizing instruction to support and prepare English learners at all levels for work and career pathways | Addresses programmatic issues as well as examples that speak to curriculum development and classroom teaching |

Here you will find more detailed descriptions about the materials included in this thematic suite.

* [Issue Brief: Integrating Digital Literacy into English Language Instruction](https://lincs.ed.gov/sites/default/files/ELL_Digital_Literacy_508.pdf)This issue brief presents a broad overview of digital literacy as it relates to adult learners in English language acquisition programs. It is intended to serve as an introduction to the topic of digital literacy that teachers and administrators can use as a springboard to additional in-depth resources. It is drawn from current scholarship and highlights current issues for adult educators and other relevant audiences. The issue brief describes four components of digital literacy and ways to integrate digital activities from each into the classroom. It also describes how activities can be integrated into a wide range of topic-, project-, or problem-based approaches to developing those skills needed for:
* completing tasks that indicate basic digital literacy;
* creating and communicating information to extend English language acquisition;
* finding and evaluating information online; and
* solving problems in technology-rich environments.
* [Companion Learning Resource: Integrating Digital Literacy into English Language Instruction](https://lincs.ed.gov/sites/default/files/LINCS_CLR-2_508_0.pdf)This digital magazine is a practical, comprehensive, instructional resource written specifically for teachers. It provides numerous examples of instructional models, strategies, tools, and tasks for integrating digital literacy into English language instruction. It builds on concepts introduced in the issue brief and in other seminal works. Key concepts include:
* a variety of technology integration options in ESL instruction;
* the role of digital literacy instruction in reducing the digital divide;
* the role technology can play in problem-based learning; and
* benefits of using technology to support learner-centered instruction at all levels of ESL and in various learning environments.
* [Professional Development Module: Integrating Digital Literacy into English Language Instruction](https://courses.lincs.ed.gov/1/)The goal of this online self-access module is to give ESL instructors, curriculum developers, and program directors an understanding of how and why to incorporate digital literacy skill development in all types of programming for adult ELLs, how to use information and communication technologies to expand language learning opportunities, and how to help students learn to find and evaluate digital information.

The module contains an introduction and four units that describe and demonstrate various aspects of digital literacy. The approach is experiential where possible because, as adult learners themselves, teachers, professional developers, administrators, and others need course content that is relevant to their own lives. In the integrated online activities, users try a variety of digital activities and reflect on their use as well as the functionality for English language learning and teaching.

## Study Circle Model

This study circle reflects current research on effective professional development. High quality professional learning:

* engages educators actively in learning;
* involves a series of connected learning opportunities over an extended period of time;
* supports educators in deepening and enhancing their skills and content knowledge;
* challenges educators’ assumptions;
* involves practitioners in interacting with one another; and
* receives administrative support.

This study circle was designed to align with these aspects of high quality professional development. To learn more about leading a study circle, explore the study circle facilitator’s guide developed by the National Center for the Study of Adult Learning and Literacy <http://www.ncsall.net/fileadmin/resources/teach/adult_reading_scg_tips.pdf>.

## References

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Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? *Phi Delta* *Kappan, 90*(7), 495-500.

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and* *development: Best evidence synthesis iteration.* Ministry of Education: Wellington, New Zealand.

# Integrating Digital Literacy into English Language Instruction

## Purpose

This study circle is intended to be a resource for instructional leaders, program leaders, and professional development specialists who are interested in supporting the teachers of English learners though the implementation of ESL Pro. The study circle is designed to be used in tandem with the ESL Pro materials available on the LINCS website (<https://lincs.ed.gov/programs/eslpro>). These materials are designed to provide facilitators with guidance, content, and delivery suggestions to enable them to deliver a high-quality professional development experience on the topic of integrating digital literacy into English language instruction.

### Opportunities for Teachers

Teachers are the primary audience for this study circle. Participating teachers will learn about a variety of ways to integrate digital literacy into instruction authentically. The goal is always to support English language development while also enhancing learners’ technology skills. Any teacher, regardless of the level of experience, can benefit from this study circle.

### Opportunities for Administrators

Administrators may also be interested in participating in this study circle to increase their understanding of how to support teachers as they endeavor to integrate digital literacy into their teaching for English learners.

