

Part 1: E-Learning Proposal for Instructional/training problem

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EDTC6332_FALL2026

A Self-Paced Digital Literacy Training Module for Adult Community Members

Introduction

Digital skills have become increasingly important for completing everyday personal, educational, and work-related activities. In my community, some adult learners can use smartphones and computers for basic purposes but still require assistance with common digital tasks. For example, they may be able to read an email but need help attaching or downloading a file, locating a downloaded document, organizing files into folders, or joining and participating in an online meeting. These challenges can make learners dependent on family members, friends, or others when completing routine digital activities.

The gap between “what is” and “what ought to be” is the difference between requiring assistance with these everyday digital tasks and being able to perform them independently and confidently. A self-paced, interactive training module can provide learners with step-by-step instruction, demonstrations, guided practice, immediate feedback, and opportunities to repeat activities as needed. By developing greater independence in these selected digital skills, adult learners can reduce their reliance on others, complete everyday tasks more efficiently, and make better use of available digital resources.

Identification of the Instructional Problem

The instructional problem is a need for practical digital-literacy training that helps adult community members independently perform selected everyday technology tasks. The problem is not simply access to computers, smartphones, or the Internet. Some learners have access to these technologies but may not have received structured instruction or sufficient opportunities to practice common digital tasks.

Because digital literacy is a broad area, this project will focus on three practical competencies that can reasonably be addressed within the seven-week project period: email skills, file and folder management, and online meetings. These competencies involve skills that can be demonstrated, practiced, and assessed through instruction. Learners need opportunities to observe how a task is completed, practice it

themselves, receive feedback when they make an error, and repeat the task until they can perform it more independently. Therefore, the identified need is instructional in nature and is appropriate for a self-paced web-based training solution.

Description of the Proposed Solution

The proposed solution is a self-paced, interactive web-based digital literacy training module for adult community members. The module will provide practical instruction in three core competency areas:

1. **Email Skills.** Learners will practice composing and replying to email messages, attaching files, downloading email attachments, and locating downloaded files.
2. **File and Folder Management.** Learners will practice creating folders and saving, renaming, locating, moving, and organizing files.
3. **Online Meetings.** Learners will practice joining a Zoom meeting, using microphone and camera controls, muting and unmuting, using chat, and following basic online-meeting etiquette.

The training will incorporate learner-centered features appropriate for adults with different levels of technology experience. Content will be presented in manageable steps using clear language, screenshots or visual demonstrations, short instructional videos where appropriate, and guided practice. Interactive activities will allow learners to practice realistic tasks rather than only read about them. Immediate and supportive feedback will help learners recognize errors, while opportunities to retry activities will allow them to learn at their own pace. Navigation will be simple and consistent so that using the training itself does not become an unnecessary barrier. The final product is intended to help learners progress from requiring assistance toward completing the selected digital tasks with greater independence and confidence.

Project Timeline

Activity	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
ANALYSIS	•	•					
Identify instructional needs/problem	•						
Identify learner needs and available resources	•						
Define scope and prioritize digital skills	•	•					
Develop project proposal and proposed solution		• Due Sep 6					
DESIGN – Design Plan			•				
Develop instructional goal and objectives			•				
Organize Email, File & Folder, and Online Meeting content			•				
Plan instructional strategies and assessments			• Due Sep 6				
DEVELOPMENT – User Interface				•			
Select/configure web-based learning platform				•			
Design navigation and learner-centered interface				•			
Develop/curate instructional content and media				• Due Sep 13	•		
DEVELOPMENT – Interactivity					•		
Develop interactive practice activities					•		
Develop feedback and assessment activities					•		
Test functionality of activities					• Due Sep 27		
IMPLEMENTATION – Formative Evaluation						•	
Test instructional module with representative learners						•	
Collect learner feedback and performance observations						•	
Identify usability and instructional issues						• Due Oct 11	
EVALUATION & REVISION							•
Analyze formative-evaluation findings							•
Revise content, interface, activities, and feedback							•
Conduct final review and complete instructional solution							• Due Oct 11

The timeline follows the seven-week course sequence from initial analysis and proposal development through design, user-interface development, interactivity, formative evaluation, and final evaluation and revision.

Summary

This project addresses the need for practical digital-literacy instruction among adult community members who currently require assistance with selected everyday technology tasks. The proposed self-paced, interactive web-based module will focus on email skills, file and folder management, and online meetings. Through clear demonstrations, guided practice, interactive activities, immediate feedback, and opportunities for repetition, learners will work toward completing these tasks more independently and confidently.

The seven-week project will progress from identifying the instructional need and developing the proposal to designing, developing, testing, evaluating, and revising the instructional solution. The next phase, Part 2: Design Plan, will further define the instructional goals, objectives, learning activities, assessments, and design strategies that will guide development of the module.

Declaration of AI Use

This project proposal was developed with support from ChatGPT. ChatGPT was used to assist with organizing ideas, refining grammar and sentence structure, developing the project timeline, and improving the clarity and flow of the proposal. The project topic, identification of the instructional need, selection of the three digital-literacy competencies, instructional decisions, and final review of the content are the author's responsibility.