

Creating a Community Outreach Program for **DIGITAL LITERACY**

A Handbook for LIS Students



Creating a Community Outreach Program for Digital Literacy: A Handbook for LIS Students

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CHAPTER

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Chapter 1: Introduction

In today's plugged in world, it seems that everyone should know how to use a computer— or at least have an email account and check it frequently. Unfortunately, that's not the case. Here lies another schism in the long history of haves and have-nots.

Access to the World Wide Web is now almost a requirement for many daily activities such as applying for a new job, accessing health records, or submitting taxes. In addition to access, possessing the technology and the skills to use, understand, and evaluate the information presented online are also necessary to fully participate in our world. However, there are portions of the United State's population who have neither the access nor the skills to use these technologies. This lack of access is often characterized as a digital divide and the lack of knowledge about technology is aptly called digital illiteracy.¹ Together the digital divide and need for digital literacy are either facilitating or hindering many of the activities and practices of daily life.

To help bridge the gap in our highly connected, technologically saturated world, libraries have become central community hubs of access, education, and services for those who need to participate in digital daily life. The library's evolution includes a re-imagination of libraries as places where communities develop digital literacy skills.

Libraries have the infrastructure, the technology, and patrons who are ready to learn. The final piece of this bridge over the digital divide are individuals motivated to teach, learn, and facilitate discussion. Where to find people who care about access to technology and helping others find useful information?

Library and information science programs, of course!

This handbook is not an exhaustive blueprint, but rather a tool to help launch outreach programs dedicated to creating opportunities for learning within the digital divide.

Since there are several moving parts in any volunteer based outreach

¹ Thompson, K. M., Jaeger, P. T., Taylor, N. G., Subramaniam, M. M., & Bertot, J. C. (2014). *Digital literacy and digital inclusion: information policy and the public library*. Lanham: Rowman & Littlefield.

program, this handbook outlines the major players and elements involved in this type of effort. Chapters include insight on volunteers, community partners, working in the classroom, participants, as well as evaluation. As a whole, I have allowed room for customization. The communities we serve may be similar, but no two communities are the same.

Before we begin, I would like to share a few tenets of community development that have informed my perspective about outreach programs aimed at teaching 21st Century skills.

Identity may not be the first factor one thinks of when sitting down to prepare for a class on using the internet, however as mentioned earlier, the digital divide is a struggle focused on deficiency, of lacking something important or valuable. This banking approach to education, especially digital literacy, implies that participants in the position of the learner are passive objects in the process of their own learning. The word “banking” is used to demonstrate that deficiency, which shows that someone without this knowledge approaches the table in need of a “deposit” from the teacher. Digital skills and literacy seem necessary or even obvious to those who possess this knowledge. Those who do not have these skills and knowledge have systematically been kept on the outside of information society. What may seem valuable or important to tech savvy users, may seem negligible or unnecessary to someone who does not use technology.² Depending on where one exists within the digital divide (be it socio-economic status, education level, or ethnicity) , so too does one’s value judgements sit when confronted with computer skills.

Another factor in this “banking” perspective of education, or one that is hyper aware of deficiencies, is the the disregard that students in basic tech classes know nothing.³ In fact, most people present in class know plenty. Some have raised families, run businesses, or navigated lifelong careers. A lack of expertise with computers is not equal to a lack of knowledge about life.

Keeping these two points in mind about identity and the banking approach to education allows those involved in facilitating these programs to create an environment of empowerment and mutuality; where learner and teacher are part of an active two way exchange.

Digital literacy education programs are not simply about teaching students

² Ledwith, M. (2016). *Community Development in Action : Putting Freire into Practice*. Bristol, UK: Policy Press.

³ Ibid.

how to use a computer; they aim to create bridges across systems and institutions that have kept some people isolated from information society.

The Community Workshop Series at UNC SILS

Community Workshop Series, or CWS, is a program that emerged from a partnership between UNC Chapel Hill's School of Information and Library Science in 2005. The series consists of a range of classes (7-13) that aim to teach 21st Century skills or the basics of using a computer, certain programs, the internet, as well as more advanced topics.

This handbook is a guide—not an exact plan. One of the toughest issues with volunteer based initiatives is continuity, especially that elemental sense of purpose. Without people who care and a place to go, programs like CWS would flounder or even fail. Having the essential partnerships and materials helps ensure the success of outreach programs. Preserving the institutional knowledge about the program helps maintain the legacy and longevity of the program.

