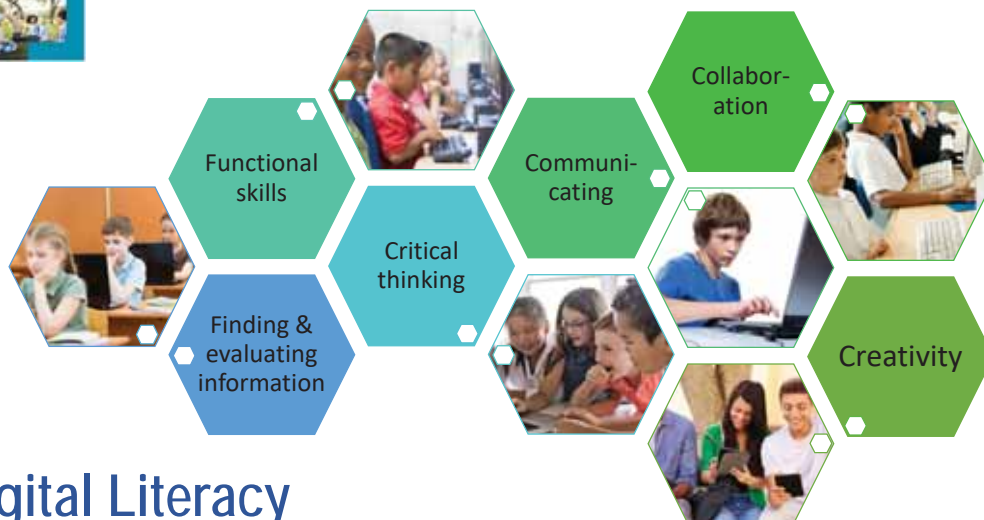**TOGETHER TOWARDS TOMORROW**

Digital Literacy: Opportunities and Challenges for Children, Adolescents and Professionals

Digital Formats with Children
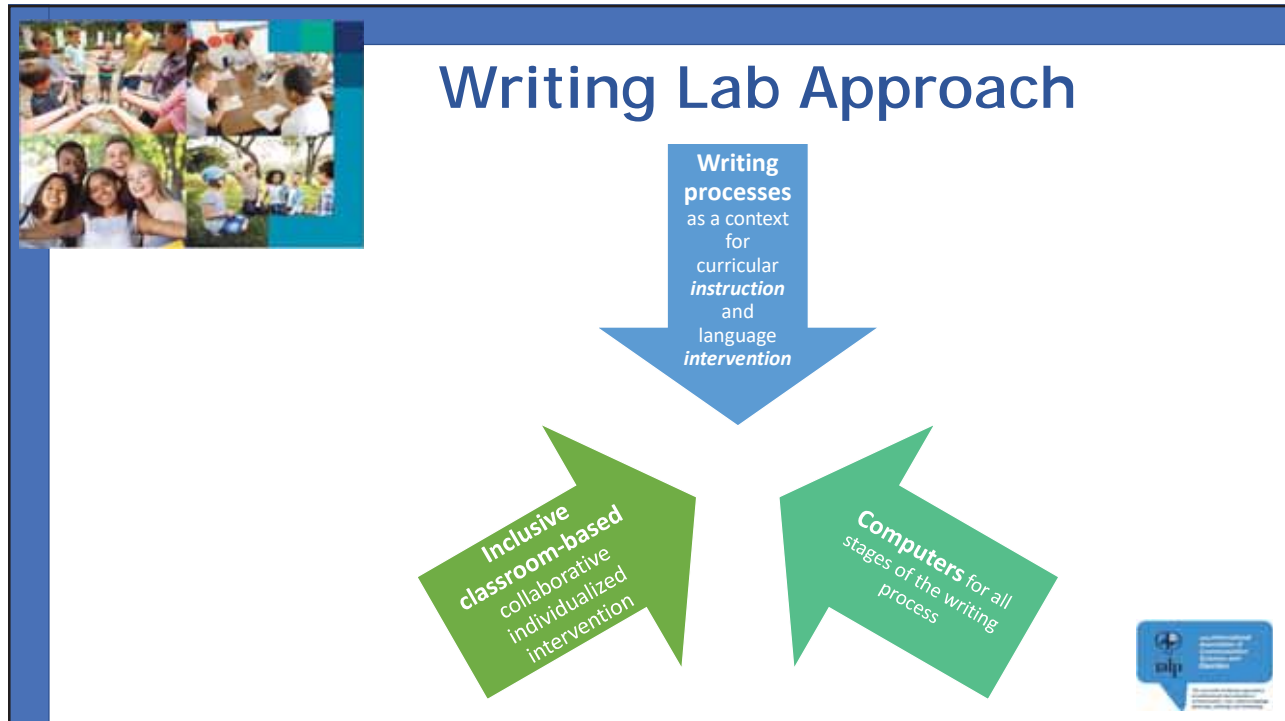
Dr. Nelson
nickola.nelson@wmich.edu

