LITERACY VOLUNTEERS
CHARLOTTESVILLE / ALBEMARLE

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Where's That Now?

Using Research Methods to Help Students Find Community Resources
Presented by Rebecca Thomas, LVCA Communications Coordinator

RESEARCH PROCESS

What questions do you have about finding community resources?

* Scan the QR code * click the link *
or visit menti.com and enter **7406 0368**

Step 1: Identify the topic

How can you identify student needs or wants for additional resources?
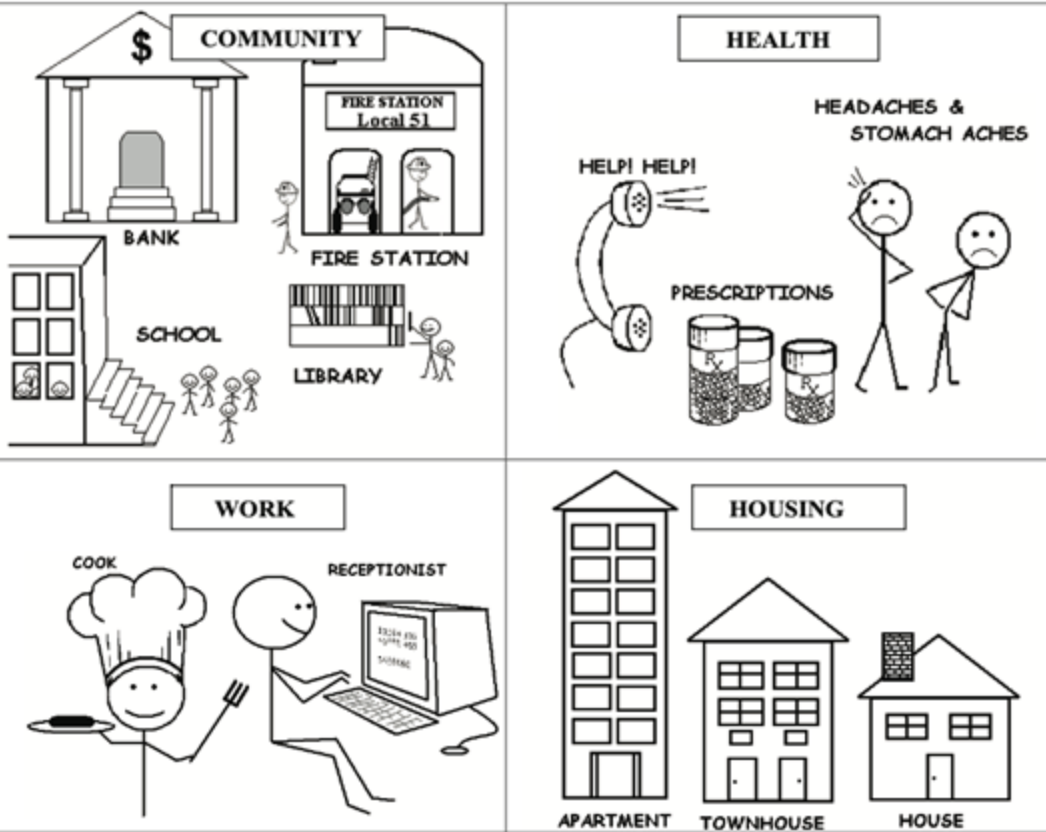
A **needs assessment** will be varied based on level.

Sample II–1a: Beginning Level Questionnaire

What do you want to study?
Circle three topics.

Name _____
Date _____

COMMUNITY — BANK, FIRE STATION, SCHOOL, LIBRARY

HEALTH — HELP! HELP!, HEADACHES & STOMACH ACHES, PRESCRIPTIONS

WORK — COOK, RECEPTIONIST

HOUSING — APARTMENT, TOWNHOUSE, HOUSE

Name _____   Date _____

1. Why do you need to learn more English? Please be specific. Give examples of situations that are difficult for you in English.

2. What specific areas of English would you like to improve before you leave this class?

3. When people speak English to you, how much do you understand? Check the amount.

___ everything ___most ___some ___a little ___very little

4. When you watch TV, how much do you understand? Check the amount.

___ everything ___most ___some ___a little ___very little

5. When you speak English, how much do other people understand?

___ everything ___most ___some ___a little ___very little

Images from Center for Adult English Language Acquisition's Needs Assessment and Learner Self-Evaluation Activity Packet

The Issue

Discussion

You know your student best. Informal conversation can be a great way of identifying needs.

This can be as a planned activity or as it comes up during a lesson.

Remember, you are not solving this in one session.

Important things to remember:

- Follow your student's lead
- Do not push conversations
- Keep sensitivities in mind
- Follow up with them, even if your follow up is that you couldn't find answers.

The Issue

Identification

Walk through a list of community resources and see what the student is most drawn to.

The city of Charlottesville has put together a "Street Sheet" of community resources.

The Issue

Let's practice!

What is a common kind of resource you think your student would want?
- How can we introduce needs or types of resources?
- What kinds of resources might they not even know about?

