



**Digital
Smarts**

Facilitator's Guide

With funding from
Canada



YWCA
CANADA

A TURNING POINT
FOR WOMEN
UN POINT TOURNANT
POUR LES FEMMES

This guide and script have been developed by MediaSmarts and YWCA to support facilitators who are presenting *DigitalSmarts* workshops. In it you will find background information about the workshop, advice on preparing and presenting the workshop, a supporting script, Frequently Asked Questions and handouts for participants.

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Background

Digital literacy is essential because it focusses on the skills that allow individuals to use the internet in a way that is meaningful and beneficial to them, and is a tool necessary for education, employment and economic participation, civic engagement, and even health and wellness. It is also an essential factor in fostering social inclusion. The digital literacy divide maps onto existing inequalities based on socioeconomic status, ethnicity, education, immigration status and gender.

Given the importance of digital literacy skills to these under-represented populations, MediaSmarts has partnered with YWCA Canada and its Member Associations (MA) in various cities across the country to develop and deliver a *digital literacy skills program*.

Before developing the workshops and other materials, MediaSmarts and YCWA conducted a series of focus groups to determine what needs and challenges program participants had, what topics they hoped the workshops would cover, and in what ways they would like the program to be delivered. What we discovered is that while there were very few who are not using digital technology at all, many felt they were being held back from using it to its full potential—and many also felt that the lack of skills or confidence with digital tools was preventing them from taking advantage of opportunities in their lives.

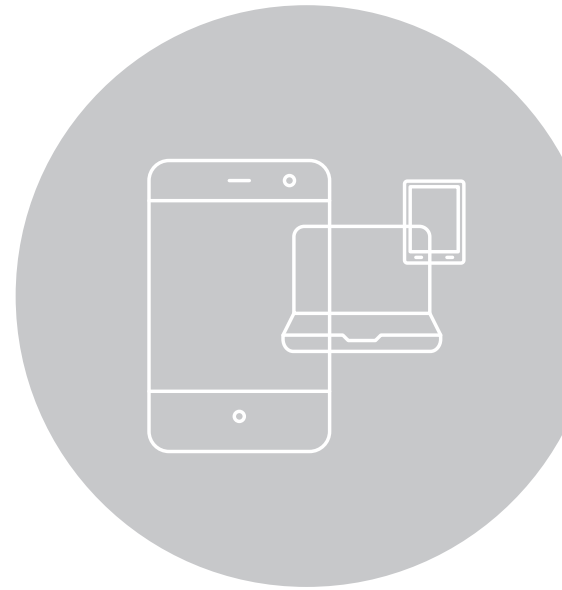
Here are a few of the overall findings from the focus groups:

ACCESS TO DIGITAL TECHNOLOGY:

Of the roughly two-thirds of participants who had their own device, smartphones were most popular. Very few participants had laptops and even fewer had tablets. One-third of participants did not have access to any personal devices and relied entirely on publicly accessible computers such as at public libraries or the YWCA.

Only one in five have their own Internet access.

As a result, the vast majority of participants used public Wi-Fi to access the internet. Many recognized the security and privacy concerns that exists with public access, but for most the cost of a private internet connection was prohibitive.



HOW AND WHY THEY CURRENTLY USE DIGITAL TECHNOLOGY:

Participants most often named three uses of digital technology:

1) To connect with family and friends:

Most of the focus group participants used the internet to connect with family and friends, primarily on social media sites like Facebook and Instagram. Some used video messaging like Facebook messenger, Skype, or Facetime while others used email and almost all used text messaging to communicate with friends and family.

2) To find information:

The internet has become the primary means by which participants search for information, from seeking out local events to getting local, national, and international news.

