

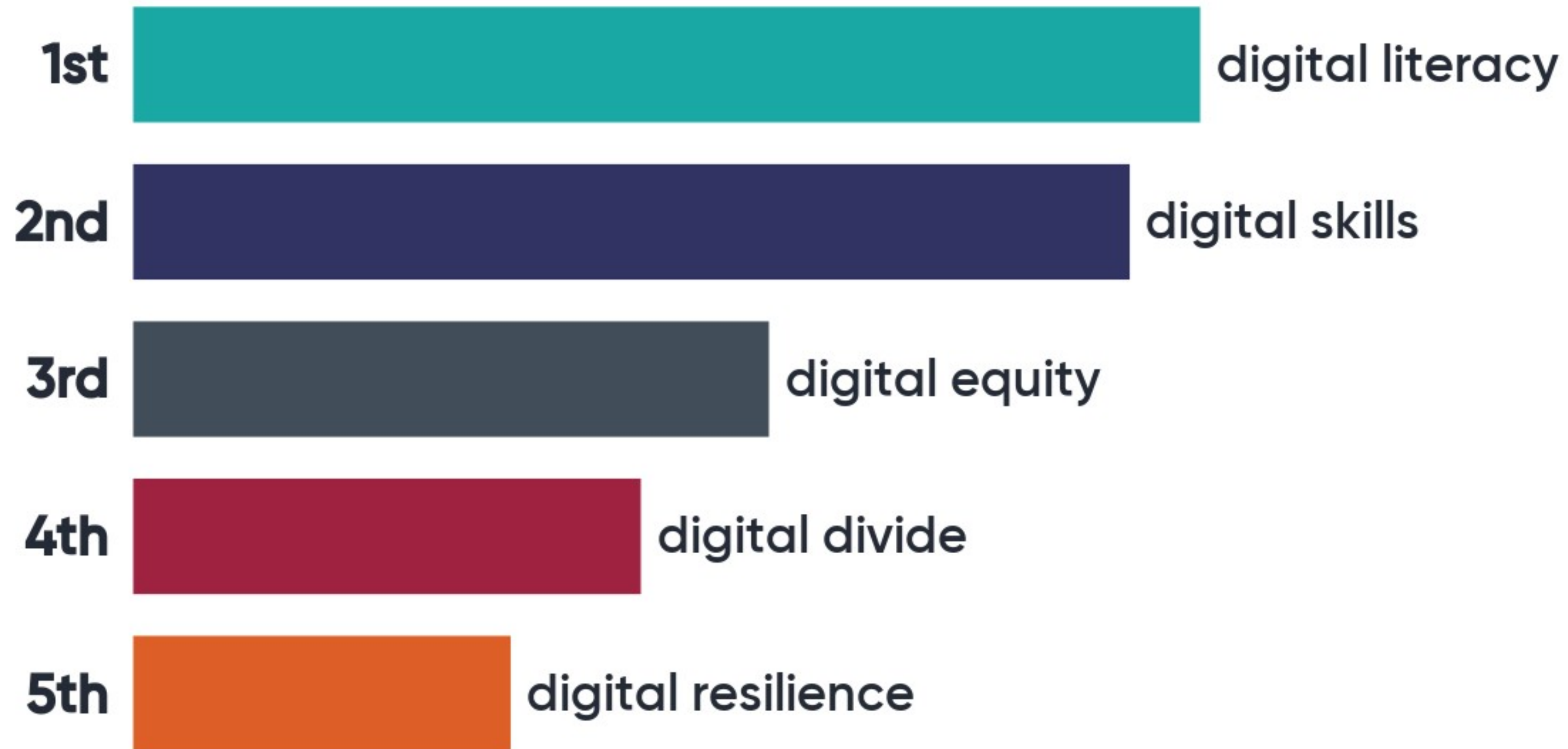
The Digital Equity Imperative

Evolving Technologies,
Resilient Learners



WORLD EDUCATION
— A DIVISION OF JSI —

Rank your familiarity with the following terms...





EdTech Center @ World Education



Jen Vanek
Director of Research
Digital Learning



Jeff Goumas
Sr. Advisor
Open Education



Jamie Harris
Sr. Advisor
Digital Skills

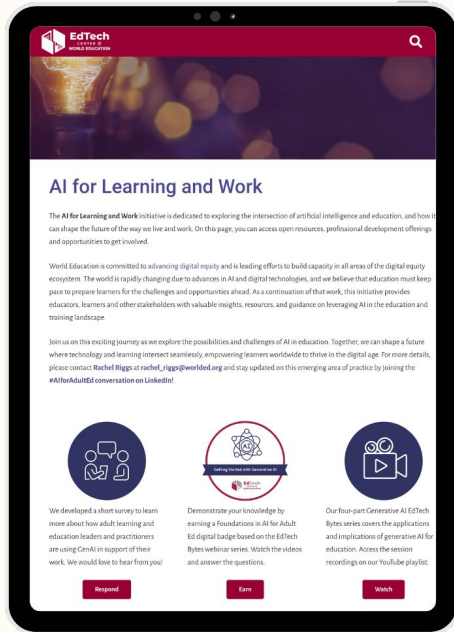


Rachel Riggs
AI and Emerging
Technologies





AI for Learning and Work



Research



Development

Partnerships

Open Education

Insights

Co-Design

edtech.worlded.org/ai-for-education/



My Mission



“AI won’t
replace you but
somebody who
knows how to
use it will.”

Digital Learning
EVERYONE.