Read on to learn more about what a program like CWS aims to address and how to start a similar initiative in your library schools' community.

02

C H A P T E R

02

Chapter 2: Community Partnerships

This chapter will cover the basics of managing partnerships with local libraries like creating connections with potential partners, communicating about program goals, and reporting outcomes and new ideas.

Community partnerships are *critical*. Similarly, clear communication is a vital part of working with library partners. Creating these connections will require laying groundwork both about the service you are capable of providing and understanding how the outreach program fits in the mission of the library's interested in being involved.

Here are some questions to consider when making those connections with library partners.

1. Do you have colleagues who work at any local public libraries who know about their programming or outreach needs?
2. Is location important?
3. What is the library community interested in?
4. Is there a need for building basic skills?
5. Is there a need for building intermediate skills?
6. What computer training is available in the area?
7. Who is doing similar work in the area?
8. What type of community partnerships are already in place within the library?
9. How would potential students get to the library? Is there public transportation? Is it accessible?

Once you have secured a location, or a few, you will need to create a schedule that works with the library's hours, staffing, available technology, and volunteer schedules. Sometimes this can take a few tries!

You may need to ask about how the library plans to advertise the series. In print? On their website? In a newsletter? You could also come in to offer an information session to interested patrons.

Continued communication throughout this planning stage and into launching the series is important, especially if you are piloting the series. In

particular, you may wish to have a longer discussion about the libraries' own goals when it comes to adult education and programming. Having an understanding of the library's mission can help create a strong connection between what you do as an outreach program and how you fit into their services.

Additionally, developing a system to report back on learning outcomes, instruction, and student feedback also fosters a healthy community partnership. This could be through in-person meetings, shared documents, or end-of-the-series reports/analysis.

Once a schedule is approved it's time to release it to volunteers. Next step? Launching the series!

03

CHAPTER

03

Chapter 3: Volunteers

Volunteers are the heart and soul for this type of outreach effort. However, any volunteer dependent organization knows that there are many variables in play when it comes to pro-bono work. This chapter aims to cover the four essential facets related to working with and coordinating the efforts of volunteers. They are recruitment, training, retaining, and ongoing communication. Also in this chapter are examples of flyers to inspire involvement and a timeline for handling the responsibilities associated with managing volunteers.

Recruiting

Recruiting volunteers seems like a daunting task; fortunately, LIS programs are full of generous, compassionate people. (At least this is an appropriate description of my colleagues.) Since policies, procedures, and protocol may be different according to each LIS program, I've kept recruitment recommendations to a more general level of description. I did try to cover a variety of pathways to creating connections.

Email

Since most, if not all, higher-ed institutions have school mandated email, volunteer or program coordinators should take advantage of this method to communicate with volunteers. Emails should be professional, but not fussy and informative, not wordy. Remember, with so many emails bogging down someone's inbox, be sure to take the time and care necessary to craft a meaningful message.

.....
▪ **TIP**: Listservs are utterly fantastic resources for staying in touch.
▪ Though, you do run into the issue of not knowing who's on the end of
▪ your email.
.....

An example of a recruitment email is below.

“Dear SILS Community,

Below is an example of a flyer. Contact information, the basics of the program, and a reason to be involved are all included in this flyer. I tend to post them in our building for LIS classes.

Additionally, you may wish to post flyers in campus libraries or common areas for students. I used Canva.com to design this flyer.

FALL 2016 IS HERE!

VOLUNTEER!

**LOOKING FOR A WAY TO
REACH OUT THIS SUMMER?**

**TRY VOLUNTEERING WITH
COMMUNITY WORKSHOP
SERIES!**

**We offer basic computer literacy classes
at local public libraries.**

**Come boost your teaching and presenting
skills this semester!**

**INTERESTED?
CONTACT THE COORDINATOR
EMAIL GOES HERE**

VISIT CWS.WEB.UNC.EDU

Presentations

There's nothing quite like word of mouth to get people interested in something new. Presenting in person about the program is an ideal way to create a more personal connection with future volunteers. You also create a space for people to raise questions and concerns. Try presenting to students in core classes in your program. Ask the instructor if you could stop by and open up class with a quick overview. Check out the course catalog to see if any classes may align with the goals of the program.