32nd World Congress of the IALP
Auckland, New Zealand
20 - 24 August 2023

Digital Literacy Competencies

- Functional skills
- Critical thinking
- Finding & evaluating information
- Communicating
- Collaboration
- Creativity

Writing Lab Approach

Writing processes as a context for curricular *instruction* and language *intervention*

Inclusive classroom-based collaborative individualized intervention

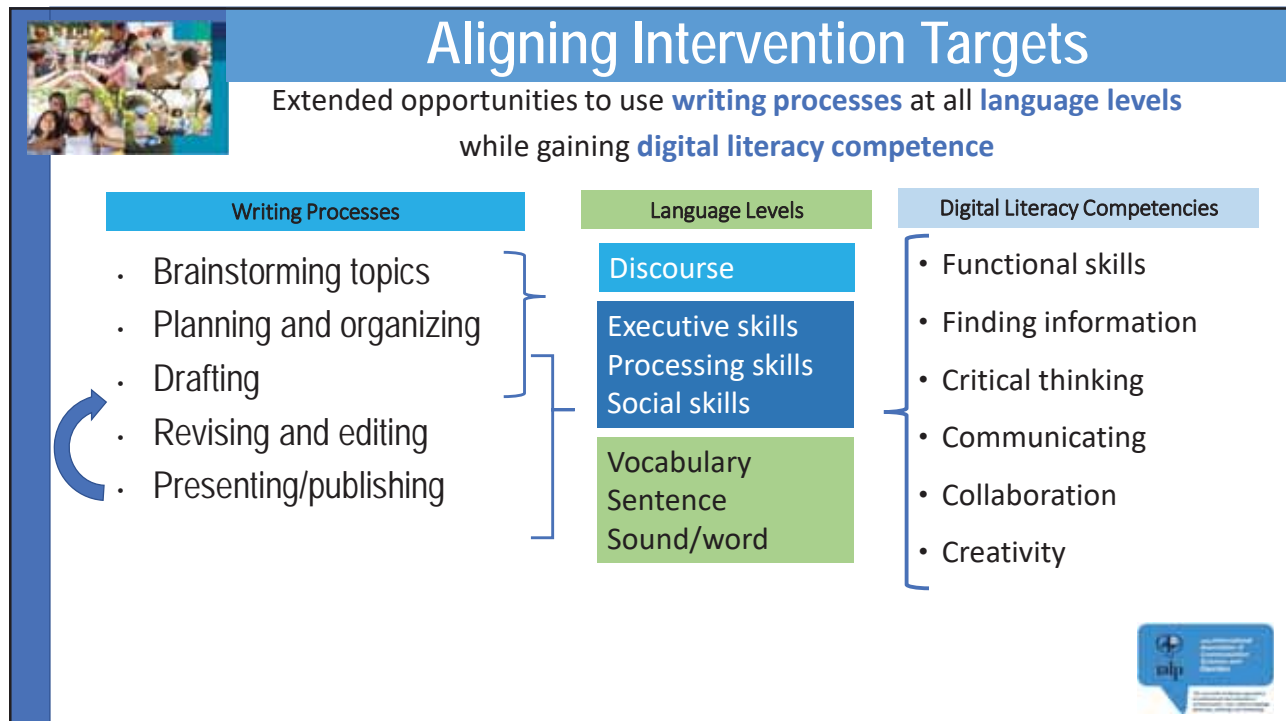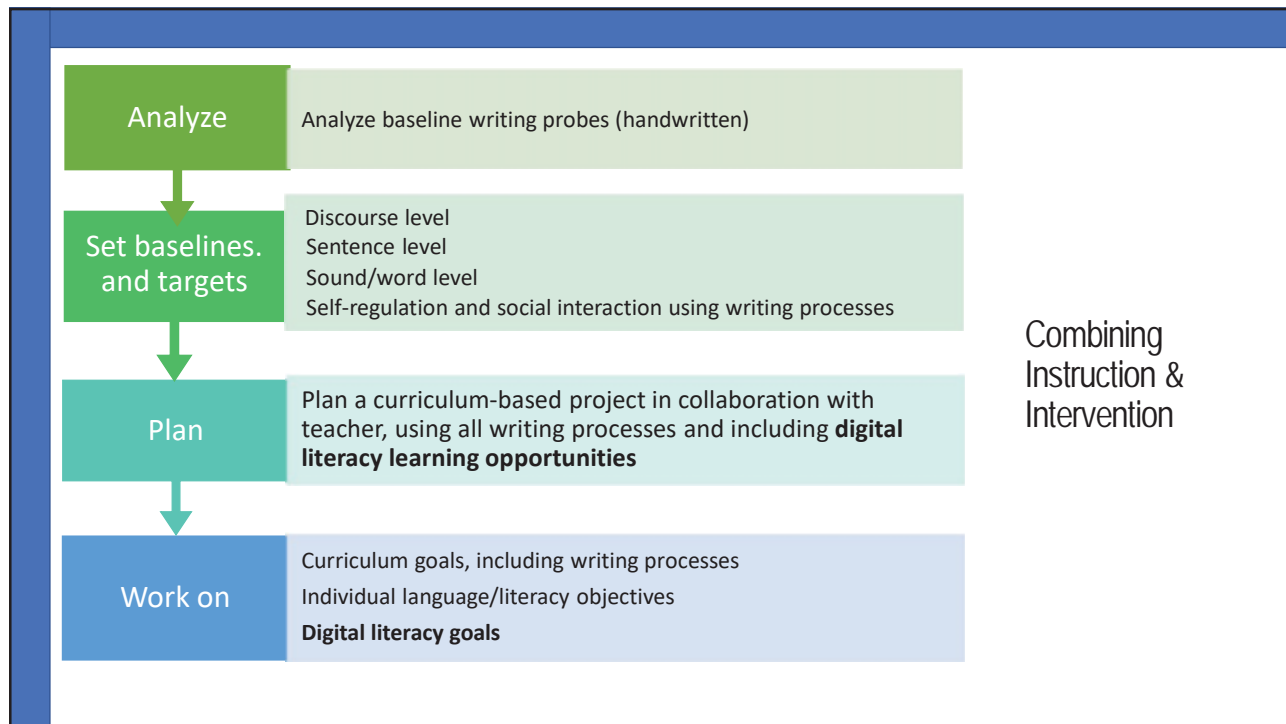**Computers** for all stages of the writing process

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The Writing Lab Approach to Language Instruction and Intervention

Inclusive, collaborative, individualized

- 2 to 3 days a week working in classrooms and computer labs, teachers and SLPs side-by-side
- Use curricular assignments
- Special needs students included for all instruction