## Description

Through this study circle, participants will discuss what digital literacy is and why it is important to integrate these skills in authentic ways into English language teaching. Participants will have the opportunity to dig into the ESL Pro content and explore program practices and instructional strategies that are immediately relevant to their context. Participants will be able to choose activities to apply in their classroom, reflect on their implementation, and collaborate with colleagues to discuss the content and effective ways to integrate digital literacy skills into their English language instruction.

Participating administrators will consider the rationale for why it is important to design programs to enable teachers to integrate technology in meaningful ways. They will receive a brief overview of the ESL Pro materials and consider how to address the needs of instructors related to technology.

This study circle is designed to be flexible. Study circle facilitators can tailor the study circle for online, face-to-face, or blended environments.

**EXPECTATIONS OF FACILITATORS**

As a study circle facilitator, you should start by becoming familiar with the ESL Pro Digital Literacy materials and the study circle facilitation materials. As a facilitator, you will plan the study circle and communicate with participants about logistics. You will offer guidance on how to access materials and provide support to participants as needed. Facilitators will thoughtfully guide discussions and encourage participants to reflect deeply on their learning. Facilitators will provide feedback to participants and should be prepared to direct participants to relevant research as well as to additional instructional resources.

**EXPECTATIONS OF PARTICIPANTS**

Participants are expected to participate in all the study circle sessions. They should bring an open mind to the endeavor and be prepared to share their knowledge and experiences in implementing discussed strategies as well as their questions. Completion of all assignments in a timely manner and respectful dialogue with colleagues are expected.

**TIME COMMITMENT**

Study circle participants should expect to spend at least an hour of pre-work for each session. Sessions are either 90 or 120 minutes, depending on whether the session is held online or face-to-face. Follow-up for each session varies in planning time, but participants should plan to devote at least one hour to assignments.

**COHORT SELECTION**

A cohort of study circle participants can be constituted in many ways. For example:

* **A state team led by the state adult education professional development lead that includes teachers from across the state who will take what they learned back to their programs.** Statewide teams could form a community of practice in which the state lead might use the resources as the basis for discussion about what works, to help teachers with planning and problem solving. The focus of the state teams’ work is implementation of new practices, reflection, and then refinement of practice.
* **A program team led by the local adult education program’s administrator that includes teachers from within the program.** Local teams would form professional learning communities or participate in a study circle to discuss how using the materials might lead to new practices.

## Study Circle Learning Objectives

**Teacher participants will be able to:**

* Explain what digital literacy means and elaborate on why it is important for adult English language learners;
* Describe evidence-based instructional strategies for integrating digital literacy with English language instruction;
* Appraise the value of lessons, tasks, and strategies that help English learners enhance their digital literacy skills while they acquire English;
* Choose instructional strategies drawn from the ESL Pro resources to apply in practice and then reflect on the implementation; and
* Collaborate with colleagues to discuss skills and strategies for integrating digital literacy instruction.

**Administrator participants will be able to:**

* Explain what digital literacy is and elaborate on why it is important;
* Describe evidence-based instructional strategies for integrating digital literacy with English language instruction;
* Appraise the value of lessons, tasks, and strategies that help English learners enhance their digital literacy skills while they acquire English; and
* Plan ways to provide program support for instructors.

## Outline for Study Circle Sessions

The information below is intended to provide a consolidated view of the work that participants should conduct prior to each session.

**Study Circle Session One: What are career pathways for English learners all about?**

Prior to Session One, participants should:

* Complete Assignment #1: Reflection and Assignment #2: Issue Brief Questions.
* Respond to the questions on Assignment #2: Issue Brief Questions before reading the brief.
* Read the issue brief.
* Revisit the questions on Assignment #2: Issue Brief Questions and add additional notes.
* Prepare to share thoughts during the study circle session.

**Study Circle Session Two: Exploring ESL Pro resources and planning a contextualized lesson**

Prior to Session Two, participants should:

* + Review the content of the online module and/or the companion learning resource.
	+ Choose to explore one specific area of interest from either the online module or the companion learning resource.
	+ Use Assignment #3 Exploration to develop a plan to implement a lesson that integrates digital literacy. Highlight the language and digital skills that will be the target of instruction.
	+ Prepare to share a brief summary of the content area explored and the implementation plan during session two.

