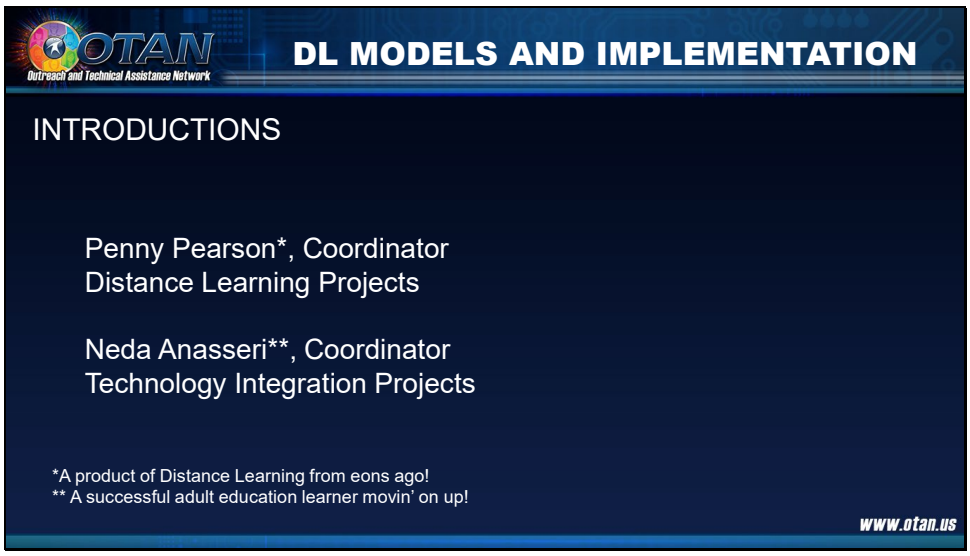
Slide 1

OTAN
Outreach and Technical Assistance Network
To lead California adult education in the integration of technology into the educational process, ultimately empowering learners to meet their academic, employment and civic goals.
Face-to-Face and Online Training
News Articles
Teaching with Technology
Annual Technology and Distance Learning Symposium
Teachers' and Administrators' Digests
Online Resources for Adult Education
Visit OTAN.us for more information on OTAN offerings
916-228-2580

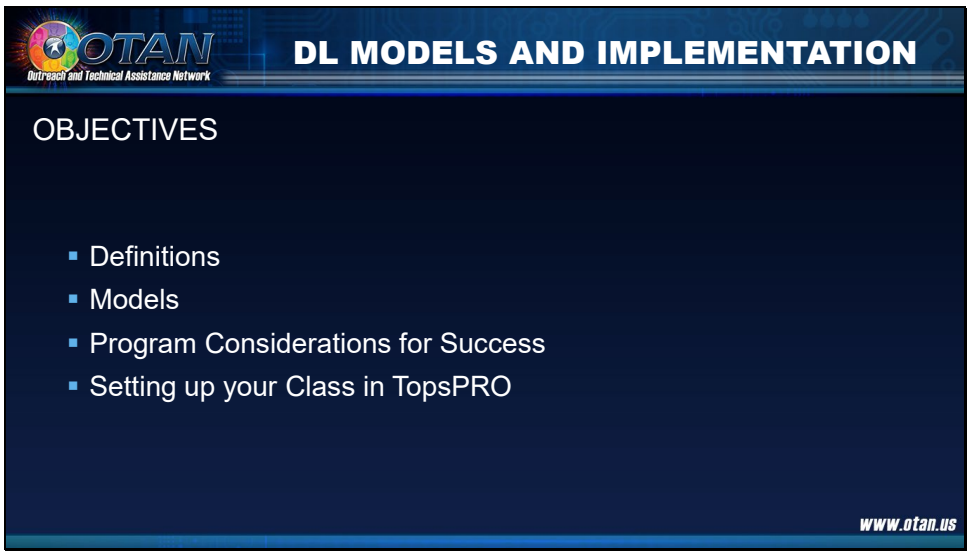
Slide 2



Welcome everyone to Distance Learning Models and Implementation. I'm Penny Pearson a Coordinator for Distance Learning projects for the Outreach and Technical Assistance Network. I'm here with my colleague and co-worker, Neda Anasseri who is our Coordinator for Technology Integration Projects.