Our Journey

**Where we
are**

**A path
forward**

**On the
horizon**



Where we are



Meeting the digital skills demand



92%

**of jobs
require digital or
“likely digital” skills**

1 in 3

**adult workers
lack the digital skills
necessary**

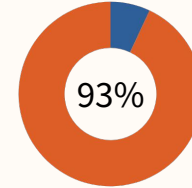
[Closing the Digital Skill Divide - National Skills Coalition](#)



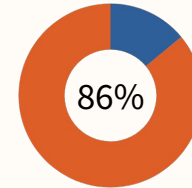
The digital skills demand in Wisconsin



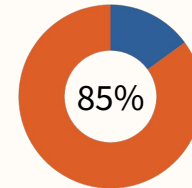
89%
of jobs
require digital or
“likely digital” skills



Manufacturing



Agriculture,
Forestry, Fishing,
and Hunting



Accommodation
and Food Services

Closing the Digital Skill Divide - National Skills Coalition, [Wisconsin Fact Sheet](#)



Connecting learners to opportunity





\$1,000,000,000+

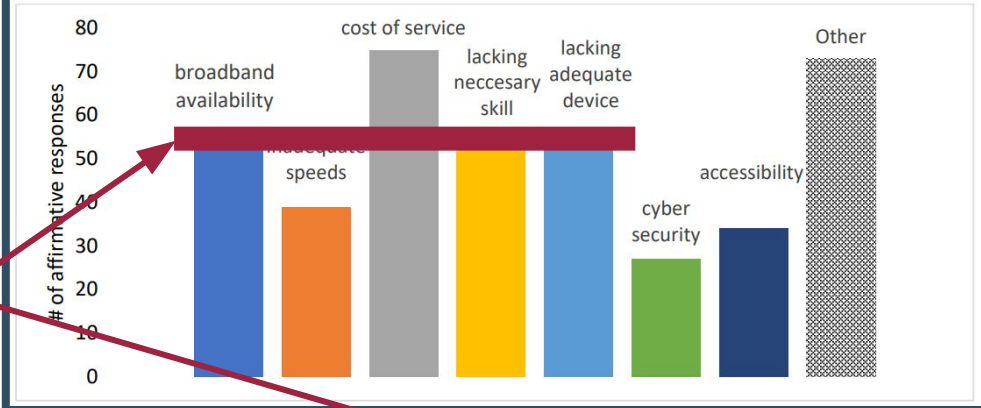
will flow through Wisconsin as a result of the **Digital Equity Act** and **Broadband Equity, Access, and Deployment** program



Your work forms the “bigger picture” for WI.



Figure 11 Those engaged were asked what prevents covered populations (or the groups they engage) from using the internet the way they want to



Higher Education	University of Wisconsin System, Wisconsin Technical College System, and private institutions of higher education support internet access, provide low-cost devices, basic digital literacy, and a wide variety of access to software, skills and education related to growing digital opportunities for Wisconsin residents.	LI, A, I, V, D, LB, M, R
------------------	--	--------------------------



It's more than skills and jobs...



**We all
need
digital
resilience.**



the **awareness, skills, agility, and confidence** necessary to be empowered users of new technologies, actively participate in society, and adapt to the labor market's ever-changing demands

Which element of digital resilience do you need the most help with?





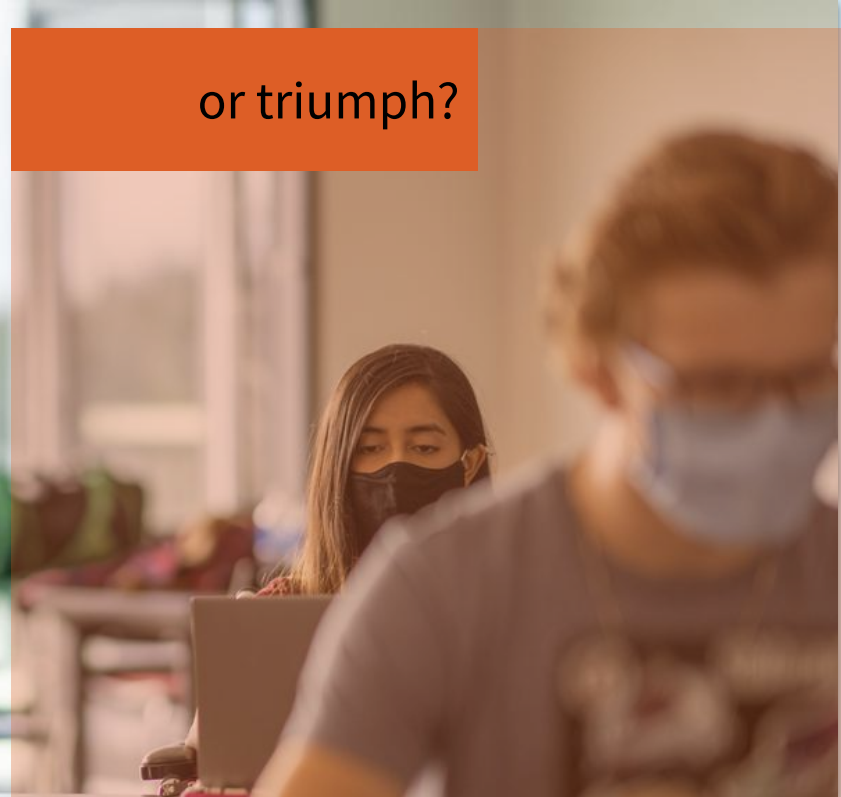
A path forward



What can we learn from the past?

Edtech tragedy...

or triumph?





