

TIPSHEET from the Digital Divide Practitioner Tool

This tipsheet represents an overview of wise strategies to support effective online delivery of adult foundational programming in the Community Adult Learning Program (CALP) in Alberta. The strategies below emerged from direct consultations with CALP practitioners working in the field. To explore in greater detail what practitioners shared, see the Digital Divide Practitioner Tool from Calgary Learns.



Caring and Sharing

Focus on taking care of people and relationships in online learning environments

Cultivate Wellness and a Positive, Growth Mindset

- Be kind to yourself and let learners see that you are also learning.
- Explicitly encourage and model a growth mindset.
- Check-in with learners frequently.
- Beware of digital fatigue.
- Beware of cognitive overload.
- Adjust design and delivery model as needed.
- Schedule shorter online classes, with longer and more frequent breaks.
- Allow more flexibility in class time for learners.
- Understand that facilitating online learning requires more time and flexibility.

Build Connections

- Take time to build relationships.
- Use routines to develop connections and encourage engagement.
- Support social interaction between learners.
- Encourage peer-to-peer sharing of skills.

Respect Privacy and Encourage Healthy Boundaries

- Understand unique privacy concerns of online learning.
- Allow learners to choose their level of engagement online.
 - Sharing is always optional.
 - Allow learners to turn their cameras off, while gently encouraging them to be on.
- Rethink how to “read the room”, especially when learners have their cameras off.
- Encourage learners to change what it looks like when their cameras are ON.
 - Change screen names.
 - Use virtual backgrounds or blurred backgrounds.
- Encourage learners to change what it looks like when their cameras are OFF.
 - Add a profile image.
- Reduce distractions from home environments.
 - Encourage learners to keep themselves muted.
 - Encourage learners to use headphones, if possible.
- Have the group develop guidelines for online class.
- Have healthy boundaries that respect private lives for practitioners and learners.
 - Consider keeping personal and work phones (or phone numbers) separate.
 - Have virtual office hours.