Reaching out to student organizations at your school can offer the opportunity to have a more in-depth conversation about the program. You could visit during the beginning of the semester at introductory meetings. A peer-to-peer discussion provides another chance for fellow classmates to become potential volunteers.

CWS weaves into the the academic and personal narratives of all types of LIS students—faculty are also included. Try getting on the agenda for a faculty meeting. Teaching staff and faculty may be able to embed community outreach into their courses. You may wish to bring something tangible like a sign-up sheet, flyers, or even a few slides. Take the time to make an impact in person!

Training

In the case of CWS at UNC, training efforts were very much concentrated at the beginning of the semester. These efforts included brief meetings discussing the overall operations, content, and goals of the program. Our approach to instruction training was more informal.

There are two positions available to volunteers in the classroom.

1. Instructor

The instructor leads class; this individual uses content from class handouts to create a general lesson plan and helps students navigate the day's topic and exercises.

2. Floater

The floater provides support for the instructor and students. This individual would answer questions, monitor student progress during the session, and evaluate instruction.

You don't need to be a certified teacher to train volunteers or be a successful instructor in computer class. First and foremost, training should include insight on two types of knowledge that volunteers need to be fully informed and ready to participate. These two types of knowledge are operational and technical.⁴

To supply operational knowledge, the coordinators involved in training, must share the applicable details about how the program works and what volunteers contribute to these regular operations. For example, volunteers could be expected to

- Prepare for Class
- Take Attendance
- Reflect on the Session
- Report Statistics
- Administer Classroom Assessment (Learning and Student Feedback)

Volunteers must know, how, why, when, and where they can do these tasks asked of them. They will need to know what content to cover in class and what statistics need to be reported. They would also need to know where to find these content or reporting sources so they can be prepared and fully participate in the program's efforts.

Additionally, offering new volunteers the option to float in a session first can help them gain a better understanding of what goes on in class. You may also want to provide some sort of mentoring option that allows more experienced instructors to pair up with new volunteers to help get them acclimated to the program and its goals.

At UNC, we have used a website to host class content as well as other forms like feedback and statistics. We have also employed email as the reporting tool with links to content and feedback forms. The method depends on how you'd like volunteers to access the content and whether it will be public and freely available.

The other type of knowledge volunteers need to be successful is technical, or the knowledge base necessary to teach the skills in class.⁵ It would be rather difficult to demonstrate mouse skills if one has never use a mouse before; fortunately, the volunteer base out of LIS programs will most likely include folks

⁴ Huck, J., Al, R., & Rathi, D. (2011). Finding KM solutions for a volunteer-based non-profit organization. *VINE*, 41(1), 26–40. <https://doi.org/10.1108/03055721111115539>

⁵ Ibid.

with a bevy of technical skills. This opportunity brings a different aspect of technical knowledge to light. Volunteers may be able to coder their own website, but if they are unable to explain the concepts, ideas, and instructions in terms students understand then almost all is lost in translation. Trainings offer an apt opportunity to practice “real tech talk” or how to explain parts of technology in simpler terms or in context relevant to students.

.....
TIP: Want to test your tech talk skills? Explain what Twitter is in
a sentence without using jargon.
.....

Technical and operational knowledge are important, but dedicated and reliable volunteers are essential. Those are the traits that you just can’t teach.

Retaining

Why people choose to volunteer is quite different from why people choose to keep volunteering.⁶ Thus, retaining volunteers through the full series, be it one month of classes or a full semester, is incredibly important. Retaining volunteers has its own niche in the research world. The following insight is drawn from outside sources.

In their 2011 article, Garner and Garner report that high retention rates depend on the experience with the operations and administration of an organization rather than solely on their experience in the field. Volunteers are more satisfied with their experience when they feel supported by the administration and that their voices are heard.⁷

Nonprofit Quarterly offers details on a key facet of retaining volunteers: fostering continued involvement. The author outlines these tips.

1. Communicate clearly, widely, and with frequency.
2. Understand and forecast volunteer needs.
3. Maintain clear, concise position descriptions.
4. Recognize volunteers— informally and formally.

⁶ Kwok, R. (2012, Fall). Getting Volunteers in the Door. *Stanford Social Innovation Review; Stanford*, 10(4), 9–10.