Lesson 1: Access isn't enough



Connection



Devices



Literacy

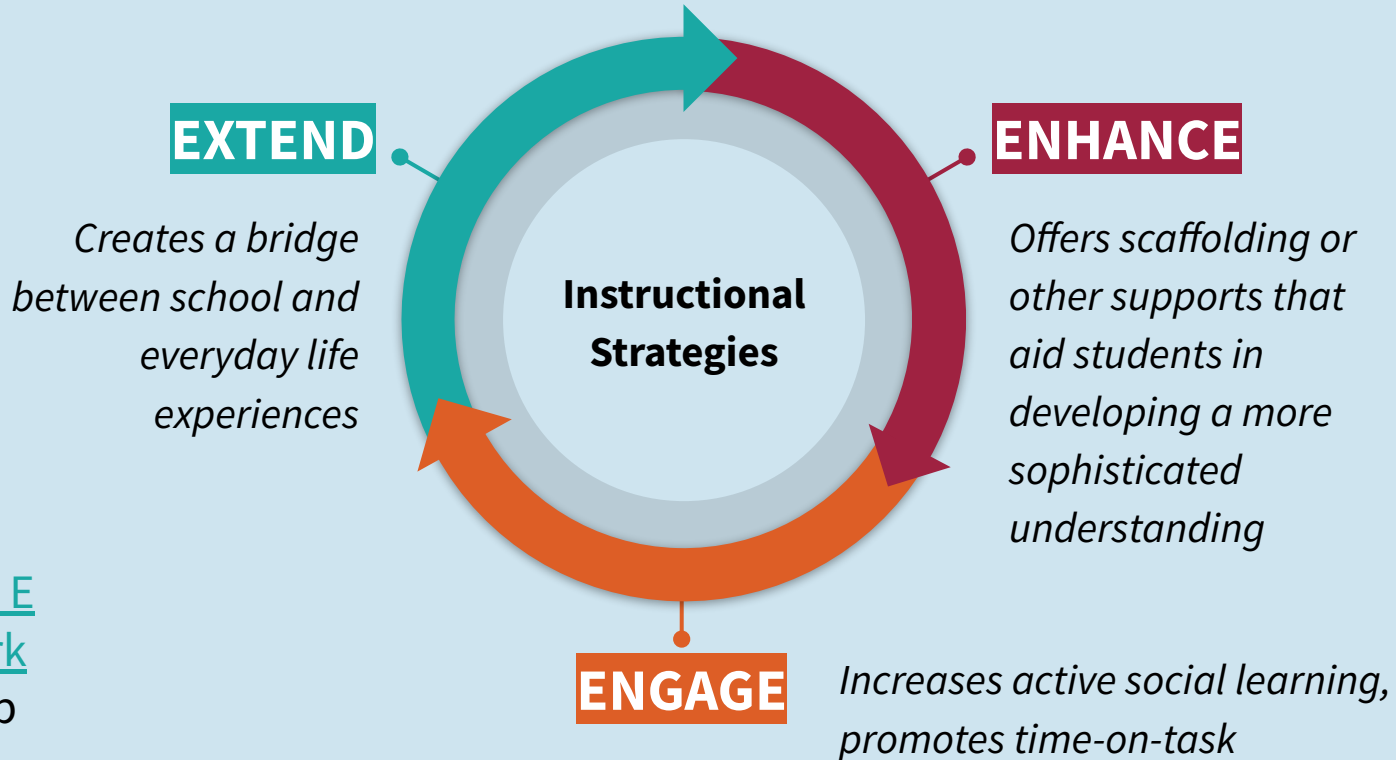


Lesson 2: More FLEXible than we knew





Lesson 3: Goals before tools



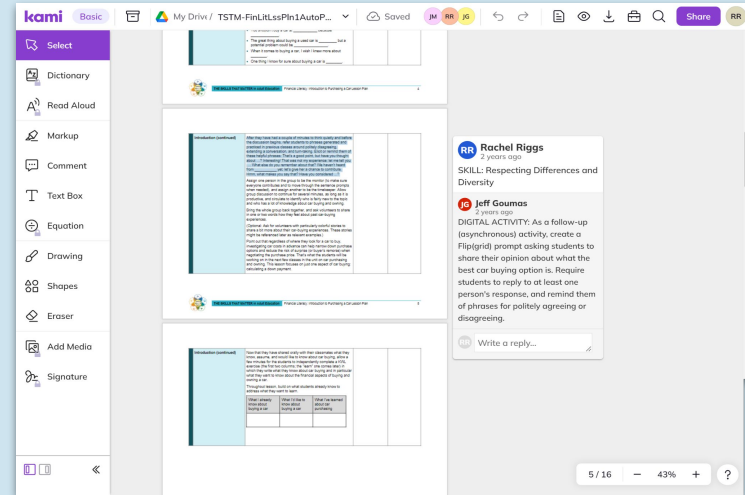
The Triple E Framework
By Liz Kolb



Lesson 4: Instructional routines = assets



When an instructional routine like **annotating a text** turns digital...



learners develop awareness, skills, agility, and confidence.



Lesson 5: Existing devices and practices = assets



When you leave Common Ground, what will you have learned or accomplished?

New ways to engage and support students

New insights

New ways to do things, and do things we do not do now.

Where to shift priorities to

Confidence

Incorporate at least one new idea or tool in my class this semester.

Efficiency

The state direction for 5.09

When you leave Common Ground, what will you have learned or accomplished?

Connections

Use new knowledge and skills in the classroom

Build awareness of the big picture of my new adult ed career.

Best practices for success

New ideas

Networking, knowledge to help my students achieve greater success

Connection with others across WTCS

I would like to connect with individuals from different institutions and their ELL program strategies and engagement techniques.

When you leave Common Ground, what will you have learned or accomplished?

The growth through the challenges of C19

New tools to be an effective educator

How to actually use technology in a prison classroom where they cannot have access to the Internet.

Connected with colleagues to learn more ways to serve students

Network with colleagues

Confidence

Learn more about innovations and opportunities for partnership

New ideas to use in my classroom

When you leave Common Ground, what will you have learned or accomplished?

Greater understanding of digital literacy for our students

Networking with others in this learning community!

How to empower students.

New and innovative ideas from colleagues across the state

Understand the 5.09 program from the state level and colleagues

To be rejuvenated to finish the semester strong and to gain new skills or resources along the way.

Have a greater understanding of how the 5.09 curriculum can be delivered.

Best practices to help better serve students.

When you leave Common Ground, what will you have learned or accomplished?

Flexible and creative solutions to guide moving forward for all as a team while positively impacting each other.

Building connections, sharing and learning new ideas

New ways to help students feel successful in their academic journey

More opportunities for our students to succeed

how to work with other programs to support my learners in the ways they need

I will observe new updates to GED/HSED state standards.

Resources and techniques to improve ELL classes

Connecting

When you leave Common Ground, what will you have learned or accomplished?

Clearer direction on how to best help my students achieve their goals.

Hopefully something good 😊 I hope to be more confident in my position

Deeper understanding of working with justice involved students and the resources/programs available to them.

More knowledge of the adult education landscape and ideas for connection

Hoping to know more about AI

Sharing and learning new information

Alternate strategies that other WTCS schools are leveraging to support students, with success, and what initiatives are being supported by grants

How to serve my students more efficient.

When you leave Common Ground, what will you have learned or accomplished?

Insights about practices and resources

New resources

Learn new ideas

I will have learned about great and innovative opportunities available at other colleges

New connections

Best practices for continuing to support students

Connect with people and share what I know and learn from others.

Connections

When you leave Common Ground, what will you have learned or accomplished?

Current focus areas and their requirements of both the educator and learner.

Digital competence

New ways to strengthen existing programs.

I want to meet and network with other educators. I want to develop my classes to be the best and the most equitable for my students. I want all my students to achieve their goals.

Better understanding of WTCS goals for Adult Education

How to better meet the needs of today's Adult Education students in regards to integration of digital learning.

how to be a better resource for students

New ideas in supporting internationally trained professionals

When you leave Common Ground, what will you have learned or accomplished?