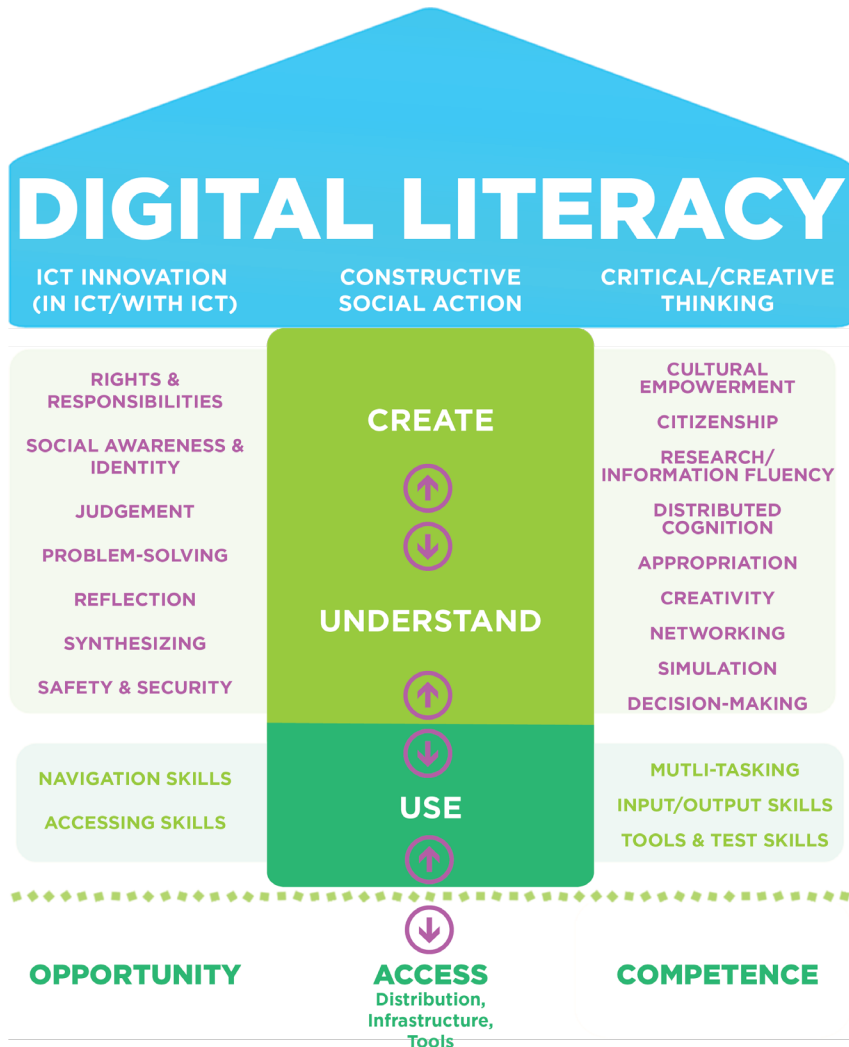
3) To access employment, housing and essential services:

Many participants indicated that “everything” must now be done online, from employment searches to seeking trusted medical advice and applying for services such as employment insurance.

Participants less often mentioned using navigation apps (primarily Google Maps) and sites to help them get around; using money or time management apps, music and video streaming apps, shopping and banking online, and reading e-books.

CURRENT DIGITAL SKILLS:

MediaSmarts uses a digital literacy model that focuses on three core skills: **use**, **understand** and **create**.



Use represents the technical fluency that's needed to engage with computers and the Internet. Skills and competencies that fall under “use” range from basic technical know-how—using computer programs such as word processors, web browsers, email and other communication tools—to the more sophisticated abilities for accessing and using knowledge resources, such as search engines and online databases, and emerging technologies such as cloud computing.

While some participants indicated that they had advanced skills in this area, others had little to no knowledge or skills when it came to their 'use' of technology (some indicated they didn't even know how to turn on a computer or move between mobile and desktop mediums). The level of participants' skills was directly tied to their access to technology (whether or not they had their own device, what type of device they use, and whether or not they had Wi-Fi access).

Many indicated a frustration with having to use digital tools to apply for work, housing or services, as well as a desire to find ways to navigate these sites in a more straightforward way.

Understand is the set of skills that help us comprehend, contextualize, and critically evaluate digital media so that we can make informed decisions about what we do and what we encounter online.

Understand includes recognizing how networked technology affects our behaviour and our perceptions, beliefs and feelings about the world around us.

Understand also prepares us for a knowledge economy as we develop—individually and collectively—information management skills for finding, evaluating and effectively using information to communicate, collaborate and solve problems.

On the whole, participants conceived of themselves as critical users of technology and more often than not thought a lack of critical

thinking was an issue for younger tech users. However, participants' fears and concerns (particularly around surveillance and personal data security) complicated and challenged their self-reflections.

Create is the ability to produce content and effectively communicate through a variety of digital media tools. Creation with digital media is more than knowing how to use a word processor or write an email: it includes being able to adapt what we produce for various contexts and audiences; to create and communicate using rich media such as images, video and sound; and to effectively and responsibly engage with Web 2.0 user-generated content such as blogs and discussion forums, video and photo sharing, social gaming and other forms of social media.