**Study Circle Session Three: Implementing and reflecting on a work-related contextualized lesson**

Prior to Session Three, participants should:

* Implement the chosen instructional strategy in the classroom.
* Reflect in writing on what happened. Use the Assignment #4 Implementation provided. How did the activity go? How did learners respond? How did you assess learning? Did anything surprising happen? What might you change if you apply this strategy again?
* Identify next steps.
* Plan to share how the implementation went during session three.

## Preparation for Session One

Facilitators will want to ensure participants have the basic information they need to participate in the study circle. The email provided below is one way you can customize and communicate the necessary information.

**Email to Participants**

Dear Study Circle Participant,

I want to welcome you to the ESL Pro Study Circle on Integrating Digital Literacy into English Language Instruction. As the facilitator for our study circle, I am writing to provide you with some details to help you to prepare.

If you are not already registered on LINCS, please register. LINCS houses all the ESL Pro materials that will be discussed and used in this study circle. Go to lincs.ed.gov and click on Register, or click here: <https://auth.lincs.ed.gov/nter-user-mgmt-webapp/signup?referer=community.lincs.ed.gov&modal=false>. If you are already registered, please sign in to access the online module and engage in community discussions on digital literacy.

Here are the session dates and times for our study circle:

| **Session** | **Date** | **Time** | **Topic** |
| --- | --- | --- | --- |
| 1 |  |  | What is digital literacy and why is it important for English language instruction? |
| 2 |  |  | Exploring ESL Pro resources and planning a language lesson that integrates digital literacy |
| 3 |  |  | Implementing and reflecting on a language lesson that integrates digital literacy |

To prepare for our first session:

1. Respond to the questions on Assignment #1: Pre-Study Circle Reflection. The purpose of this activity is to get you thinking about what you already know about integrating digital literacy into your language teaching and what you may want to learn more about.
2. Before reading the ESL Pro Issue Brief on Integrating Digital Literacy Into English Language Instruction (found at <https://lincs.ed.gov/publications/pdf/ELL_Digital_Literacy_508.pdf>) respond to the questions on Assignment #2 Issue Brief Questions with your current thinking.
3. During and/or after reading the issue brief add further details to the questions on Assignment #2 Issue Brief Questions in preparation for the first study circle session.
4. Please bring a copy of the issue brief and your completed Assignments #1 Pre-Study Circle Reflection and #2 Issue Brief Questions to our first study circle session and be prepared to share your thoughts.

I’m looking forward to a great time of learning and sharing together. Please contact me if you have any questions or concerns.

Sincerely,

Name

Phone number

Email address

ATTACHED: Assignment #1: Pre-Study Circle Reflection, Assignment #2: Issue Brief Questions

## Session One

*Materials[[4]](#footnote-4)*

* Name tags (for face-to-face)
* Flip chart paper and markers (for face-to-face)
* ESL Pro issue brief
* Assignment #1: Pre-Study Circle Reflection and Assignment #2: Issue Brief Questions

*Objectives:*

* Explain what digital literacy is and what it looks like in adult ESL classes at all levels.
* Provide a rationale for why integrating digital literacy into instruction is important.
* Describe the content covered in the ESL Pro online module and the companion learning resource.
* Engage with colleagues on the rationale for integrating digital literacy instruction and what this looks like in an adult ESL class.

*Agenda*

1. Welcome and introductions
2. Study circle goals
3. Activity 1: Quick discussion of participants’ responses to Assignment #1: Pre-Study Circle Reflection and the relevance to our work with English language learners
4. Activity 2: Discussion of issue brief: What does digital literacy mean for English learners? Why is this important?
5. Activity 3: Presentation: Overview of the content of the online module
* Include examples of practical applications
1. Activity 4: Presentation: Overview of the content of the companion learning resource
* Include examples of practical applications
1. Assignment for next study circle session
2. Wrap up, summary, and evaluation