Deeper understanding of landscape of resources and partnerships supporting reentering students in WI

Find inspiration to redefine the vision and goals to help students reach success.

Learn from colleagues

Change initiatives!!

To connect staff with more practitioners. How to better support students. Strengthen programs.

Learn about changes in the state in adult ed

I am new to NWTC.

Digital Equity Imperative! Also updates in state aligned programmatic areas within Adult Ed, teaching tools and resources and assessment.

When you leave Common Ground, what will you have learned or accomplished?

I would be more aware of other learning technologies for adult ELLs - how to further engage and challenge.

Growth, personally and professionally

Connections

I want to learn about the state wide HSED 5.09 program requirements.

Best practices. Helping student transition to college programs

Networking and learning new avenues in which my education navigators can help their participants

To be open to ideas that will provide a better student experience and positive difference in achieving their goals.

I want to be able to continue to build a strong program

When you leave Common Ground, what will you have learned or accomplished?

Connect and collect powerful ideas.

Gather names of contacts at other schools

I will learn requirements.

Beyond my comprehension

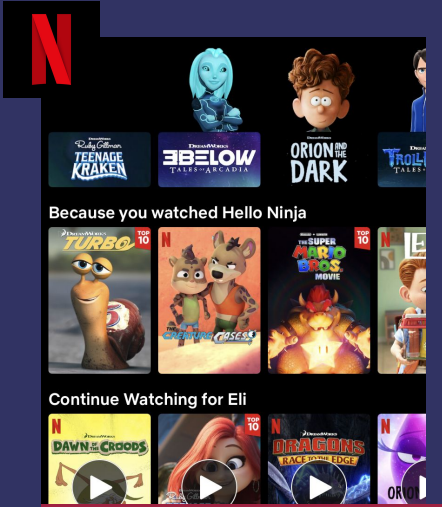
Future



What's on the horizon

Another edtech disruption.

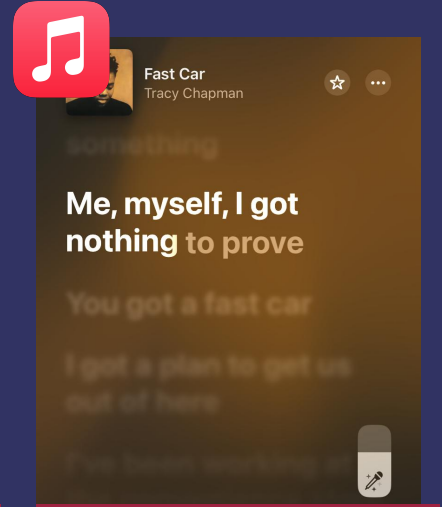




Recommendations



Facial Recognition



Karaoke

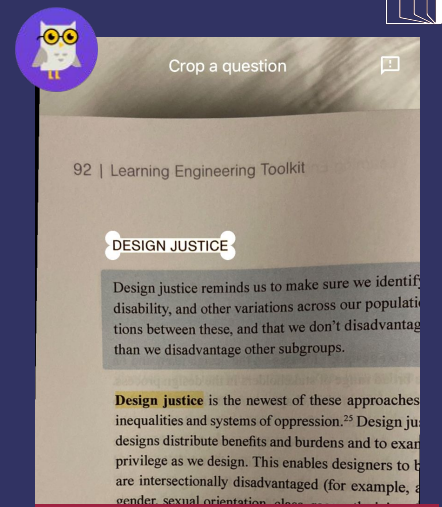
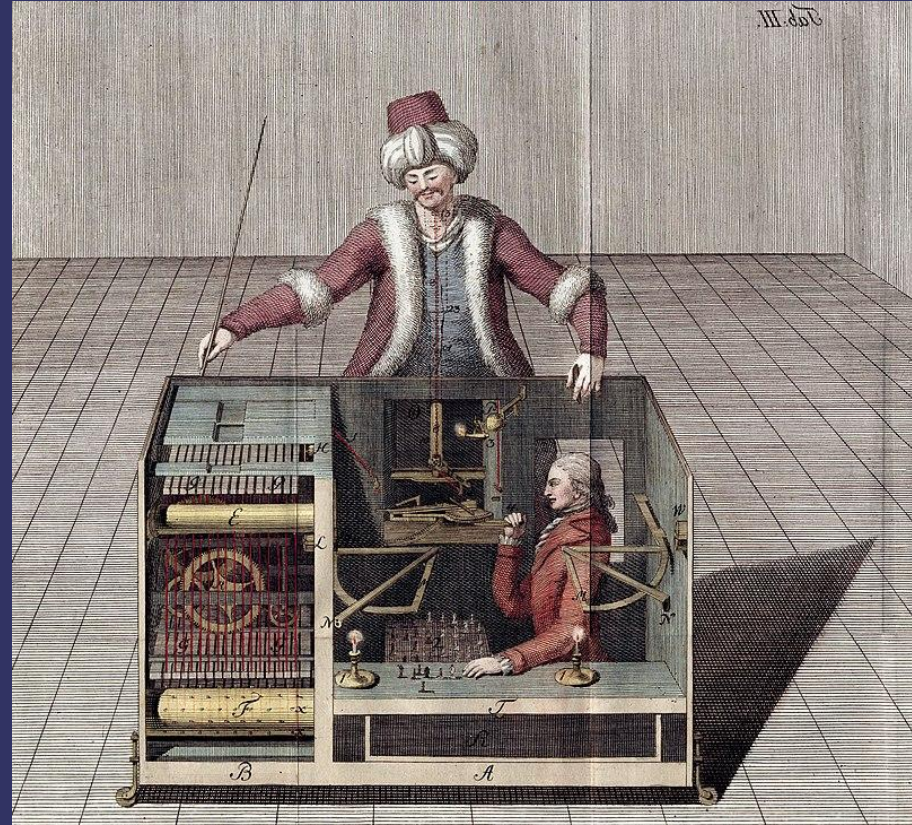


Image Recognition

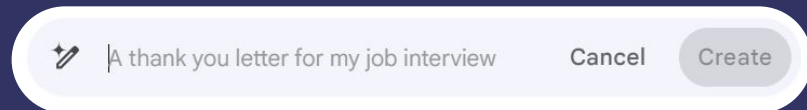
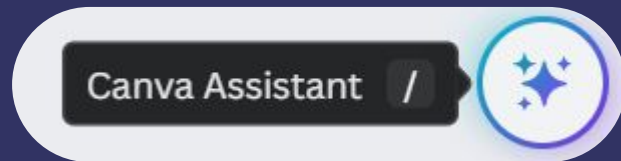
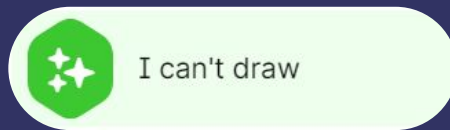
We spy AI... everywhere.



