

**Tutor-Facilitated Digital Literacy Acquisition in Hard-to-Serve Populations: A
Research Project, 2011-2015**

CODEBOOK

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Tutor-Facilitated Digital Literacy Acquisition in Hard-to-Serve Populations

Project Team

Principal Investigator	Dr. Jill Castek
Graduate Research Associate	Elizabeth Withers
Research Associates	Dr. Robert Fountain Dr. Gloria Jacobs Kimberly Pendell Dr. Stephen Reder
Project Coordinator	Andrew Pizzolato

More information about the project, research findings, publications, and project data can be found in PDX Scholar at: http://pdxscholar.library.pdx.edu/digital_literacy_acquisition/

Materials in the project archive include:

- 17 research briefs providing in-depth exploration of
 - Language Learners,
 - Program Design,
 - Tutors, and
 - Learners
- 3 case studies of different settings
- 1 policy brief on the role of community connections

For additional information contact: Dr. Jill Castek, jcastek@pdx.edu

INTRODUCTION

The Literacy, Language & Technology Research Group (LLTR) conducts a wide range of externally funded grant projects centered on the acquisition of literacy, digital literacy and second languages among adults, especially members of economically vulnerable and socially excluded populations. The “Tutor-facilitated Digital Literacy Acquisition in Hard-to-Serve Populations” research project, funded by the Institute for Museum and Library Services (IMLS) examined the digital literacy acquisition process among vulnerable adult populations and focused on the experiences of adult learners participating in a Broadband Technologies Opportunities Program (BTOP), which was funded by the U.S. Department of Commerce.

In partnership with Portland State University (PSU), this BTOP service project was designed to address digital literacy barriers to broadband access and use among marginalized adult populations in the United States by providing digital literacy training using a self-paced, tutor-facilitated, learning model supported by the online learning platform, the Learner Web. The Learner Web is a self-access, learner-centered, online learning platform that organizes goals into learning plans, tracks learners’ progress, and provides a coordinated set of online resources to help learners achieve their goals. Working with six national partner sites across five states, as part of the PSU-BTOP project, a customized learning approach that held true to aspects of self-paced tutor facilitated learning, but was uniquely implemented to meet the needs of learners in each context. Within the service project, computer labs were established in a wide variety of community settings, from libraries to jails to churches to more traditional adult basic education classrooms. Participation in the project was considerable, with over 12,000 learner-participants and over 500 tutor-participants. Tutors (which included both volunteers as well as paid staff) logged over 50,000 hours in over 160 different local computer labs.

This PSU-BTOP project provided multiple settings to examine the digital literacy acquisition process for vulnerable adult learners. This large mixed-methods descriptive study examined the experiences of participants including program administrators, tutors, and learners. The study utilized qualitative interviews, and lab observations, as well as quantitative data collected from the Learner Web online management system to collect data and examine the tutoring approach, and the learning environment within computer labs serving vulnerable adult learners. These data were then used to better understand how digital literacy was acquired by vulnerable adult learners.

DATA

These data were collected through two web-based systems used during the PSU-BTOP project. All of the data from learners were collected through the online learning platform, the Learner Web, as it was used during the project. This system tracked the participants’ interactions with the online learning content including information regarding learner behaviors in terms of selection, activation, and completion of learning plans, use of online resources, as well as their self-reported demographic information. Learners who participated in the program completed over 37,000 learning plans within the Learner Web system. The sample size was $N = 12,126$. The data about tutors and tutoring hours were collected through a web-based time clock, where tutors recorded their start time, stop time, and location

Variable	Description	Codes
Learner ID	Unique number identification generated by Learner Web	
Language	Language selected by learner	1=English 2=English (ESL) 3=Español
Age	Self-reported age of learner	1= Under 18 2=18-24 3=25-44 4=45-64 5=65+
Race	Self-reported race of learner	1=American Indian/Alaska Native 2=Asian 3=Biracial/Multiracial 4=Black or African American 5=Hispanic or Latino 6=Native Hawaiian or other Pacific Islander 7=White; Not Hispanic or Latino 99=No answer provided
Education	Self-reported highest level of education completed by learner	1=Elementary School 2=High School/GED 3=Middle School 4=Some College 5=Technical/Vocational School 6=University Graduate 7=Other
Gender	Self-reported gender of learner	1=Female 2=Male 99=No answer provided
Region	State where learner accessed Learner Web	1 =Texas 2=Oregon 3=California 4=Minnesota 5=Louisiana 6=New York
Goal Achievement	How successful a learner was in terms of completing the learning plans they selected for themselves	0=none of learning plans selected were completed 1=some of the learning plans selected were completed 2=all of the learning plans selected were completed 3=more than the learning plans initially selected were completed

Variable	Description	Codes
Resource Engagement	The percent of resources visited out of the total number of resources provided within the learning plans that the learners began working on at some point in time	
Completing Knowledge	Number of quizzes the learner achieved 100% on out of the total number of quizzes associated with steps in the learning plans that they activated at some point	
Persistence	Average number of times learners had to take a quiz before they achieved 100%	
RevPracRes	Number of times learners went back to material they had previously completed	
Days Open	Number of days that there was at least one tutor logged into the time clock	
Total Learners	Total number of learners to work in the lab	
Total Tutor Sessions	The total number of session a tutor logged. A session is one punch in and one punch out on the web based time clock; a separate tutor management system, where tutors recorded their start time, stop time, and location.	
Tutor Life Mean	Average number of days tutors in a lab were active	
Total Tutors	Total number of unique tutors to serve in a given lab	
Learners per Tutor	Ratio of unique learners to unique tutors who logged activity in a single lab	
Avg Learners per Day Open	Ratio of unique learners to total number of days in which at least one tutor logged activity at a lab	

Variable	Description	Codes
Avg Learners per Tutor Session	Ratio of unique learners to total number of individual tutor shifts in lab. This variable accounts for concurrent activity of multiple tutors within a lab	
Lab Life	Number of days between the first and last days of tutor activity in a lab	
Learners per Lab Life Day	Ratio of total unique learners to lab life days	
Lab Categorization Key	General category of services of the digital literacy program host	1-Adult Basic Education 2-Community Based Organization 3-Libraries 4-K-12 School Setting 5-Prison Reentry Program 6-Workforce Center
Active Plans Max	Maximum number of learning plans that learner had started without completing at one time	
Complete Plans Max	Maximum number of learning plans completed	