⁷ Garner, J. T., & Garner, L. T. (2011). Volunteering an Opinion: Organizational Voice and Volunteer Retention in Nonprofit Organizations. *Nonprofit and Voluntary Sector Quarterly*, 40(5), 813–828.
<https://doi.org/10.1177/0899764010366181>

These tips incorporate the knowledge that keeps volunteers informed and the communication that keeps them involved.⁸

Acknowledging, validating, and supporting volunteers are all important factors to retain volunteers. You may wish to have some sort of regular recognition for volunteers. This could be a dinner at the end of the series or a certificate for participating.

Other tips from *NPQ* also emphasize the importance of clear and frequent communication.

1. Listen.
 - a. Know why people volunteered as well as their motivations for volunteering.
2. Treat volunteers as colleagues not subordinates.
3. Get regular feedback and involve volunteers in decisions.
4. Describe how volunteers fit in the goals of the organization.⁹

As coordinators, we want volunteers to understand their role and the importance of their contributions. Plus, listening and getting feedback helps minimize difficult situation and confusion. The coordinator's role and responsibilities also fit into how volunteers are recruited, trained, and stay with the outreach program. Something to consider is adequate reflection or feedback and implementing this data into action. The coordinator is less of a gatekeeper and is part of the volunteer effort in community development.

Below is a timeline/workflow of coordinator duties related to volunteer management.

- Coordinator promotes schedule to potential volunteer base with link to sign up sheet
 - Email
 - In Person Presentations
 - Flyers
- Volunteers sign up

⁸ Volunteer Management: Once More with Meaning| Nonprofit Quarterly. (2008, March 21). Retrieved February 8, 2017, from <https://nonprofitquarterly.org/2008/03/21/volunteer-management-once-more-with-meaning/>

⁹ 5 ways to work with your frequent volunteers. (n.d.). Retrieved February 8, 2017, from <http://www.thenonprofitimes.com/management-tips/5-ways-to-work-with-your-frequent-volunteers/>

- Coordinator hosts training and informational sessions to prep for start of series
- Coordinator gives updated course content materials to community partners
- Coordinator sends reminder emails to volunteers
 - 24 hours before class
 - Email includes: date, time, location, other volunteers, link to handout, link to feedback form
- Volunteers participate in the field
- Volunteers report back statistics and assessment
 - Instruction
 - Attendance
 - Reflection
- Coordinator facilitates progress meetings
- Coordinator analyzes feedback forms
 - Volunteer Forms
 - Participant Forms
- Coordinator hosts end of series gathering to recognize volunteers and community partners
 - Reports findings from feedback
 - Develops ways to implement changes
 - Creates new classes, etc.

Ongoing Communication

As outlined in the chapter on volunteers, this type of outreach program runs on volunteer power. And rightly so! Great things can happen when motivated and compassionate LIS students come together. Because of the collaborative nature and people-centered operations, **clear communication is key**.

Below is an example of how we keep volunteers informed at CWS.

Reminder Email

In the past, CWS at SILS used Gmail as the communication hub for all partnerships. When it comes to steady and easily sent messages, I found using our school's email and listservs of students as a successful way to keep others in the loop.

Thank you for volunteering with CWS!

Here's what you need to know:

Class: Name of Class

Time: Date and Time of Class

Location: Address of Library Location

Handout: Link to handout from CWS website (cws.web.unc.edu) and a brief description.

Instructor: Name of Instructor and Email

Floater: Name of Floater and Emails

Tips for Class

- Arrive 15 minutes early
- Have your handout and notes for class ready to go
- Don't forget to introduce yourself :)
- Remember to show the website for CWS (library.unc.edu/cws)
- Pause to let students ask questions

Pre-Class Checklist

- Handouts for all attendees
- Ensure that the computers are "unlocked" and ready for use

Post-Class Checklist

- Answer any remaining questions
- Show the schedule about upcoming classes
- Collect feedback
- **Fill out instructor feedback form [here](#).**

When advertising for involvement, I used SILS listservs managed by the school. For internal communication, I made a group of the people in the active volunteer corps— or those who were on the sign up sheet and on deck to teach or assist. The sign up sheet is launched at the beginning of the semester. Here's the basic outline.

Location of Library Site and Time of Classes

Class	Instructor Name and Email	Floater Name and Email
Computer and Internet Basics 6/10		
Gmail Basics 6/17		
Search Engine Smarts 6/24		
Introduction to Social Media 7/1		
BREAK: Fourth of July Week!	Happy Fourth of July!	Go USA! Go Libraries!
Online Shopping 7/15		
Word Basics 7/22		
Excel Basics 7/29		
Powerpoint Basics 8/5		

The entire series is sorted by location. Then volunteers can pick their location or easily see dates and times that work with their schedules.