AI history starts with myths and questions.



The mysticism continues.



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🗑️ Help me organize ✕

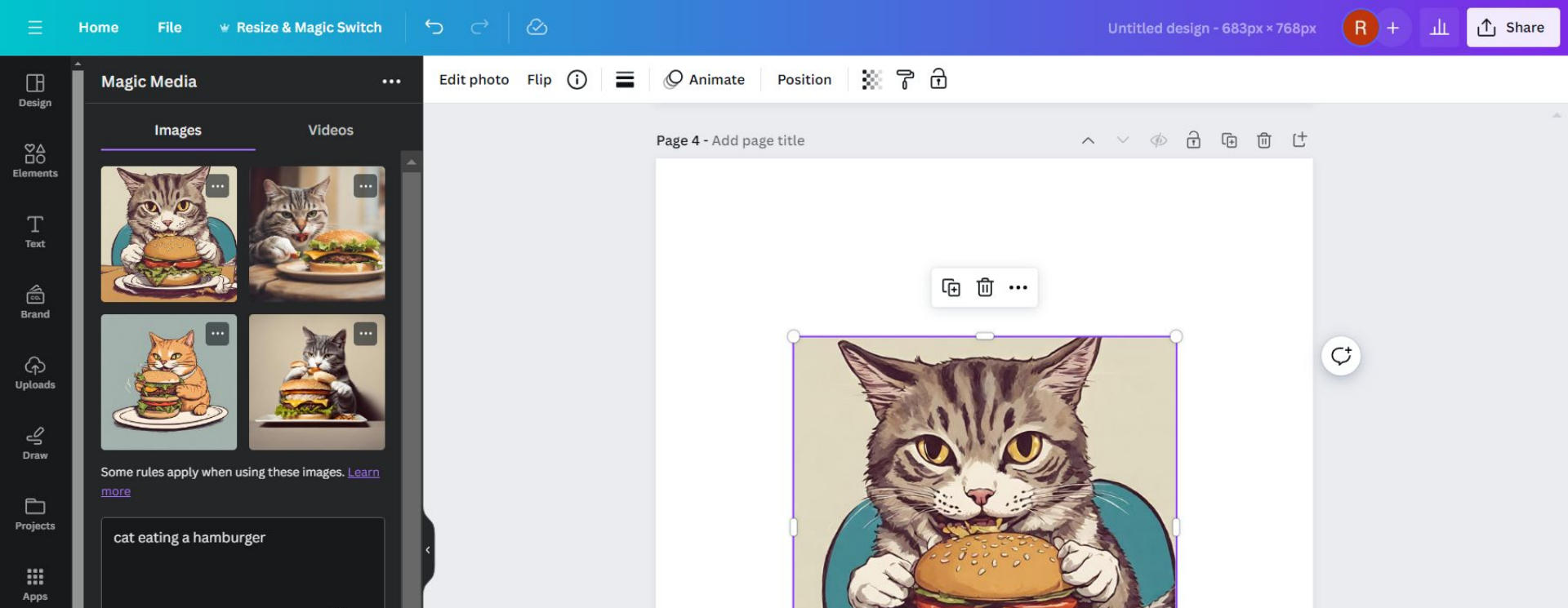
Create a custom template

Kitchen remodel task list for a kitchen that's friendlier for kids to cook in

Create

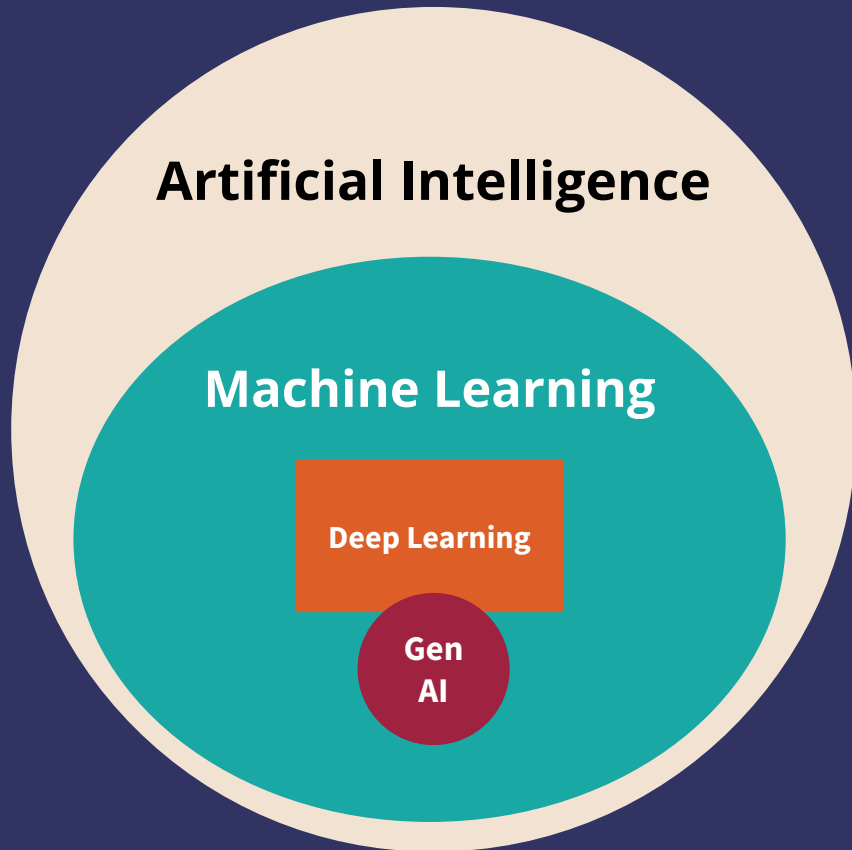
Help me organize creates templates with sample data and won't always get it right. Soon, Help me organize will be able to accurately edit and analyze content in your spreadsheet. [Learn more](#)

I spy GenAI in Google Sheets!



