

Agency

We are with the San Diego College of Continuing Education (SDCCE), which is the non-credit branch of the San Diego Community College District (SDCCD.) Our team members are all with the ESL Department, and our project is intended for use within the ESL Department, but SDCCE also offers courses in CTE, High School Equivalency/ABE/GED, Emeritus (for ages 55+) and DSPS. SDCCE's overall enrollment for Spring 2025 is 30,188, with about 8,000 of those students enrolled in ESL classes.

Ideal 101

The IDEAL program and development of the site plan helped us to narrow and focus our goals. The Canvas discussions and Padlet posts made us aware of things that other agencies are doing and helped give us ideas. As we started our project, we were very focused on the videos: content, making them, etc. We didn't really consider the larger context in which they would exist. That is, how teachers would access them, how we would distribute them, what the accompanying materials would be, etc. The IDEAL program posed broader questions that forced us to grapple with these questions, and integrate them as part of our plan. Furthermore, by addressing the questions that asked us about other resources and partnerships, we looked into such opportunities.

The problem

Many of our ESL students are brand new to technology, and starting with zero knowledge in our current heavily tech-reliant society is very difficult and intimidating. Many students feel most comfortable doing things "the old fashioned way." But this is putting them at a disadvantage and creating barriers to joining our society. These students have difficulty getting jobs, communicating with their children's schools, enrolling themselves in ESL and other courses, making appointments, etc.

The Solution

Our site plan is to develop a series of videos that will help motivate students lacking in digital literacy skills to learn these skills. They are essential for participation in contemporary U.S. society.

Our idea is to create side-by-side videos, with the first demonstrating how difficult things can be if you don't use technology and the second demonstrating how much easier things can be with technology.

To date, we have recorded a video showing students how to make capital letters using a computer keyboard, two videos demonstrating how to add classes online (one showing how to do this on a phone; the other showing how to do it on a computer), and two student testimonials where students who recently learned to use technology (one in 2020 and one in 2023) talk about how it changed and improved their lives.

How have we used the skills learned in DLAC

Team Building, Conflict Resolution, Communication Skills, Using and Encouraging Strengths?

Communication - we realized that text messaging was not working well as a communication method.

Team Building - Amanda really keeps us on track with reminders, schedules and plans.

Conflict Resolution - We haven't had any conflicts (yet.)

Encouraging Strengths - We tend to delegate tasks based on our strengths. Ryane has the video making/editing skills so she has taken the lead on that. Amanda has excellent motivational and time management skills, so she makes use of those. Johanna has great connections to the resources available to us at our agency. Jess keeps us grounded and is a source of positive encouragement. She brings the most experience at the district out of all of us, and has practical insights that we can deploy within our project.

Challenges, Barriers & Setbacks.

- I think our biggest challenge has been time. We're all extremely busy, and our schedules are all over the place. Excluding weekends and nights, we have 1.5 hours per week when we are all available. (We have met on weekends.)
- It's been difficult to find students who are willing to participate in the interview testimonials.
- We've had some delays in getting some of the technology/software we need.
- We'd planned to get a video of students waiting to register in classes, but after speaking to one of our APC's, we've learned that the lines might not be very long before this report is due.
- Although our goal is noble, important and timely, I do think it is being overshadowed by the immigration parole and other federal government actions designed to intimidate newcomers.

Changes that have been made

The testimonials idea is new; it wasn't part of our original plan. It came about from our meeting with Neda, Dr. Porter, and Dr. Parker (and our dean.)

Our communication plan has changed; we're not using text messaging as much.

Our leadership team is interested in our plan and has asked us to help with CIP Goal #2, which will involve teaching students how to enroll in classes online.

Next Steps

We need to get these videos made!

Side-By-Side Video Ideas

- (1) We'd like to make a video of students enrolling in our classes without using technology. This involves waiting in long lines in order to have someone enroll them. Because there are large numbers of students and limited space in classes, there is a level of desperation that some students feel, and as a result, some students "cut the line" in order to get enrolled in the classes they want, and ultimately, this ends up making the process longer for everyone. We'd like a video of students waiting in these long

lines, and then the enrollment process itself. Then, we'd like to show a video of a student enrolling online on their own - this takes about 5 minutes or less.

- (2) We'd like a video of students going around asking their teachers for help getting jobs (which rarely results in a student getting a job.) Then, we'd like to make a second video showing the job application process in the U.S.
- (3) We are considering making videos showing how to make doctor's appointments or order prescriptions online.

Testimonials

We'd like to record interviews with people (students?) who have learned to use technology in recent years talking about the experience learning technology and how it's changed their lives. Ideally, we'd like to have these available in English and in several other languages. To date, we have 4 videos featuring two students; 2 in English, one in Dari and one in Spanish.

Support/Help Needed from DLAC staff, Coaches, OTAN

- Once the videos are made, we'd love some feedback.
- Do you have suggestions for simple video editing software? Like, TikTok or Instagram without having to use TikTok or Instagram?
- We need people who have recently learned to use technology (maybe in the last 5 - 6 years) and who speak the following languages: Haitian Creole, Pashto, Arabic, and Vietnamese.

Summary

We are creating videos to improve digital literacy among tech-inexperienced ESL students. Not only will our videos offer instruction, we'll also be producing rationalia videos that are accessible to pre-literate non-English speaking students. The team has taken IDEAL 101, created a site plan, and trained on strengths, team building and communication. The project will use side-by-side video scenarios and testimonials to show the value of technology. Despite time constraints and resource delays, the team continues to develop content and seeks multilingual participants.