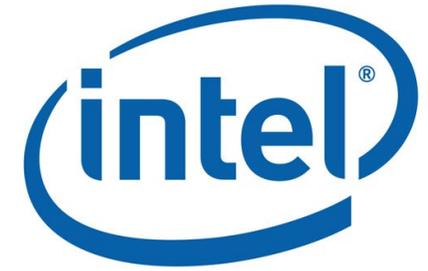


Teaching CALD Learners Digital Skills with



Strategies and approaches

Strategies for working with CALD learners

⇒ Provide comprehensible input

- Target language at or just above learners' current level
- Speak slowly: present information in small "chunks" and pause between phrases
- When giving instructions or asking questions, allow processing time for student responses

⇒ Make lessons visual

- Use realia, pictures, demonstration
- Use gestures, body language to get across meaning

⇒ Link new information to prior knowledge

- Link instruction to students' personal experiences
- Consider what students don't know/ impact of culture
- Consider the impact of cultural and educational backgrounds
- Make underpinning cultural practices/knowledge explicit (*eg the importance of punctuality, etiquette around responding to an invitation*)

Tips for making lessons visual

⇒ When using the videos from *Easysteps online* or the internet

- Show only short sections of the video at a time
- Pause video after sections and discuss what was shown
- Play video without audio and provide your own commentary

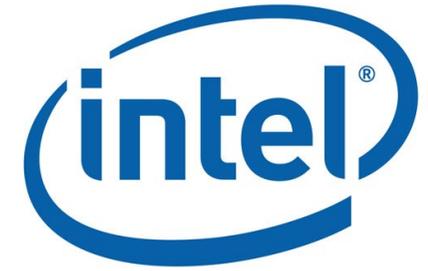
⇒ Preparing worksheets for activities/practice exercises

- Use a single style for instructions that is different from text
- Use a familiar bank of instructions in plain language
- Use images to illustrate functions in instructions
- Provide step-by-step instructions in the guided practice/exercises
- Leave lots of white space/do not crowd the page

Tips for engaging CALD learners with the material

- **Contextualise** the concepts/skills to learners' needs and experiences.
- Provide **concrete** examples for the use of the skills and functions
- Provide **meaningful** and **relevant** tasks to practice the skills being taught (*eg send an email to invite friends to a birthday party*)
- Allow sufficient time for learners to complete tasks and activities.

Teaching CALD Learners Digital Skills with



Scaffolding: an effective strategy

A definition

Scaffolding is “task specific support, designed to help the learner independently complete the same or similar tasks later in new contexts... and should result in ‘handover’ with students being able to transfer understandings and skills to new tasks in new learning contexts, thereby becoming increasingly independent learners”.

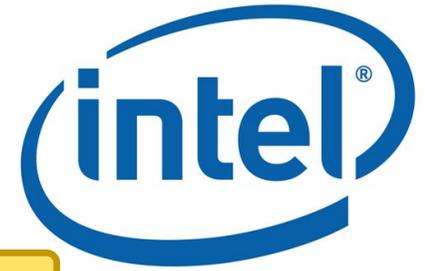
Use effective scaffolding techniques such as

- describing a specific aim for the student to achieve, ie a ‘**finite goal**’
- planning backwards from this goal to provide teaching and learning activities in small incremental steps that support the student
- supporting the learner towards achieving the goal and taking up increased responsibility and a greater level of independence
- gradually withdrawing support and handing over full responsibility to the student.

High challenge, high support

- The cornerstones of effective scaffolding are high challenge and high support. With high challenge and high support new learning takes place.
- The scaffolding model recommends that support is provided at the point of need and *gradually* withdrawn as learners become increasingly independent.
- In this context, learners are facing two challenges:
 - * developing English language proficiency, *and*
 - * acquiring digital skills.
- The support needs to take the form of sufficient activities/exercises, with clear step-by-step, simple instructions catering for the learners’ low language skills.
- Opportunities to practice using a range of learning styles (eg visual, aural, physical etc) is a vital component of the high support strategy.
- Learners are thus better prepared to apply the knowledge/skills acquired, independently .

Teaching CALD Learners Digital Skills with

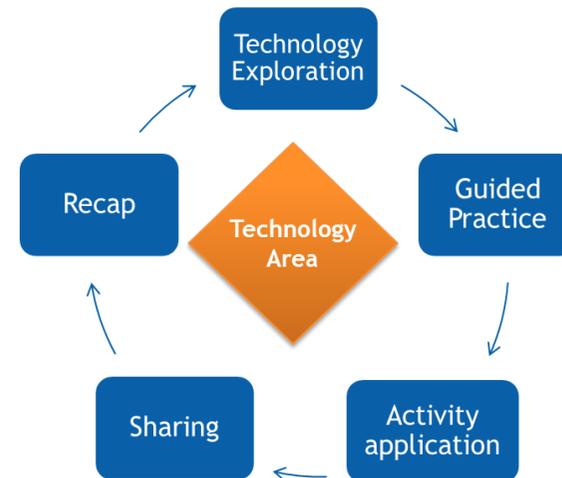


Scaffolding: an effective strategy

The scaffolding strategy fits in well with Intel's proposed **model for designing sessions**

- ⇒ **Session begins with a technology introduction and hands-on “exploration” or modelling of skills/functions or concepts** eg searching on the internet
- ⇒ **Participants engage in a guided practice using the technology**, (activities may need to be contextualised to learners circumstances and needs eg search for park friendly dog in the area)
- ⇒ **Participants complete at least one relevant activity (resume, flyer, budget, etc) independent application of skills/functions learned** creating a poster to publicise the dog friendly park
- ⇒ **Participants share their work and discuss how the technology can be used in other ways**
- ⇒ **Participants conclude by answering a skills set checklist** *Self evaluation*

Intel model for design of sessions



Examples of scaffolding

- Introduce **two** or **three** skills/functions, providing step by step instructions with guided practice activities/exercises
- After teacher demonstration, provide guided practice by getting a learner to demonstrate an activity to the whole class before the class attempts it
- Have learners work in groups or pairs in the guided practice activities/exercises before attempting the exercises/practice
- Always revise vocabulary and skills functions with additional exercises/practice, building on skills already learned.

