

Adult Digital Literacy

Fostering Digital Inclusion in King County with Adult Digital Literacy Workshops for Latinas

The Gap

While the majority of Latina workers participating in Casa Latina programs own or have access to devices which connect to the internet, and want to learn more about how the devices can be used, they face barriers including a lack of English proficiency, family and work responsibilities, and a dearth of classes which focus on the devices and applications they are comfortable with and use.

Capstone Focus

To create and facilitate Spanish language digital literacy workshops tailored to the needs and interests of Latina immigrant workers in King County

Project Overview

The adult digital literacy workshops comprise one part of the “Starting Where We Are” digital inclusion project, which has achieved a number of milestones.

- **Secured Grant Funds:** Obtained funds to purchase eight Android tablets and four iPads for Casa Latina’s computer lab
- **Growth and Library Connections:** Engaged with area libraries to expand the program’s scope and resources
- **Coordinated Family Literacy Activities:** UW student volunteers were involved to facilitate concurrent digital literacy workshops for the participants’ children

Workshop Development Process

- **Input and Collaboration:** Women’s Advisory Committee of Casa Latina program participants and project stakeholders
- **Literature Review:** Critical pedagogy, feminist theories, community informatics
- **Workshop Planning:** Schedule, locations, and topics responsive to community’s needs
- **Workshop Facilitation:** Dialog, problem solving, peer-instruction
- **Assessment and Reflection:** Ongoing informal assessment, blogging
- **Revise and Improve:** Align learning objectives with women’s goals

- Input
- Collaboration
- Lit Review

Workshop
Planning

Workshop
Facilitation

Assessment
and
Reflection

Revise
and
Improve

Immediate Impacts

By creating responsive workshops, I observed that the adult students:

- Immediately used what they learned to solve everyday problems
- Articulated the differences between devices and platforms
- Able to choose the best tool for a task
- Could problem-solve and troubleshoot
- Drew on their own experience and taught their peers
- Analyzed the impact of technology on their and their children’s lives

Status

- Weekly workshops from January 2015 through July 2015
- Over 20 workshops to date
- Approximately 40 adults and their children are occasional or ongoing participants

Next Steps

Finalize a set of lesson plans that provide a model for offering digital literacy instruction to underrepresented groups within a critical pedagogical framework.

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