I spy GenAI in Canva!

What is GenAI?



a machine-based system that, for explicit or implicit objectives, infers, from the **input it receives** how **to generate outputs** such as predictions, **content**, recommendations or decisions that can influence physical or virtual environments

OECD, 2024



We're EXPOSED!

Table 1: Top 20 Occupations Exposed to AI, Original and with Language Modeling Adjustment

Rank	Top 20 Occupations from Original AIOE	Top 20 Occupations after Language Modeling Adjustment
1	Genetic Counselors	English Language and Literature Teachers, Postsecondary
2	Financial Examiners	Foreign Language and Literature Teachers, Postsecondary
3	Actuaries	Philosophy and Religion Teachers, Postsecondary
4	Purchasing Agents, Except Wholesale, Retail, and Farm Products	Sociology Teachers, Postsecondary
5	Budget Analysts	Political Science Teachers, Postsecondary
6	Judges, Magistrate Judges, and Magistrates	Criminal Justice and Law Enforcement Teachers, Postsecondary
7	Procurement Clerks	Sociologists
8	Accountants and Auditors	Social Work Teachers, Postsecondary
9	Mathematicians	Psychology Teachers, Postsecondary
10	Judicial Law Clerks	Communications Teachers, Postsecondary
11	Education Administrators, Postsecondary	Political Scientists
12	Clinical, Counseling, and School Psychologists	Area, Ethnic, and Cultural Studies Teachers, Postsecondary
13	Financial Managers	Arbitrators, Mediators, and Conciliators
14	Compensation, Benefits, and Job Analysis Specialists	Judges, Magistrate Judges, and Magistrates
15	Credit Authorizers, Checkers, and Clerks	Geography Teachers, Postsecondary
16	History Teachers, Postsecondary	Library Science Teachers, Postsecondary
17	Geographers	Clinical, Counseling, and School Psychologists
18	Epidemiologists	
19	Management Analysts	
20	Arbitrators, Mediators, and Conciliators	

English Language and Literature Teachers, Postsecondary
Foreign Language and Literature Teachers, Postsecondary

“occupations in the field of education are likely to be relatively more impacted by advances in language modeling than other occupations”

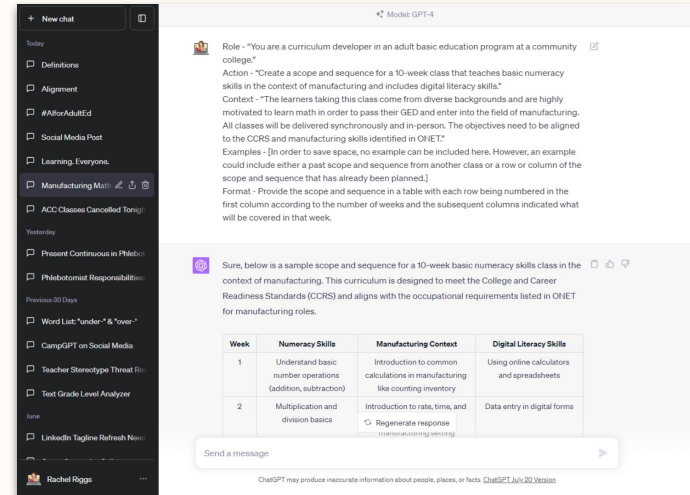
Notes: This table lists the top 20 occupations most exposed to AI from the original AIOE (Felten et al., 2023) and the top 20 occupations most exposed to advances in AI language modeling.



Putting our digital resilience to work.



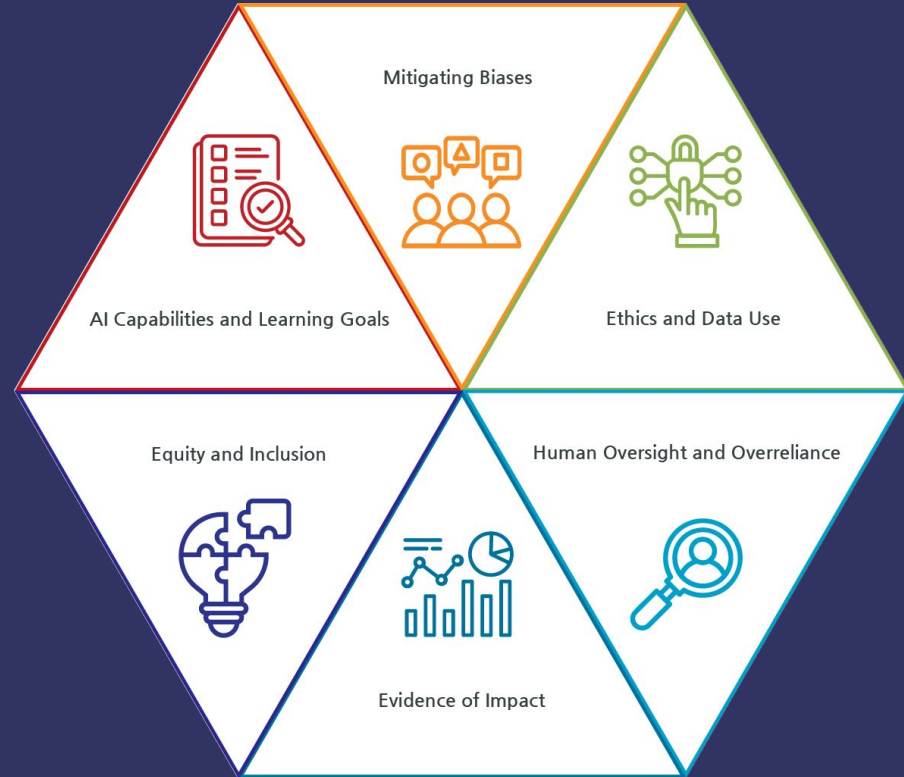
From effective search...



to effective prompts.