Analyze	Analyze baseline writing probes (handwritten)
Set baselines. and targets	Discourse level Sentence level Sound/word level Self-regulation and social interaction using writing processes
Plan	Plan a curriculum-based project in collaboration with teacher, using all writing processes and including **digital literacy learning opportunities**
Work on	Curriculum goals, including writing processes Individual language/literacy objectives **Digital literacy goals**

Combining Instruction & Intervention

Aligning Intervention Targets

Extended opportunities to use **writing processes** at all **language levels** while gaining **digital literacy competence**

Writing Processes	Language Levels	Digital Literacy Competencies
· Brainstorming topics · Planning and organizing · Drafting · Revising and editing · Presenting/publishing	Discourse Executive skills Processing skills Social skills Vocabulary Sentence Sound/word	· Functional skills · Finding information · Critical thinking · Communicating · Collaboration · Creativity

Curriculum Applications

Target language and literacy learning

AND Digital literacy competencies

Using all stages of the writing process

Digital Literacy Functional Skills
can be targeted in *all stages of the writing process*
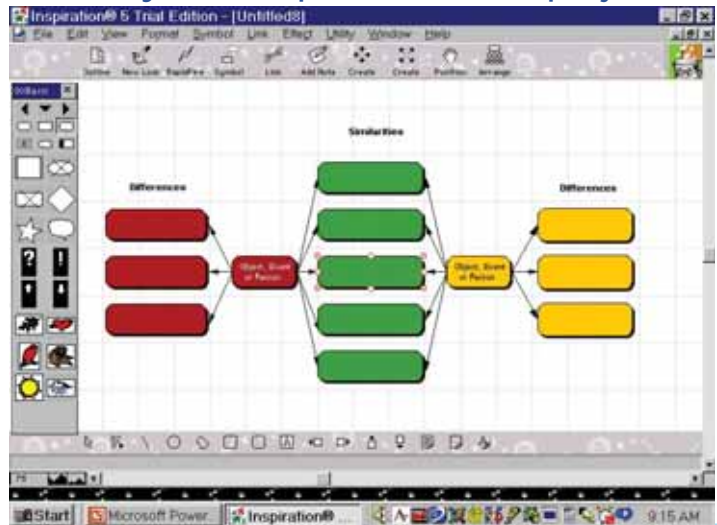
- Planning supports
  - Graphic organizing software
  - Clipart
  - Research for report writing
- Drafting, revising, editing tools
  - Keyboarding
  - Spell check
  - Insert new text
  - Cut-and-paste
  - Use page-reader feature
- Publication/presentation/collaboration features
  - Fonts, borders, illustrations
  - Presentation software
  - Writing with a partner in shared docs

Targeting digital literacy in Compare/Contrast projects

- Grade 3
  - Collaboration in completing chart on self and partner
- Grade 5
  - PowerPoint presentations
  - Weather systems
- Any grade
  - Scientific concepts
  - Taking notes from on-line sources

https://www.inspiration-at.com/inspiration-10/
Diagramming and Mind Mapping software