### Study Circle Session One: Facilitator Agenda and Talking Points

The chart below describes each activity, talking points, suggested grouping for face-to-face delivery, and suggested time allocations for both face-to-face and online delivery.[[5]](#footnote-5)

| **Activities** | **Grouping****(for face-to-face)** | **120 Minutes (for face-to-face)** | **90 Minutes****(for online)** |
| --- | --- | --- | --- |
| Welcome and Introductions* Welcome the group and thank everyone for coming.
* Introduce yourself and ask participants to briefly introduce themselves – Name, place, and position at work; how long they have been working with English learners; what they hope to get out of the study circle.
* Share the plan and the learning objectives for the study circle overall.
* Share the agenda and the learning objectives for session one.
 | Whole group | 15 minutes | 10 minutes |
| Activity 1: Quick discussion of Assignment #1: Pre-Study Circle Reflection | Whole group | 5 minutes | 5 minutes |
| Activity 2: Workforce Preparation Activities* Note for participants that digital literacy is one of the skills included in the definition of workforce preparation skills in WIOA. WIOA defines workforce preparation activities as activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
 | Whole group | 3 minutes | 3 minutes |
| Activity 3: Discussion of the Issue Brief* Invite participants to draw from their notes to identify the key ideas about digital literacy highlighted in the issue brief. (In a face-to-face session, participants can work in a small group to discuss their ideas before discussing with the whole group.)
* Summarize the key ideas for the whole group.
* Pose the question: Why is digital literacy important for English learners? Summarize the group’s contributions.
* Pose the question: What questions, if any, are raised for you about integrating digital literacy into English language instruction? As time allows, address participants’ questions and invite comments from the group. Tell participants that their questions will be addressed throughout the study circle.

OPTION: Invite participants to post their questions to an online Community of Practice and engage in discussing the questions together in the community before the next study circle session. | Small groupsWhole group | 30minutes | 20 minutes |
| Activity 4: Present an Overview of the ESL Pro Module* Provide an overview of the content of the ESL Pro module
* Engage participants in an interactive activity that is included in the online module. For example, Unit 2 of the online module presents resources and strategies for integrating digital literacy into lessons focused on each of the language domains, i.e., listening, speaking, reading, writing, and vocabulary. One of the resources on reading (which could also be used for listening activities) is the ESL Literacy Readers designed for beginning literacy through intermediate level learners. Lessons focused on speaking feature having students record themselves using cell phones or creating podcasts using an online tool such as audacityteam.org or soundcloud.com. Creating digital stories is another creative learning activity, and the course includes examples of English learners’ digital stories as well as the steps for creating stories.
 | Whole groupSmall groupsWhole group | 30 minutes | 20 minutes |
| Activity 4: Present an overview of the ESL Pro companion learning resource* Provide an overview of the content of the ESL Pro companion learning resource
* Engage participants in an interactive activity that is included in the companion learning resource, e.g., the lesson on page 5 engages students in searching online to find the day’s weather information from places around the world; on page 8, teachers will find information about surveying students about their digital literacy skills. On page 36, there is a sample “can do” needs assessment.
 | Whole groupSmall groupsWhole group | 30 minutes | 20 minutes |
| Assignment for Session TwoExplain that participants will:* + Review the content of the online module and/or the companion learning resource.
	+ Choose to explore one specific area of interest from either the online module or the companion learning resource.
	+ Use the Assignment #3: Exploration handout to develop a plan to implement an instructional strategy in the classroom. Highlight both the language and the digital literacy skills that will be the target of instruction.
	+ Prepare to share a brief summary of the ESL Pro content area explored and the implementation plan during Session Two.
 | Whole group | 5 minutes | 5 minutes |
| Wrap up, Summary and EvaluationSummarize what was covered in the study circle; revisit the goals for the session and inquire how well the goals were achieved; invite participants to complete an evaluation.  | Whole group | 5 minutes | 5 minutes |

## Preparation for Session Two

Communicate the information in the email below to participants. An email template is provided for your use and customization.

**Email to Participants**

Dear Study Circle Participants,

Our study circle got off to a great start. Thank you for being part of this learning community and contributing to our wonderfully rich discussion. [Insert brief reflection or recap of Session One.]

