

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

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Needs Assessment

- **Problem:** Adult community members may have access to digital technology but still need assistance completing everyday digital tasks independently.
- **Key Areas of Need**
 - Email and attachments
 - File and folder management
 - Online meeting participation
 - Structured, hands-on practice

Needs Assessment

- **CURRENT STATE**

Basic access and use → **Still needs assistance**



- **DESIRED STATE**

Practical skills → **Independent and confident performance**

The gap is between having access to and basic familiarity with digital technology and being able to independently and confidently complete essential everyday digital tasks.

Needs Assessment

Recommended Solution

- **Self-Paced, Interactive Web-Based Training**

Three Core Skills

-  Email Skills
-  File & Folder Management
-  Online Meetings

Learning Approach

- Step-by-step demonstrations
- Hands-on practice
- Immediate feedback
- Practice and retry
- Simple navigation

Goal: Independent and confident use of everyday digital skills.

Instructional Goal:

- **After completing this training module, adult community learners will be able to independently perform essential email, file and folder management, and online-meeting tasks.**



Performance Objectives:

After completing this training module, the learner will be able to:

- **Compose and manage email messages**, including replies, file attachments, and downloaded attachments.
- **Create and organize files and folders** by saving, renaming, locating, and moving files.
- **Join and participate in an online meeting** using microphone, camera, mute/unmute, and chat controls.
- **Complete selected everyday digital tasks independently** with minimal or no assistance.

Assessment of Learning Outcomes:

Performance Objective	Assessment
1. Compose and manage email messages	Complete a practice email: compose, reply, attach a file, and download an attachment.
2. Create and organize files and folders	Complete a file-management task: create a folder, then save, rename, locate, and move a file.
3. Join and participate in an online meeting	Complete a simulated meeting task using microphone, camera, mute/unmute, and chat controls.
4. Complete selected digital tasks independently	Complete a final practical activity with minimal or no assistance.

Learner Characteristics:

Target Audience: Adult community members developing practical digital skills.

- **Varied digital experience** → Simple, step-by-step instruction
- **Basic device experience** → Familiar, practical activities
- **Need greater independence** → Guided practice + feedback + retry
- **Different learning pace** → Self-paced and flexible learning

Learning Context:

Setting: Online • Self-paced • Flexible location

Resources: Device • Internet • Browser • Email • Zoom

Constraints: Varied skills • Device differences • Internet access • Support needs

Training Module Outline:

Introduction

- Training overview
- Goal and objectives
- How to navigate and practice

Topic 1: Email Skills

- Compose and reply to email
- Attach and download files
- Locate downloaded attachments

Topic 2: File & Folder Management

- Create folders and save files
- Rename and locate files
- Move and organize files

Training Module Outline:

Topic 3: Online Meetings

- Join a Zoom meeting
- Use microphone, camera, and chat
- Practice meeting etiquette

Assessment

- Practical task for each topic
- Final independent practice activity

Instructional Strategies :

- **Introduce**

Goal • Relevance • Navigation

- **Demonstrate**

Screenshots • Short Videos • Step-by-Step Examples

- **Practice**

Guided Tasks • Real-World Activities

- **Feedback & Retry**

Immediate Feedback • Repeat as Needed

- **Apply**

Independent Practical Assessment

Instructional Resources:

- **Technology**

Computer/Tablet/Phone • Internet • Web Browser

- **Applications**

Email • Zoom

- **Learning Materials**

Practice Files • Screenshots • Short Videos

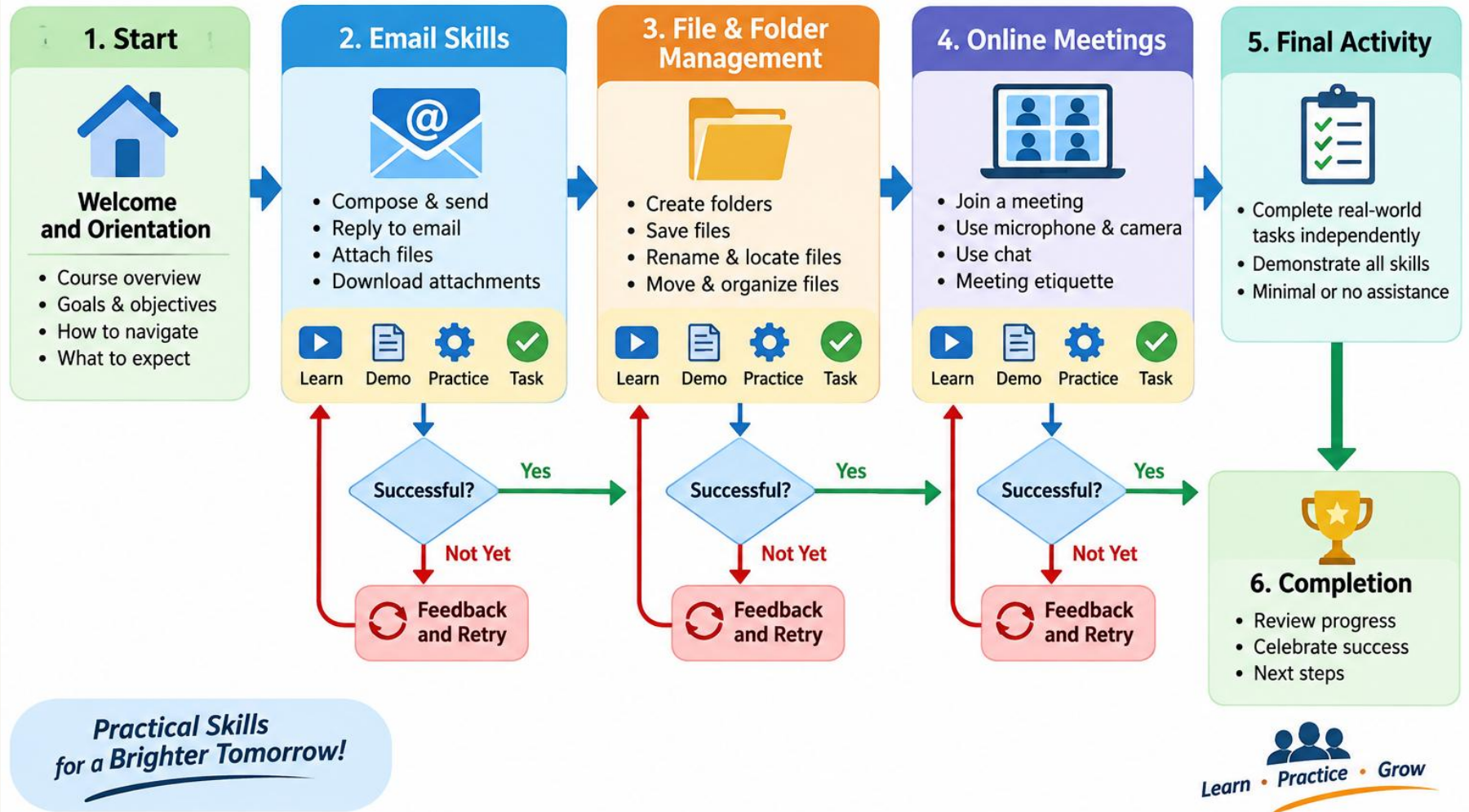
- **Optional**

Headphones/Speakers

Training Module Blueprint:

Training Module Blueprint

Learn → Practice → Get Feedback → Build Confidence



Formative Evaluation

Improving the Training Through Feedback



1. Subject Matter Expert (SME) Review

To ensure the content is accurate, relevant, and appropriate for the target learners.

How it will be conducted:

- Share the training module, activities, and assessments with an SME who is familiar with email, file management, and online meeting tools.
- Use a review checklist to collect feedback on content accuracy, clarity, and real-world relevance.
- Incorporate the SME's suggestions to improve content, instructions, and usability before learner testing.



2. Small Group Evaluation

To gather feedback from the actual target learners on usability, clarity, and learning experience.

How it will be conducted:

- Invite a small group of adult learners (3–5) who represent the target audience.
- Ask participants to complete key activities from the module (e.g., send an email, organize a file, join a meeting).
- Collect feedback through a short questionnaire and informal discussion about what worked well, what was confusing, and suggestions for improvement.
- Use the feedback to revise the training materials before final implementation.



Learner Feedback Today for a Better Learning Experience Tomorrow!

Summary

Purpose: Build practical digital skills for everyday life.

Training Focus

-  Email Skills
-  File & Folder Management
-  Online Meetings

Learning Approach

Self-Paced • Demonstration • Hands-On Practice • Feedback • Retry

Goal : Help adult community learners complete essential digital tasks independently and confidently.

Practical Digital Skills for Greater Independence and Confidence

Declaration of AI Use in the Writing Process

This paper was developed with support from AI tools. ChatGPT was used to refine grammar, punctuation, sentence structure, and flow. Consensus was used to locate relevant sources for the literature review but did not contribute to the writing, analysis, or interpretation of the material.