Science Class: Compare and Contrast

Hurricanes & Tornados

Both

Hurricanes	Warm and cold air come	Tornados
Along the coast	together	Over land
Warm air picks up water	High winds	Drop from storm clouds
Bring heavy rains	Have eyes	Make a narrow path
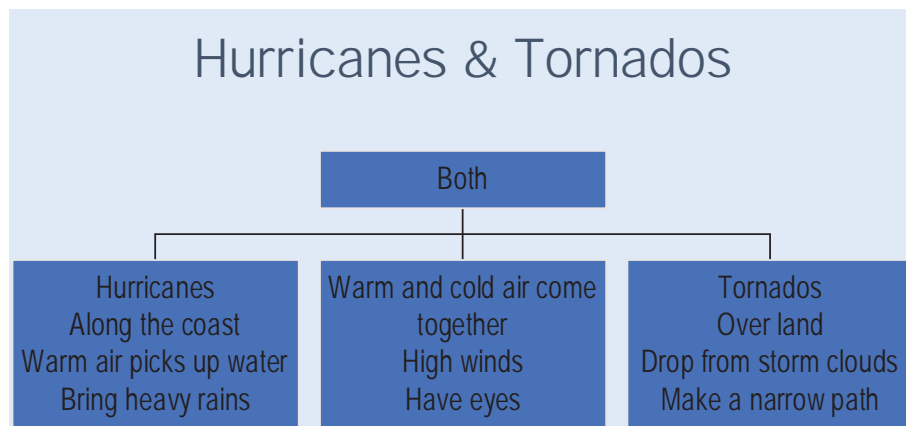
D's "Horse"

Grade 3 student with Intellectual Development Disability
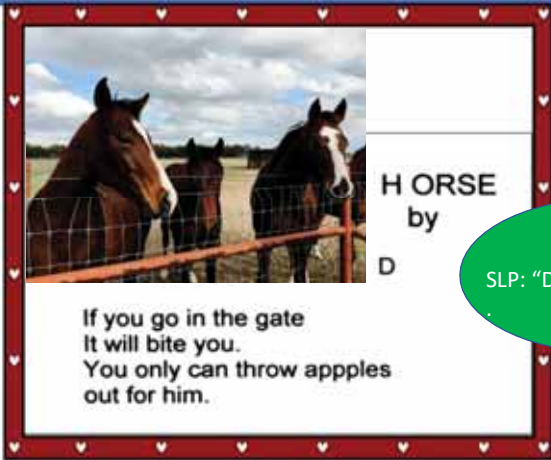
Digital supports for planning and drafting
-Selecting clip art
-Generating & dictating sentences

How functional digital literacy skills can enhance social status

D's classmate: "I want to do that!"

SLP: "D can show you how"

Digital support for publishing
-Adding a border

- Creativity
- Sequencing skills
- Communication skills
- Enhanced self-concept
- Enhanced social status

Targeting digital literacy in *About the Author* projects

- Lidia, Age 12, Grade 5, English Language Learner
  - PLANNING, DRAFTING, REVISING, EDITING
    - Outlining
    - Keyboarding
    - Proof reading and editing features
    - Thesaurus, translation
    - Grammar checkers
    - Spell checkers
  - PUBLISHING, PRESENTING
    - Insert pictures in Word documents
    - Select borders, clip art

Note: Students' names have been changed and photos are from sources on the Internet unless parents and students requested real names/photos be used.

Curriculum Activity for Grade 3 student with DLD: *Animal Essay*

Classroom lessons for Jacob (age 8)
- Vocabulary
  - Animal choice
  - Digital literacy concepts – entering key words
- Graphic organizer – use questions to help find key words
- Find information – read to see if it answers questions
  - *What does that mean?*
  - *What does the author want us to know?*
- Take notes:
  - *Read it*
  - *Cover it or darken the screen*
  - *Say it in your own words*
- Organize notes (critical thinking)
  - *What goes with that?*
  - *Is there anything else we should tell the reader?*
- Author chair
  - Read draft
  - Call on peers to comment and question
  - Use input to add information

J's Bat Report

Bats are mammals them have 8 inch wing span. they have hair, fibe, fingers. Bats eat insects and small animals eats blood log animals.

Thewitr

They migrate in winter. Bats migrate to the North Sea. They travel alone or in a group.

Bats are mammals that have an 8-inch wing span. They have hair, fur, and fingers. Bats eat insects, small animals, and drink the blood from big animals.

The Bats migrate in winter. Bats migrate to the North Sea. They travel alone or in a group.

The dangers are cars because they might get hit. They might get shot by men.

Hey Jacob, where are you going?

I need how long bats live.

Finding and evaluating information – taking notes
Critical thinking
Communicating
Collaboration