To prepare for our second study circle session on [DATE] at [TIME], each of you will choose to explore either the ESL Pro online module or the companion learning resource. You can certainly explore both if you have the time and the inclination. You should feel free to pick and choose aspects of the online course and/or the companion learning resource that seem particularly relevant to your work at this time. The goal will be for you to select something specific from the ESL Pro resources to implement in your practice.

Please use the attached Assignment #3: Exploration worksheet to plan your implementation. Each of you will have [X] minutes to share your plan during the next study circle session. Please feel free to display any teacher-made handouts you intend to use as part of your implementation. We will also be keenly interested to hear what language and digital literacy skills will be the target of instruction.

Please let me know if you have any questions or concerns. I’m looking forward to our continuing work together! [Insert line about where the next session is being held, e.g., location, online link.]

Sincerely,

Name

Email

Phone

## Session Two

*Materials*

* Name tags (for face-to-face)
* Flip chart paper and markers (for face-to-face)
* Assignment #3: Exploration, Assignment #3 Optional (Online Module)

*Objectives:*

* Identify several instructional strategies and teaching resources from the ESL Pro materials that are designed to integrate digital literacy. (Participants will get better acquainted with the range of ESL Pro materials.)
* Explain which aspect of ESL Pro they plan to focus on, why they selected it, and what the digital literacy lesson will look like.
* Prepare and present an implementation plan.
* Receive feedback from and provide feedback to peers on the implementation plans.

*Agenda*

1. Welcome and introductions
2. Revisit study circle goals
3. Activity – Participant sharing:
* Content area:
* What content area did you explore?
* Why did you decide to focus on that content area?
* In what ways does the lesson deepen learners’ English language and digital literacy skills?
* Implementation plan:
* What do you plan to implement in your classroom?
* What are the specific language and digital skills that will be the target of instruction?
* How will you assess student learning?
1. Time for questions and comments from colleagues
2. Assignment for next study circle session
3. Wrap up, summary, and evaluation

### Study Circle Session Two: Facilitator Agenda and Talking Points

The chart below describes each activity, talking points, suggested grouping for face-to-face delivery, and suggested time allocations for both face-to-face and online delivery.

| **Activities** | **Grouping****(for face-to-face)** | **120 Minutes (for face-to-face)** | **90 Minutes****(for online)** |
| --- | --- | --- | --- |
| Welcome and Introductions* Welcome the group and thank everyone for coming.
* Ask participants to briefly reintroduce themselves.
* Revisit the overall study circle plan and learning objectives.
* Share the agenda and learning objectives for Session Two.
 | Whole group | 10 minutes | 10 minutes |
| Activity 1: Participant Sharing* Invite participants to present Assignment #3: Exploration. (Decide ahead of time the order for the presentations. Determine how much time participants will have for sharing and alert presenters when they have two minutes remaining.)
* After each presentation, invite questions and comments – again keep an eye on the clock to ensure everyone has the same amount of time to present.
* At the conclusion of the presentations, summarize the highlights by focusing on the integration of digital literacy skills and what specific language skills and strategies were increased; also note any pertinent questions that arose during the discussion.

OPTION: Questions that arose could be posted to the online community and participants could be encouraged to continue the discussion there. | Whole group | 100minutes | 70 minutes |
| Assignment for Session ThreeExplain that participants will:* Implement the chosen instructional strategy in their classroom/program.
* Reflect in writing on the implementation. Use the Assignment #4: Implementation worksheet provided. What was the focus of the digital literacy lesson? How did it go? How did learners respond? How was learning assessed? Did anything surprising happen? What might you change, if anything, if you implemented this activity again?
* What are your next steps?
* Plan to share how the implementation went during Session Three.
 | Whole group | 5 minutes | 5 minutes |
| Wrap up, Summary, and EvaluationSummarize what was covered in the study circle; revisit the goals for the session and inquire how well the goals were achieved; invite participants to complete an evaluation.  | Whole group | 5 minutes | 5 minutes |

## Preparation for Session Three

Communicate the information in the email below to participants. An email template is provided for your use and customization.

**Email to Participants**

Dear Study Circle Participants,

It was wonderful to hear so many great ideas for how you plan to apply what you are learning from the ESL Pro materials in your practice. Between now and our next study circle session on [DATE] and [TIME], each participant will implement their chosen activity.