The ability to create using digital media ensures that Canadians are active contributors to digital society. Creation—whether through blogs, tweets, wikis or any of the hundreds of avenues for expression and sharing online—is at the heart of citizenship and innovation.

Participants' skill level in this area was directly tied to their age and their level of comfort in using digital technology. Those who had not not grown up with technology were less comfortable and confident with digital devices. However, older participants were quick to point out that their life experience (knowledge) would translate and serve them well in a digital context.

WANTS AND NEEDS FROM THE PROGRAM:

While participants' stated wants and needs varied widely, there were some areas that were mentioned most often. These were used as the basis for the program content.

Passwords and data protection: Almost all participants indicated that they would like to feel more confident with creating and remembering strong passwords and in ways that did not jeopardize their security.

Controlling audiences: Participants were keen to learn strategies for controlling who sees what content they share online. They also expressed a variety of personal and social situations where they would need to change their audiences (in some instances for safety purposes) so they wanted to be fluently skilled in changing audience settings. Many mentioned wanting to keep their personal and social uses of the internet out of view from current or future employers.

Blocking and reporting: This appeared to be the top strategy for managing unwanted contacts but participants wanted to feel more confident that they would not be harassed or contacted by unwanted online connections.

Search and authentication skills: Almost all participants expressed a desire to learn how to find and verify information online. Many discussed having difficulty finding 'exactly what they want online,' knowing which key words to use, what sites to use, and where to find trusted information. They also wanted to be more able to determine what was considered a trusted site and what was not, where to find the most accurate information, and how to work through and recognize bias in online content.

Technical supports: Participants expressed a worry about encountering technical issues, given that they often could not afford to pay someone to 'fix' their device and so they have to either do it themselves or resort to less trustworthy sources to help with fixes.

Parent-specific concerns: Many participants indicated that they were either parents, grandparents, or caring for children and youth and expressed a variety of wants in relation to supporting the young people in their lives. From blocking content, to monitoring content, to feeling confident with dealing with difficult issues that may occur online (i.e. bullying; sexual, violent, and hateful content; and safe searching features).



The Workshops

There are eight workshops in the DigitalSmarts program. Each of the workshops has the following components in addition to this Facilitator's Guide:

- A slideshow and script to introduce important concepts and provide modeling and direct instruction in digital skills;
- Two hands-on activities that allow participants to practice some of the skills covered in the workshop;
- Two quizzes designed to highlight the most important information in the workshop; and
- An accompanying video and practice sheet for participants to complete a short time after the workshop to reinforce their learning.

The workshops are divided into three skill levels:



DISCOVER



EXPLORE



NAVIGATE

THE “DISCOVER” WORKSHOPS

The **Discover** workshops are intended for participants with the most limited skills. These focus on the most fundamental skills in the “Use” category and address the concerns that have been identified as most often preventing participants from adopting digital technology to encourage participants to “get their feet wet” online.



Discover Online Basics

This workshop introduces the most fundamental digital skills: visiting websites and using search engines. It also introduces participants to voice-operated search and voice assistants, two features which have been identified as being valuable accessibility tools for beginning or reluctant internet users.

The hands-on activities in this workshop are *bookmarking a website* and *conducting a voice search*.

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Discover Online Safety

This workshop is designed to reassure beginning internet users that they can protect themselves and their privacy while using digital technology. The main topics are creating and managing passwords, safely downloading new mobile apps, and recognizing and avoiding online scams.

The hands-on activities in this workshop are *making a strong password* and *finding useful and reliable apps*.

THE “EXPLORE” WORKSHOPS

The **Explore workshops** are designed for participants who make limited use of digital technology. They focus on building confidence, extending the “Use” skills and broadening participants’ sense of what they are capable of doing.



Explore Online Basics

This workshop focuses on the practical skills that our focus groups said they needed most urgently: navigating websites, signing up for accounts and filling out forms online, and finding essential services online.

The hands-on activities in this workshop are *searching within a website* and *finding government information online*.

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Explore Online Privacy

This workshop addresses the concerns raised by our focus groups about managing privacy and audiences online. Participants are introduced to simple steps they can take to protect their privacy, methods of controlling who sees what they post online and considerations for making good decisions about their privacy when using digital technology.