TIP: You may wish to create a master calendar of all classes at each location. Having a central Google account makes this easier!

As stated previously, successful volunteer partnerships rely on giving ready access to the operational and technical knowledge required to be part of the program. Whether it is a master calendar with an embedded sign-up link or a well organized spreadsheet, managing volunteer involvement needs a clear, easy way to keep communication open for this type of partnership.

04

CHAPTER

04

Chapter 4: Content

Class content should be driven by some sort of community assessment; however, it can be helpful to run a pilot series of introductory courses to get a feel of what students are interested in learning as well as what is more familiar.

Here are the three basic classes we start our series with each semester.

Computer Basics

This course answers essential questions. What is a computer? How does it work? What are the different parts? I'd also recommend explaining some history to computers like the transition from machines that filled up rooms to smartphones that fit in your pocket. Such introductory knowledge may seem redundant to a digital native, but breaking down the terms, history, and many uses of computers is crucial in decreasing fear and anxiety.

Internet Basics

An essential class! The internet in its abstract form can be difficult to understand. Creating a solid understanding about the internet— as a concept and as a tool— is essential for the success of the rest of the series. My suggestion is to have some sort of visual or a metaphor at the ready to explain the internet because pointing to a router doesn't quite do the trick. Additionally, developing a descriptive, yet simple definition of what an internet browser is can be useful.

Email Basics

Setting up an email account is an important step in participating in the digital world. This class is for students looking to create a Gmail address or go over the basics of using Gmail as their email provider. Email, while not overly difficult to explain, can take patience. Often, students can be hesitant about offering personal information online. Students who already use email can experience information overload due to the inundation of emails. Both of these examples are ideal conversation starters about online privacy, security, and information organization.

The series typically begins each semester with these three classes. After teaching internet basics a few times, we had several lively discussions about using search engines, so I created an introductory class on using Google and search engines. Such discussions can inspire new classes and content for future series.

At UNC SILS, we tend to have 12 classes per series per semester and usually 8 in the summer. Of course, the schedule is closely tied to volunteer availability, but content should follow student interest and input. Below is a general outline of a series schedule.

Class Name
Computer Basics
Internet Basics
Search Engine Smarts
Gmail Basics
Microsoft Word Basics
Microsoft Excel Basics
Microsoft Powerpoint Basics
Introduction to Google Apps
Introduction to Facebook and Twitter
Job Searching and Resumes
Health Information Online
Open Lab

Handouts

Based on past experiences, students prefer to have a physical handout to follow along or take home that covers content discussed in class. Additionally, these handouts serve as the outlines or lesson plans for volunteers. Handouts shape the content covered at UNC’s CWS program.

What makes up a handout?

- Table of Contents

- Outline of concepts and skills
- Introduce the interface
- Basic uses and how to do them
- Practice and examples
- How to save/exit/close out
- Additional resources

· · · · ·
·
· **N O T E** : Updates to handouts are necessary and constant. Content ·
· can become irrelevant quickly. You may wish to have some help ·
· collaborate as an instructional designer. ·
· · · · ·

Resources

West, J. (2011). *Without a net : librarians bridging the digital divide*. Santa Barbara, Calif.: Libraries Unlimited.

For Handouts used at UNC's CWS Program: cws.web.unc.edu

GCF Learn for Free Tutorials

05

C H A P T E R

05

Chapter 5: In the Classroom

Working with adults is incredibly rewarding. Adult learners are some of the most generous, appreciate, and motivate students I have ever worked with.

With this in mind, the learning space we aim to create in this program is informed by the many experiences and perspectives that our students bring with them. Below are some tips about how to approach this type of learning space.

1. Don't assume anything.

When teaching technology workshops, it is easy to have certain expectations of what students may or may not know. Coming in assumptions or expectations can set you, the instructor or facilitator, up for failure, which may impact students' motivation or willingness to learn. Arriving to class ready to listen and with an open mind, helps ease the habit to assume.

2. At the same time, don't underestimate your students.

Someone in class may take some time to type their name, but can build a house, defend you in class, or speak four languages. Adult learners have such vibrant lives— a lack of tech skills does not dim these experiences. Students are competent, capable people ready to take on a new challenge.