Please use the attached Assignment #4: Implementation worksheet to reflect on your implementation and to plan your presentation. Each of you will have [X] minutes to share during the next study circle session. I want to encourage you to provide some kind of visual when you present. This could be a teacher-made handout, a photo, a webpage, examples of student work (be sure to remove students’ names), etc. We will all be keenly interested to hear how you integrated digital literacy skills into your language lesson. Most importantly, tell us how students responded to the activity.

I’m available to support you, so please let me know if you have any questions or concerns. I’m looking forward to hearing about everyone’s implementation!

[If needed, insert information about the location/log in of the third session.]

Sincerely,

Name

Email

Phone

ATTACHED: Assignment #4: Implementation

## Session Three

*Materials*

* Name tags (for face-to-face)
* Flip chart paper and markers (for face-to-face)
* Assignment #4: Implementation

*Objectives:*

* Identify several instructional strategies and teaching resources from the ESL Pro materials that are designed to integrate digital literacy into language lessons. (Participants will get a better acquainted with the range of ESL Pro materials.)
* Design, implement, analyze, and reflect on a language lesson that integrates digital literacy.
* Present an overview of the lesson and highlight what was learned through the implementation process.
* Receive feedback from and provide feedback to peers on the implementation plans.

*Agenda*

1. Welcome
2. Revisit study circle goals
3. Activity – Participant sharing:
* The specific ESL Pro content explored and why they decided to focus on that content area
* The implementation: What was implemented in their classroom/program? What specific language and digital literacy skills were the focus of the lesson? How did it go? How was learning assessed? How did students respond? Was there anything surprising? What might the teacher change, if anything? What questions remain? What might be the next steps?
1. A brief summary of what was learned and next steps
2. Time for questions and comments from colleagues
3. Wrap up and summary of what was learned in this session and the study circle overall and evaluation

### Study Circle Session Three: Facilitator Agenda and Talking Points

The chart below describes each activity, talking points, suggested grouping for face-to-face delivery, and suggested time allocations for both face-to-face and online delivery.

| **Activities** | **Grouping****(for face-to-face)** | **120 Minutes (for face-to-face)** | **90 Minutes****(for online)** |
| --- | --- | --- | --- |
| Welcome and Introductions* Welcome the group and thank everyone for coming.
* Ask participants to briefly reintroduce themselves.
* Revisit the plan and the learning objectives for the study circle overall.
* Share the agenda and learning objectives for Session Three.
 | Whole group | 10 minutes | 10 minutes |
| Activity 1: Participant Sharing* Invite participants to present Assignment #4: Implementation. (Decide ahead of time the order for the presentations. Determine the amount of time for sharing and alert presenters when they have two minutes remaining)
* After each presentation, invite questions and comments – again, keep an eye on the clock to ensure everyone has the same amount of time to present
* At the conclusion of the presentations, summarize the highlights by emphasizing what participants learned about implementing a language lesson that integrates digital literacy; note any pertinent questions that arose during the discussion.

OPTION: Questions that arise could be posted to the online community and participants could be encouraged to continue the discussion there. | Whole group | 100minutes | 70 minutes |
| Wrap up, Summary and Evaluation* Invite participants to indicate what questions remain for them.
* Invite participants to make a commitment to their next steps with ESL Pro.
* Summarize what was covered in the study circle; revisit the goals for the session and the study circle overall and inquire how well the goals were achieved; invite participants to complete an evaluation.
* Note that there are opportunities to continue engaging with teachers across the country who are using ESL Pro Digital Literacy materials. Use the dedicated thread in the LINCS Community to continue to ask questions and share your experiences with others: https://community.lincs.ed.gov/discussion/new-lincs-course-integrating-digital-literacy
 | Whole group | 15 minutes | 15 minutes |

# Appendix A. Facilitator Guide for Assignment #2: Issue Brief Questions

**LINCS ESL Pro Study Circle
Issue Brief: Integrating Digital Literacy into English Language Instruction
Facilitator Handout for Assignment #2: Issue Brief Questions**

*When leading the discussion of Assignment #2: Issue Brief Questions during Session One, facilitators may want to draw upon the following text taken from the issue brief on digital literacy.*

1. **What is your personal definition of digital literacy?**

**From page 2:** “Digital literacy is defined as the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information (U.S. Department of Education, 2015), and the ability to use those skills to solve problems in technology-rich environments (Leu, Kinzer, Coiro, Castek, & Henry, 2013).”