Identify Your Topic

The Issue

Step 2: Narrow the topic

Once you have an idea of what your student needs, you can begin to narrow and identify the specific type of service they might need.
Questions to consider:

- Is this a long-term need or short?
- What transportation, technology, or time commitments are required?
- What types of access work best?
- What resources does my student already have (community, church, etc)?

Let's practice!

Now that we have our topic, let's narrow it down some.

What kind of resource are we looking for?

What keywords would they need to know?

Narrow Topic

Step 3: Gather Sources

Use this as an opportunity to introduce research methods.

- If using the "street sheet," this ties into standards involving reading different kinds of texts like pamphlets.

What skills does a student use here?

Conducting Internet Searches

Internet searching is a gateway or foundational digital skill for students to have. Bringing in a relevant search like finding a community resource is especially helpful.

- Consider the devices they will use this one.
- Consider searching on your phone!
- How can you scaffold this into multiple assignments?

WorldEducation has created a Digital Skills Library that has tutorials on basic computer skills

Find sources

Let's practice!

Now that we have the topic, let's Google!
What do we find?
- How would we walk our student through navigating the results?

- What keywords would they need to know?

Gather Sources

Find sources

Step 4: Evaluate Sources

How can we help students navigate a webpage?

Key skills to go over with them:

- How to find basic contact information (where on the page will it show them this?)
- How to navigate the parts of a page (drop down menu, laptop versus phone)
- How to find out the mission or key information.
- How to tell if it is a trusted site.

Again, WorldEd has some helpful tutorials on digital information skills

Let's practice!

Evaluate Sources

Now that we have our search, let's pick a website and evaluate it together.

- What key information would the student need to have? Where can they find it?
- Does this website match standard formats (drop down menus, etc)?
- Is the laptop format the same as the phone?

What keywords would they need to know?

Find sources

Step 5: Apply Sources

How can we help students access the information they have found?
Key skills to go over with them:

- Do they need to fill out an online form, call, or email?
- What identification—if any—do they need?
- How might you practice with them or get the process started during a session?
- Do they need help planning transportation routes?

Let's practice!

How could you help prepare your student to access the information?
- How might you create a dialogue to practice a phone call?
- How might you draft an email together?
- Can you read a map to help show how to get to the place?
- What current or recently used vocabulary or grammar have you gone over? Can you work that into this?

Each of these skills covers key standards!
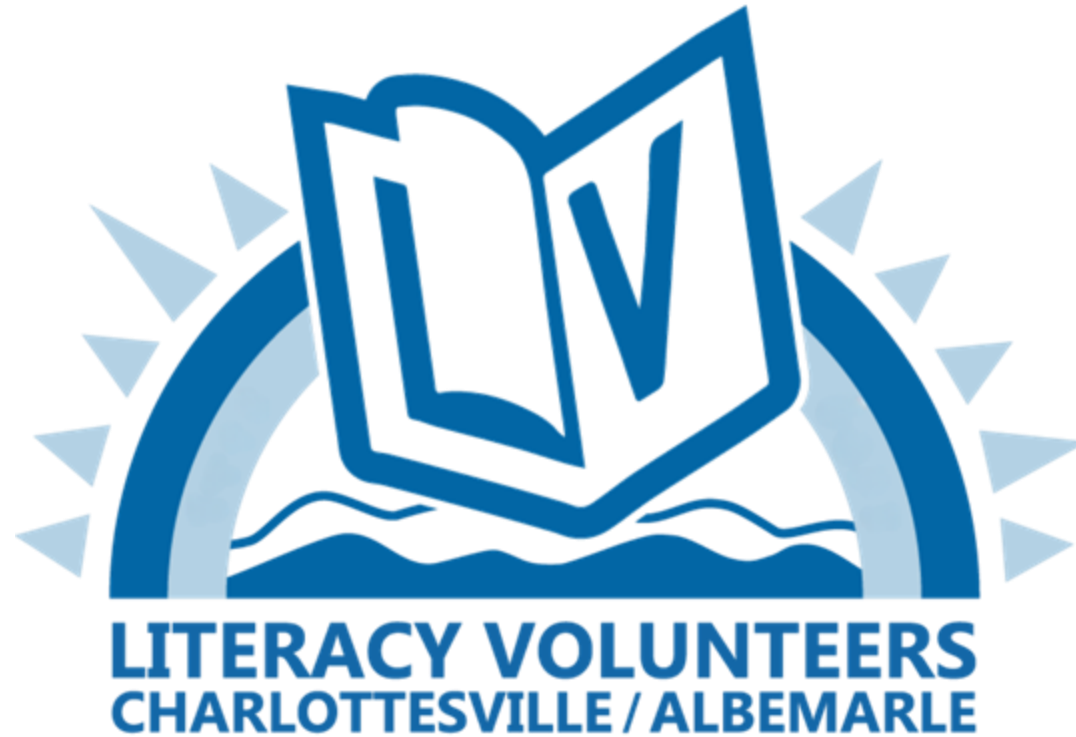
Apply Sources

Apply sources

Step 5: Reflect

If your student does try and access the resource, check in with them after.

- What was helpful?
- What could have been better?
- What new information do they need?
- How can you find that information together? (And then the process repeats!)

RESEARCH PROCESS

Questions?

Click for resources

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