3. Listen.

I like to talk, to chat, to ponder things out loud. One of the greatest skills I've gained from teaching these classes is my ability to move from hearing what someone is saying to actually listening. When we listen, we can begin to understand the scope of the question and recognize frustration or confusion. Active, empathetic listening can elucidate what someone is saying, but may not have the words for yet.

4. Leave space for discussion.

When I first started teaching, I was determined to check off skills as if they were on a to-do list. While we moved through the day's topic, there was little time to ask questions or talk about what we were doing. I ended up staying an extra half hour so after each class to answer questions. That was a great bit of feedback I observed and incorporated into my practice.

Discussion is part of learning for many people. Making comprehension the priority rather than clearing through content greatly decreases some of the anxiety students may have about computers. People hear these words like download, virus, and Twitter, but don't have their own definitions based on how it fits in their lives. Discussion offers the space to define things.

5. Say thank you.

Gratitude goes a long way. Trying something, getting to class, participating, and then getting home all take time and effort. I found that thanking students for being present helped with the overall welcoming and warm feeling I aimed to give to class. It may be old-fashioned, but saying thanks still means something to many people.

6. Provide practical, real world examples.

When learning something new, especially technology, it can be helpful to have examples of the concept that fit into everyday life. Take Microsoft Word for example. Can you think of uses for the program beyond academic work? When teaching, aim to include pragmatic, approachable examples of how one would use this particular facet of technology. Placing computers in context can help cement more abstract concepts.

Teaching

At UNC SILS' CWS program, we tend to encourage instructors and floaters to teach as themselves, not from a certain model and persona.

This does create variety in our series, but it helps lower the barriers of instruction for volunteers. When you go into class and feel good about what you know, and can then teach in a way that feels comfortable to who you are, I think student success is higher.

Of course, there could be several different ways to approach teaching. One program could develop a model and then train volunteers to emulate it. The options for instruction are endless!

Finally, I'd like to offer some insight on classroom management. In my experience, I have only had one interaction that was tense with a student. Overall, students are respectful and eager to participate. In that tense situation, I did have to think on my feet. What I do always keep in mind is that we are all adults and should treat each other as such.

Respect, kindness, and basic decency have been the norm for me as an instructor and coordinator. Clearly outlining the scope and the depth of the class content can help establish this type of classroom environment. In the past, the miscommunication of the introductory level of the series can make some wires cross.

Below are sources that introduce the basics about adult learners, their challenges, and their motivations.

- E-Learning Industry's posts on adult learners are easy to read, insightful, and well referenced.
 - Start with "6 Top Facts About Adult Learning Theory."
 - This infographic also outlines Knowles' theory about adult learning.
 - bit.ly/2a7JcV7
- TEAL (Teaching Excellence in Adult Literacy) also offers insight on the theory of adult learning and literacy.
 - Fact Sheet No. 11: Adult Learning Theories is a great place to start.

06

CHAPTER

06

Chapter 6: Evaluation and Assessment

Evaluation and assessment are crucial parts of any outreach program. CWS evaluates and assesses the program for several reasons.

1. Student Feedback
2. Student Interest in Future Topics
3. Program Development
4. Learning
5. Instruction Quality

As a whole, evaluation and assessment initiatives have helped keep CWS relevant and operational. Having feedback is a necessary way to communicate the program's impact.

Student Feedback

We have used both digital and print feedback forms for students. Digital forms make analyzing input a breeze, but considering that students are learning about technology, the actual completion of these forms was not consistent. Paper feedback forms can be clunky, but receiving complete, authentic feedback makes their analog state worthwhile.

Our feedback forms are clear, easy to read, and include open space for thoughts. Below is an example of a student feedback form.



COMMUNITY WORKSHOP SERIES

DIGITAL LITERACY FOR ALL LEARNERS

A PARTNERSHIP WITH UNC SILS AND LOCAL LIBRARIES

CWS.WEB.UNC.EDU

Date:

Name of Class:

Instructors:

Please check off below the box that best matches with your experience for each statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel more knowledgeable about topics covered in class					
I feel more confident about the resources discussed in class					
I intend to apply what I just learned					
My instructor was friendly and helpful.					

What did you like most about today's class?

What could the instructors do to improve your learning?

What other topics would you like to cover?