The hands-on activities in this workshop are *selecting a specific audience for a social network post* and *analyzing a social network’s privacy features*.

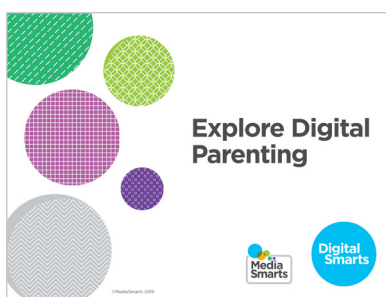


Explore Online Shopping and Entertainment

This workshop looks at how to safely and affordably use online services for shopping and for streaming or downloading music or video. Participants learn how to buy things online, how to evaluate whether a seller is reliable, how to return things they bought online and how to find free music and video content online.

The hands-on activities in this workshop are *finding your province's rules for returning online purchases* and *discovering public libraries' online streaming content*.

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Explore Digital Parenting

This workshop is designed to address the concerns that focus group participants raised around their children's use of the internet. Topics addressed include managing screen time, online safety and preventing kids from being exposed to inappropriate content.

The hands-on activities are *making a YouTube playlist* and *developing household internet rules*.

THE “NAVIGATE” WORKSHOPS

The **Navigate workshops** are designed for participants who are active internet users, but who are concerned about or experiencing new challenges because of their broader range of activities. These cover the most advanced “Use” skills and introduce some of the skills in the “Understand” category.



Navigate Online Privacy and Security

This workshop addresses specific concerns raised by focus group participants about securing accounts and devices as a factor in their personal safety, especially in relation to former and current partners, and limiting exposure to malware

The hands-on activity in this workshop is *making a device more secure*.

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Navigate Online Information

This workshop examines the pluses and minuses of different sources of online information, including search engines, social networks, sharing sites such as YouTube or Pinterest and online encyclopedia like Wikipedia. Participants learn how to use each one effectively and how to decide which is the best source for different kinds of information.

The hands-on activities in this workshop are *finding health information* and *selecting an information source*.

Each of the workshops concludes with one or more “troubleshooting” sections. In the Discover workshops these focus on how to deal with general issues such as a website or application freezing up; the Explore workshops include this information but also troubleshooting tips specific to the topic; and the Navigate workshops include only information specific to the topic.

Conducting the Workshop

PREPARATION

Before conducting each workshop for the first time, take some time to go through the slideshow to familiarize yourself with the content.

Print off the script and study it until you feel comfortable with the information.

- Your audience will get more from the workshop if you are familiar and comfortable with the material.
- Some slides have animation on them that is triggered by a mouse click. Watch for those in the script.

Pay special attention to the hands-on activities. We recommend that you do each one yourself at least once before presenting the workshop, so you will be confident when helping participants.

To help you plan your workshop, we recommend visiting the venue beforehand to find out what technologies are available.

- If possible, make sure the venue offers WiFi and check that participants have been told to bring internet-connected devices such as tablets and smartphones.
- Find out if there are additional devices available for participants who may not have their own.

As you go through the presentation, **envision how you will present it to your audience.**

Imagine any questions that might arise, and review the Frequently Asked Questions section of this guide to prepare your answers.

Print copies of the Practice Sheets and make sure participants pick them up on their way in or out.



ROLE OF THE FACILITATOR

The most important qualities of a facilitator are that they are *observant* of participants' needs and strengths, that they are *respectful* of participants as adult learners, and that they are *responsive* to participants' needs.

- Participants in our focus groups felt strongly that they did not want to feel 'belittled' or 'dumb' for not already knowing certain things about technology. They expressed a level of embarrassment with not being more technologically fluent and wanted to engage with someone who would treat them as adults and help boost their confidence.

Because this workshop has both direct instruction and hands-on elements, your role will be different depending on which part of the workshop you are delivering.

When delivering the slide content, focus on being clear, proceeding at an appropriate pace for the participants, being open to questions, and gauging if participants have understood the content. Be particularly alert for English language learners or participants with hearing difficulties; do not, however, use another participant as an "interpreter" unless specifically asked to do so.

During the hands-on activities you should follow the "busy bee" model: moving as quickly as possible between participants, providing "just-in-time" instruction and moving on as soon as you have either confirmed that they are doing the task with no difficulty or after you have resolved their immediate problem. Encourage participants' independence by only stepping in to help if you are sure you're needed.