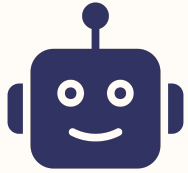


A framework for AI integration

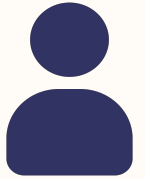
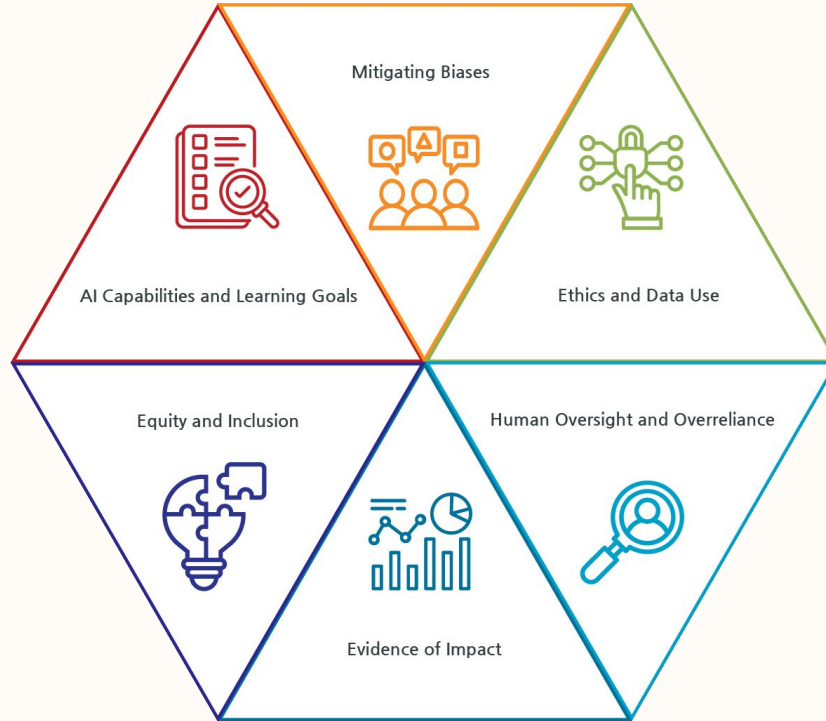


[AI Integration Framework](#)

Considering “Human-in-the-loop”



What measures is the vendor taking to address biases within their AI systems?



How can human users intervene to check and adjust the system’s output?

Teaching

An illustration on a dark blue background shows two hands holding puzzle pieces. A brown hand at the top right holds a teal puzzle piece with the word 'with' in white. A light skin hand at the bottom left holds an orange puzzle piece with the word 'for' in white. The letters 'A' and 'I' are positioned to the right of the teal and orange pieces respectively, forming the phrase 'Teaching with AI for'.

with

A

for

I

appropriately
apply AI-based
tools in the
classroom

**more
confident**

**I have
learned how
ChatGPT
relates to
my work.**

**I am no
longer
afraid of A.I.**

**Made AI feel
approachable.**

CAMP GPT

Summer 2023



WORLD EDUCATION



The Open Prompt Book

TEACHING LANGUAGE WITH RHYTHM

Incorporating music into language learning taps into the rhythmic and melodic elements that enhance memory retention and recall, making it a powerful educational tool. In CampGPT, educators got creative developing song lyrics, poems, and jazz chants.

Try it out!
Click the link below to view the response to this prompt.

[ChatGPT](#)

You are an instructor in a community-based ESL program.

Write a rhythm and blues song about shopping at the grocery store that teaches these parts of speech: verbs, nouns, adjectives, adverbs, and prepositions. In the song, make explicit connections between a part of speech and its function, and give some examples.

Since these are beginners, keep the language simple and straightforward with no idioms or figurative language.

Example: On the shelf, above, below, behind the can, prepositions show us where; now we have a plan.

LANGUAGE GROOVE

2

Authentic Use Cases

Concrete Examples

**Open Prompts +
Teacher Reflections**

bit.ly/openpromptbook



Exploring where AI holds potential.



ChatGPT

(Verse 1)

I go to the store, with my list in hand,
Nouns name the things, like an apple or a can.
I grab the bread, and some milk too,
Verbs show the action, like grab or chew.

(Chorus)

At the grocery store, oh what a chore,
Learning the parts of speech, that's what it's for.

Learning skills to use AI well.

A screenshot of a browser window with a grey title bar and a close button. The main content area displays five stacked, colored boxes representing the RACEF framework components: Role (yellow), Action (green), Context (teal), Example (purple), and Format (pink). A light blue footer bar contains the text: "**The RACEF Framework is introduced in The Neuron's Intro to ChatGPT course."/>

Role

Action

Context

Example

Format

**The RACEF Framework is introduced in The Neuron's Intro to ChatGPT course.

[The Open Prompt Book](#)

Teaching

An illustration on a dark blue background. A hand from the top right holds a teal puzzle piece with the word 'with' in white. A hand from the bottom left holds an orange puzzle piece with the word 'for' in white. The letters 'A' and 'I' are positioned to the right of the puzzle pieces, forming the phrase 'with AI for'.

with

A

for

I

skills,
knowledge, and
attitudes to
navigate AI from
a user
perspective



Which one is AI-generated?



An increasingly “AI-infused” society

Concerns over widespread **election disinformation**



Online retail and **fintech** use GenAI to make recommendations

Job postings mentioning GPT or ChatGPT increased 21x since Nov. 2022

([LinkedIn Future of Work Report](#))



Digital Health accelerators explore chatbots for healthcare in WhatsApp ([Turn.io](#))

Plagiarism and data privacy impact **educational and familial systems**





AI Literacy Matters... for everyone

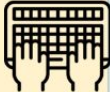

“**being aware** of the use and impact of AI in the world around you, and **being able** to critically evaluate and effectively and ethically employ AI to meet your goals”



ChatGPT_ESL_Model_Development_Yeonjai_Rah_05_20_2023 ☆ 🗄️ 📄

File Edit View Insert Format Data Tools Extensions Help

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	A	B	C	D
1	Writer's Name	Your Writing 	ChatGPT suggestions 	What differences did you find?
2	Eugenia	My teacher tell me which us teach to write bette.	My teacher tells me how to teach us to write better.	I found ~~~ it makes more sense and is better

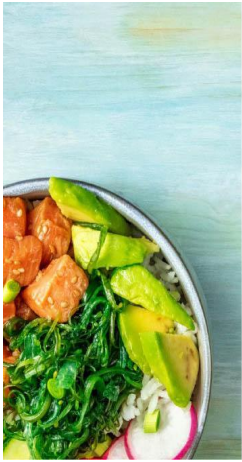
D1 What differences did you find?

#E8D0D1



I spy AI in a routine!