Instruction Evaluation

The instruction evaluation is a product of conversations with our community partners. This form is completed by the floater through observation. Since instruction and the classroom experience are important facets of the program, this evaluation offers insight on ways to help facilitate learning and understand how we are matching up with learning outcomes. Below is the example of the instruction evaluation.



COMMUNITY WORKSHOP SERIES

DIGITAL LITERACY FOR ALL LEARNERS

A PARTNERSHIP WITH UNC SILS AND LOCAL LIBRARIES

CWS.WEB.UNC.EDU

Instruction Observation

As the floater, you will offer one-on-one help during the session, help answer questions, and supply instruction feedback. This form helps us stay informed about the quality of instruction and classroom experience.

Thanks for supporting CWS!

Observation	Yes	No	N/A	Notes
Students asked questions during class.				
Students were reasonably able to keep up with the flow of class.				
There were few signs of confusion, frustration,				

or boredom.				
The instructor was warm and friendly.				
The instructor showed signs of prior preparation.				
The instructor offered practical, accessible examples.				
The instructor answered students' questions.				

Any other comments?

Data Analysis

Evaluating this feedback is just as important as collecting it. Examples of what to analyze are attendance, popular classes, input on future classes, quality of instruction, and student comments.

I opted to use PiktoChart to create a visualization of our 2015-2016 statistics. I would also suggest splitting the efforts of data entry and analysis. With the data analyzed, you're ready to share your efforts with students, your LIS program, community partners, and volunteers!

Community Workshop Series

Academic Year 2015-2016

We worked at three libraries.

CARRBORO
CYBRARY

CHAPEL HILL
PUBLIC
LIBRARY

DURHAM
COUNTY
SW
BRANCH

What did we teach?

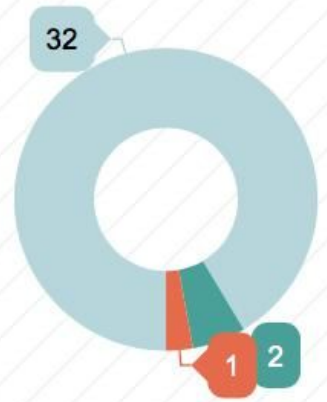


How many people participated?



Participant Totals for Year by Category

How many people participated?



Volunteer Type Totals

We develop these digital literacy skills.



Safety Online	Information Retrieval
Mouse and Keyboard Skills	Using Keywords
How the Internet Works	Reliable Information
Typing	Relevance Criteria
What Computers Do	Evaluating Resources

What do we want for our students?

- A warm, welcoming classroom environment
- A judgement free space for learning
- Accessible pathways to participate in information society
- Feel confident and in control when using computers



07

CHAPTER

07

Chapter 7: Resources

Getting Started

*UNC SILS Community Workshop Series Website
cws.web.unc.edu

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Digital Learn

<https://digitallearn.org>

Digital Literacy for All Learners

<http://publish.illinois.edu/digital-literacy4all/about-the-project/about-dl4all/>

US Digital Literacy

<http://digitalliteracy.us>

Microsoft Digital Literacy

<https://www.microsoft.com/en-us/digitalliteracy/overview.aspx>

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Coordinator Duties*

*These could also be split between a leadership team.

Program Coordination

Description of Duties:

- Host organization meetings with fellow partners and faculty advisor
- Facilitate and organize training meetings
- Create series schedule based on Community Engagement feedback
- Develop and execute a plan for each semester's series based on the mission and goals of the organization
- Monitor volunteer involvement, student success, and the organization's goals

Volunteer Coordination

- Recruit new volunteers
- Maintain contact with volunteers about their duties and responsibilities
- Relay feedback to fellow organization members

Web Development

- Update and Improve the CWS Web.UNC website
- Create and update calendar for volunteers and students
- Manage file storage for handouts

Instructional Design

- Update existing course materials
- Develop new courses and series based on student input
- Manage immediate learning outcome feedback from students and volunteers
- Train volunteers about adult learners, digital inclusion, and instruction

Community Engagement

- Manage the social media presence of the organization
- Support relationships with current community partners
- Foster new relationships with potential library sites
- Facilitate communication between the organization and community partners

Data Analysis

- Update student and instructor feedback forms
- Organize statistical data
- Analyze feedback from surveys
- Create visual representations of the organization's statistics on a semester basis
- Relay insight to organization, volunteers, and community partners