- Make sure participants know they aren't necessarily expected to do everything right the first time. One purpose of these workshops is to provide a safe place to practice as well as learn digital skills, so let them know that trying more than once to do an activity is not only allowed but encouraged.
- It can also be valuable to present yourself as a fellow learner. Use any technical problems that may arise as a teachable moment in which you can model troubleshooting behaviour; during the hands-on activities, you can relate similar challenges you've encountered in the past. If you are asked a question you are not able to answer, model help-seeking by discussing how you might find out the answer.



Try to be conscious of the personal reasons why participants may have chosen to sign up for a workshop, and the reasons why they may find some parts or activities challenging or frustrating. Some participants may be very apprehensive about using digital devices, while others may be skeptical about their value or about their own ability to learn how to use them.

- Most adult learners follow a three-step path in their progress towards digital literacy:
 1. I'm not going to break it!
 2. I can do it!
 3. This is important to me!

Knowing which step they are working on can be very useful in understanding how to help them.

Finally, try to reinforce with participants that each workshop is only the beginning of their learning. Encourage them to watch the videos and complete the practice sheets on their own after the workshop for reinforcement.

DURING THE WORKSHOP



At the beginning of the workshop, ask participants how many have internet-connected devices they can use in the hands-on activities. If you have them available, provide devices to any participants who do not have their own. Encourage any who do not have access to devices to partner with another participant who does.

Use the survey at the beginning of the workshop as an opportunity to gauge participants' digital skills.

- Look for opportunities to pair participants with weaker and stronger digital skills. Identify those participants who complete the survey quickly and ask them to help those who are having difficulty.
- If a participant in an Explore or Navigate workshop has significant difficulty accessing the survey, encourage them to attend the Discover Online Basics workshop if it is available.
- Participants in the Discover workshops may need a significant amount of help accessing and completing the survey. Make sure to give adequate time for this.

Each workshop also begins with a slide on the “ground rules” of the workshop, which helps participants understand what topics and behaviour are allowed and which are off-limits. If your organization or venue has its own rules, use them in place of this slide.

While there are specific points during each workshop where you ask the participants for feedback, they are also encouraged to ask questions at any point. Be prepared for this so that it doesn't throw you off.

- The Frequently Asked Questions section covers those questions that have been asked most often. If you're asked a question that isn't covered there, send it after the workshop to info@mediasmarts.ca.

The hands-on activities are the most essential part of the workshop and are also likely to be the most time-consuming, so make sure you give adequate time for them.

- As with the survey, watch for those participants who have more or less difficulty with the activities and invite the more confident participants to help those who are less confident.
- See "Role of the Facilitator" above for more advice on delivering this part of the workshop.

Some participants may feel anxious or stressed by the quizzes. Make sure that they understand that these are not "tests" and that their purpose is not to judge or evaluate participants but to underline and reinforce/help them remember the most important information in each section of the workshop.

POST-WORKSHOP ACTIVITIES

Each workshop has an associated Practice Sheet and video. Encourage participants to watch the video and complete the practice sheet within a week following the workshop to help reinforce their learning. Both these resources can also serve as reminders of the workshop content that they can return to at any time.



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Frequently Asked Questions

FACILITATORS' QUESTIONS

Q. How many people should be in one workshop?

A. There isn't a minimum number. Unless you have more than one facilitator, it will be challenging to do any of the workshops with more than 15 people.

Q. How much do I need to know about technology before I can facilitate a workshop?

A. Although it's useful to be familiar with basic online tools and platforms, you don't need to be an expert to be a facilitator. In fact, it can be useful to position yourself as a learner like the participants and to relate the material to challenges with digital tech you've experienced.

Q. Is there any content in the workshops that might trigger any of the participants?

A. The *Navigate Online Privacy and Security* workshop includes some content relating to surveillance, stalking and harassment by romantic partners, as well as to sexting.

PARTICIPANTS' QUESTIONS

Q. Do I have to do all the workshops?

A. No. Each of the workshops is designed to be independent from the others. However, in some cases we will mention that a topic covered briefly in one workshop is covered more thoroughly in another.

Q. What do I need to participate? Do I need a device? What kind?

A. You are encouraged to bring your own device of any kind (phone, tablet, laptop). However, if you are attending this workshop at a YWCA there will be devices available for you to use if you do not have your own.