[ChatGPT for ESOL](#)



MOVING ON TO LLMs

Nutrition: Healthy Meal Planning

You are making dinner tonight! You have these ingredients:

(Groups assigned one combo)

1. Salmon, rice, spinach
2. Chicken, broccoli, pasta
3. Eggs, cheese, tomatoes

Use an LLM to get recipes.



EMPLOYMENT

Team project: Be the Headhunter

Teacher Prompt: Create X number of personas. These are adults with differing levels of experience as certified nursing assistants. List experience, education, and skills.

Groups assigned a “client” to find a job for, use AI assistance to create resume and cover letter for their “client” (assigned persona), learn about customizing application materials to job announcements

STARTING WITH IMAGE GENERATORS

Personal logos

- Select images to represent one's self and asent

team project

many logos, slogans, perch and pitch to other on best business idea



1. Sarah Mitchell

- **Experience:** Sarah has been working as a certified nursing assistant (CNA) for 5 years in various healthcare settings including hospitals, nursing homes, and home health agencies. She has encountered a wide range of patient cases from elderly care to post-operative recovery.
- **Education:** Sarah completed a Certified Nursing Assistant program at a local community college, which included both classroom instruction and hands-on clinical training. She also regularly attends continuing education courses to stay updated on the latest nursing practices and procedures.
- **Skills:** Sarah is highly skilled in providing basic nursing care such as bathing, grooming, feeding, and mobility assistance. She is proficient in vital signs, monitoring patient conditions, and accurately documenting patient information. Sarah is also trained in CPR and basic first aid, and she excels in communicating effectively with patients, their families, and other healthcare professionals.

2. John Nguyen

- **Experience:** John is relatively new to the field of certified nursing assistance, having just completed his certification 6 months ago. He secured a position at a local nursing home and has been gaining valuable experience caring for elderly residents with various medical conditions.
- **Education:** John completed a Certified Nursing Assistant training program at a vocational school, which provided him with the necessary skills and knowledge to begin his career in healthcare. While he lacks extensive experience, he is eager to learn and grow in his role.
- **Skills:** Despite his limited experience, John demonstrates strong empathy and compassion towards his patients. He is proficient in assisting with activities of daily living, including bathing, dressing, and feeding. John is also diligent in following proper infection control protocols and maintaining a clean and safe environment for residents.

3. Maria Rodriguez

- **Experience:** Maria has been working as a certified nursing assistant for over 15 years, primarily in hospital settings. She has experience working in various departments, including medical-surgical units, emergency departments, and intensive care units.
- **Education:** Maria completed her Certified Nursing Assistant training through an on-the-job training program offered by her employer. Over the years, she has attended numerous workshops and seminars to enhance her skills and knowledge in nursing care.
- **Skills:** Maria possesses extensive experience and proficiency in providing patient care across a wide range of medical conditions and acuity levels. She is skilled in performing complex nursing tasks such as wound care, catheterization, and administering medications under the supervision of registered nurses. Maria is known for her calm demeanor under pressure, strong attention to detail, and ability to effectively prioritize tasks in a fast-paced clinical environment.

I spy AI in projects!

Kristi Reyes, IDEAL Institute, 2024

Comparing First Aid Instructions

Names: _____ Injury type: _____

Questions for ChatGPT:

- 1.
- 2.
- 3.
- 4.

Interesting information from ChatGPT responses:

Step-by-Step Instructions from Video:

Step-by-Step Instructions from ChatGPT:

Compare the instructions:

- Similarities:
- Differences:

Which had more detailed instructions, the video or ChatGPT?

Which instructions do you think would be more helpful if you had to treat this injury and why?

In summary, what are the benefits of learning first aid instructions from videos versus AI chatbots? What are the limitations?



I spy AI in IET!



Building a student prompt library.



starter prompt

Get started using AI to learn.



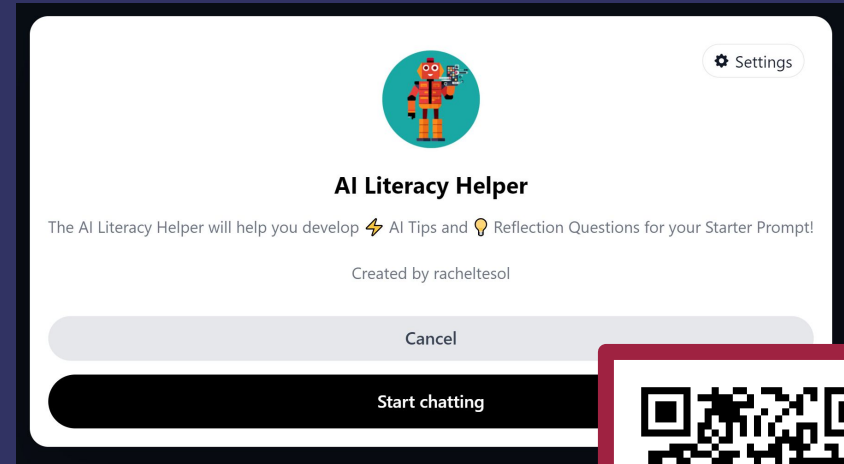
Identifying the Main Idea in Texts

Instructions: Where there are brackets [] around text, enter your information. For example, [your level] → [intermediate]. Then, copy and paste the prompt into an AI tool.

The Prompt

[Identify the main idea in a written piece of text.] I am a [adult basic education student with a GED [RLA] learner, and my home language is [English]]. My goal is to [understand the concept of main idea as defined in the GED Exam]. **[Output should include a sample paragraph between 200 and 500 words. Afterwords, include a short analysis identifying the main idea and provide an explanation.]**

... with the
help of an AI
literacy
chatbot...



bit.ly/ailitbot



Do we have digital resilience?

the **awareness, skills, agility, and confidence** necessary to be empowered users of new technologies, actively participate in society, and adapt to the labor market's ever-changing demands



Keep in mind

The
“problem”
is an
opportunity

Building on
our assets =
making
progress

Be aware,
build skills,
be agile, be
confident.



We are all adult learners.

[AI Literacy Matters for everyone - EdTech Center @ World Education](#)

Thank you!

rachel_riggs@worlded.org

**Join me in Eagle Center
to explore free resources
in the BRIDGES toolkit!**



World Education



www.worlded.org



[@worlded](https://twitter.com/worlded)