1. **Why is it valuable to integrate digital literacy into the teaching of language for English learners?**

**From pages 1-2:** “In our contemporary society and global economy, what it means to be literate is constantly changing. Literate adults still need to know how to use printed and written information to perform tasks in their daily lives, such as read notes that come home from a child’s school, use written communication at work, synthesize and summarize information for an educational assignment, read instructions on how to put together a toy, or write a letter to an editor to express an opinion. However, the way literate adults complete these tasks has changed dramatically, as most of these tasks are now done using technology. For example, a child’s teacher may send information by e-mail or as a text message, or post it to the class web page; written communication in work settings is usually done through e-mail; completing educational assignments involves accessing information online, evaluating and synthesizing the information, and then submitting the written summary through an online course management system; instructions for toy assembly can be found online in written or video format; letters to the editor are submitted online, and opinions are often expressed online via social media and blogs. For these and other purposes, what it means to be literate has expanded to include the ability to use digital technology for literacy tasks. In the future, as technology, learning environments, and expectations for students continue to change, what it means to be literate will also evolve.”

1. **“In the world of digital literacy, everyone is a learner.” What does this quote mean to you?**

When it comes to digital literacy, everyone is a learner because technology changes so quickly that no one can be an expert on all aspects of technology. There is always more to learn. In fact, it is not unusual for some learners to know more than their teachers. That being the case, it is important that teachers find ways to allow learners to work together to support each other’s learning. Teachers should not expect to be experts in every aspect of technology. We all learn together.

1. **How would you describe how reading online is the same and different as reading printed materials?**

**From page 6:** “Reading strategies that are important for print reading are also important in digital environments, and include previewing, predicting, asking questions, monitoring comprehension, and making connections. For ELLs, reading a web page requires the ability to distinguish navigation features, advertisements, and sponsored content from the information on the page. In addition, in digital environments it is particularly important to be aware of one’s own thinking in using reading strategies to locate, critically evaluate, and synthesize information (Coiro, 2011).

In addition to finding and interpreting online information, ELLs need to develop the skills to evaluate information on the Internet. One approach is to ask a series of critical questions about the author’s purposes and goals in creating the message. Questions that critically examine online information can address topics such as relevance, accuracy, bias/perspective, and reliability (Coiro, 2014).”

1. **What are some of the ways administrators can support the work of instructors as they integrate digital literacy into instruction?**

**From page 7**: “As the role of the teacher shifts, so do the supports required (Means, 2010). Teachers need time to work together to define new ways of orchestrating learning, time for professional development relating to integrating technology into instruction, and support for policies that allow portable devices to be used effectively in the classroom. Instructors also need encouragement to continuously try new approaches with evolving technologies and the associated literacies. Administrative support is also needed so that teachers can plan and implement activities such as cross-class exchanges and expanding digital and face-to-face connections within the local community. Robust infrastructure and reliable, easily accessible technical support for students and teachers continue to be vitally important.”

1. ESL Pro materials were developed under Contract No. ED-VAE-13-C-0058 managed by the American Institutes for Research. [↑](#footnote-ref-1)
2. WIOA defines English language learners to describe individuals who have limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or who lives in a family or community environment where a language other than English is the dominant language. [↑](#footnote-ref-2)
3. WIOA defines English language acquisition programs as a program of instruction designed to help eligible individuals who are ELLs achieve competence in reading, writing, speaking, and comprehension of the English language and that leads to attainment of a secondary school diploma or its equivalent and transition to postsecondary education and training or employment. [↑](#footnote-ref-3)
4. Depending on whether this session is held face-to-face or virtually, different materials may be required. [↑](#footnote-ref-4)
5. Many different platforms and tools could be used to support the online-delivery of this study circle. If you have access to a webinar platform (e.g. WebEx, Adobe Connect), you can use that to support delivery. Other study circles could be held with live meetings via conference call. [↑](#footnote-ref-5)