Q. How do I know which workshop I should take?

A. The *Discover* workshops are intended for participants with the most limited skills, and are aimed at encouraging participants to “get their feet wet” online. Participants who make limited use of technology should be steered to the *Explore* workshops, while active Internet users who are still experiencing challenges should take the *Navigate* workshops.

Q. Will this workshop help me get a job?

A. These workshops are not aimed specifically at teaching job skills. However, many jobs (and job applications) now require the digital skills covered in the *Discover Online Basics* and *Explore Online Basics* workshops.

Q. Can I get a handout of the presentations to take home?

A. There is not a handout version of the presentations, but you will receive a Practice sheet with a link to a video that will cover the key points of the workshop.



Scripts and slideshows

Below are links to the slideshow, script, practice sheet(s) and video for each of the workshops.

DISCOVER ONLINE BASICS

Slideshow: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/workshop_discover_online_basics.zip

Script: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/script_workshop_discover_online_basics.pdf

Practice Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/practicesheet_discover_online_basics.pdf

Video: www.bit.ly/discoveronlinebasics

DISCOVER ONLINE SAFETY

Slideshow: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/workshop_discover_online_safety.zip

Script: https://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/script_workshop_discover_online_safety.pdf

Practice Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/practicesheet_discover_online_safety.pdf

Work Sheets: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/worksheet_discover_online_safety_passwords.pdf

http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/worksheet_discover_online_safety_scam.pdf

Video: www.bit.ly/discoveronlinesafety

EXPLORE ONLINE BASICS

Slideshow: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/workshop_explore_online_basics.zip

Script: https://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/script_workshop_explore_online_basics.pdf

Practice Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/practicesheet_explore_online_basics.pdf

Work Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/worksheet_explore_online_basics.pdf

Video: www.bit.ly/exploreonlinebasics

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EXPLORE ONLINE PRIVACY

Slideshow: https://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/workshop_explore_online_privacy.zip

Script: https://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/script_workshop_explore_online_privacy.pdf

Practice Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/practicesheet_explore_online_privacy.pdf

Video: www.bit.ly/exploreonlineprivacy

EXPLORE ONLINE SHOPPING AND ENTERTAINMENT

Slideshow: https://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/workshop_explore_online_shopping_entertainment.zip

Script: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/script_workshop_explore_online_shopping_entertainment.pdf

Practice Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/practicesheet_explore_online_shopping_entertainment.pdf

Video: www.bit.ly/exploreonlineshopping

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EXPLORE DIGITAL PARENTING

Slideshow: https://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/workshop_explore_digital_parenting.zip

Script: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/script_workshop_explore_digital_parenting.pdf

Practice Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/practicesheet_explore_digital_parenting.pdf

Information Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/information-sheet_explore_digital_parenting.pdf

Work Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/worksheet_explore_digital_parenting.pdf

Video: www.bit.ly/exploredigitalparenting

NAVIGATE ONLINE PRIVACY AND SECURITY

Slideshow: https://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/workshop_navigate_online_privacy_security.zip

Script: https://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/script_workshop_navigate_online_privacy_security.pdf

Practice Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/practicesheet_navigate_online_privacy_security.pdf

Evidence Chart: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/evidencechart_navigate_online_privacy_security.pdf

Video: www.bit.ly/navigateonlineprivacy

NAVIGATE ONLINE INFORMATION

Slideshow: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/workshop_navigate_online_information.zip

Script: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/script_workshop_navigate_online_information.pdf

Practice Sheet: http://mediasmarts.ca/sites/mediasmarts/files/tutorials/digitalsmarts/practicesheet_navigate_online_information.pdf

Video: www.bit.ly/navigateonlineinformation

Documents to help you learn more

MEDIASMARTS

Digital Literacy Fundamentals

<https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/digital-literacy-fundamentals>

Digital Literacy 101 Videos

https://www.youtube.com/watch?v=8o96ey4jCgE&list=PLC-psp4a5OpuMPbF9PKwE_MwbA23vY8eB

The Intersection of Media and Digital Literacy

<https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/intersection-digital-media-literacy>

Digital Literacy in Canada: From Inclusion to Transformation

<https://mediasmarts.ca/sites/mediasmarts/files/pdfs/publication-report/full/digitalliteracypaper.pdf>

Levelling Up: The Quest for Digital Literacy

<https://brookfieldinstitute.ca/report/levelling-up/>

Digital Skills Roadmap

<https://roadmap.digitalyouth.ca/>