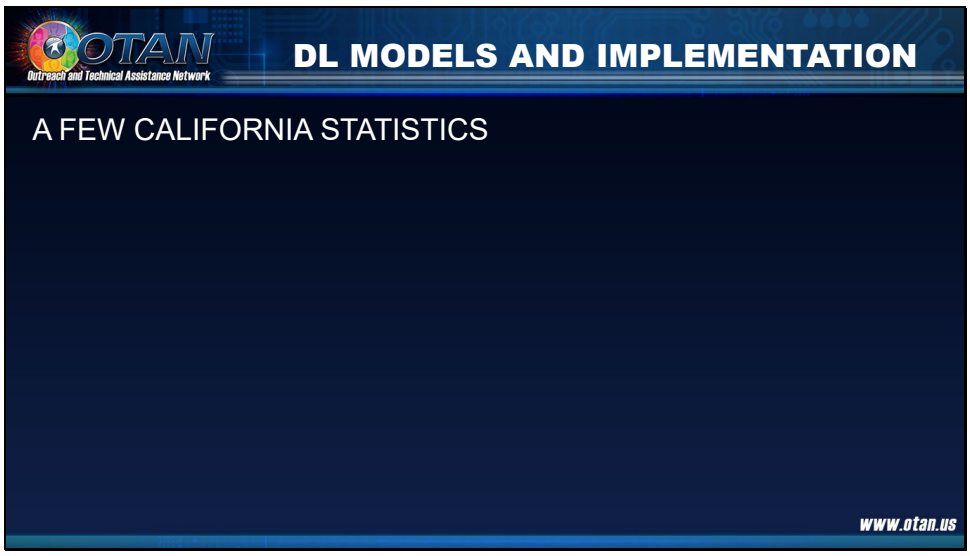
Next: Objectives

Slide 3



These are the basic topics we will be covering today. Please feel free to use the chat pod to post questions. We will both do our best to catch them as we go along. There will also be an opportunity for additional questions at the end. We will be asking for some

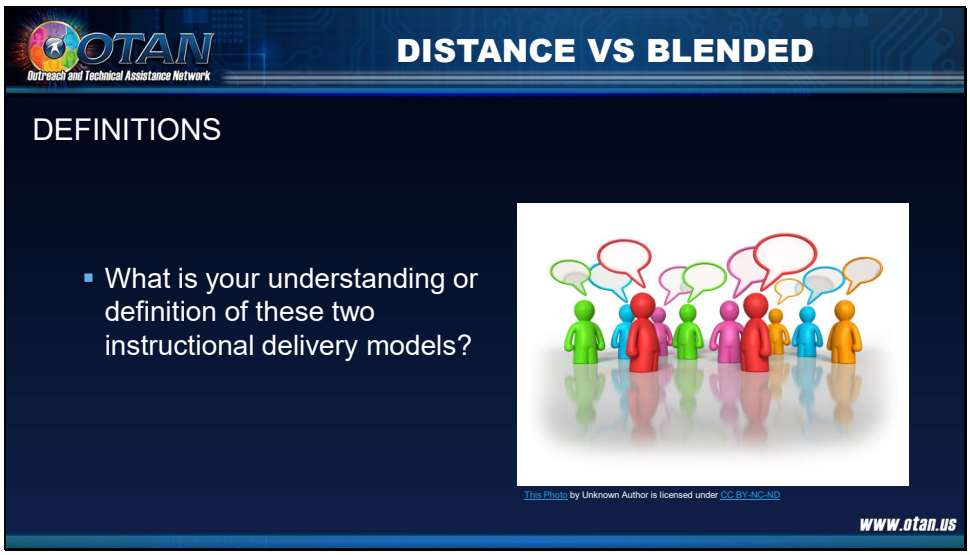
Slide 4



In 2018-19 of the WIOA Funded agencies supported by OTAN's Grant:

39 AE Agencies reported using DISTANCE (more than 50%) in their TDLP
106 AE Agencies reported using BLENDED (up to 50% at a distance) in the TDLP
131 AE Agencies reported using F2F for instruction

Slide 5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Outreach and Technical Assistance Network
DISTANCE VS BLENDED
DEFINITIONS
What is your understanding or definition of these two instructional delivery models?
This Photo by Unknown Author is licensed under CC BY-NC-ND
www.otan.us

Poll!

Slide 6

Pure Distance Education—This describes educational programming that is nearly entirely delivered at a distance. In early pure distance education models, even orientation for distance education was provided at a distance (Petty, 2005).

National Reporting System (NRS)

Formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software (Implementation Guidelines, 2017, p. 48).

iNACOL:
Blended Learning is: A formal education program in which a student learns; At least in part through online learning, with some element of student control over time, place, path, and/or pace; At least in part in a supervised brick-and-mortar location away from home; And the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience (Horn & Staker). For more information on defining blended learning, please visit the Clayton Christensen Institute's website or watch a video from The Learning Accelerator.

IDEAL Consortium
Blended: usually reflects a close correlation of materials into the broader curriculum and instructional program. Instructors consider both in-class and online instruction as part of a collective whole, making adjustments to their f2f teaching based on what they see as they monitor work online altering online assignments based on what they observe in class.

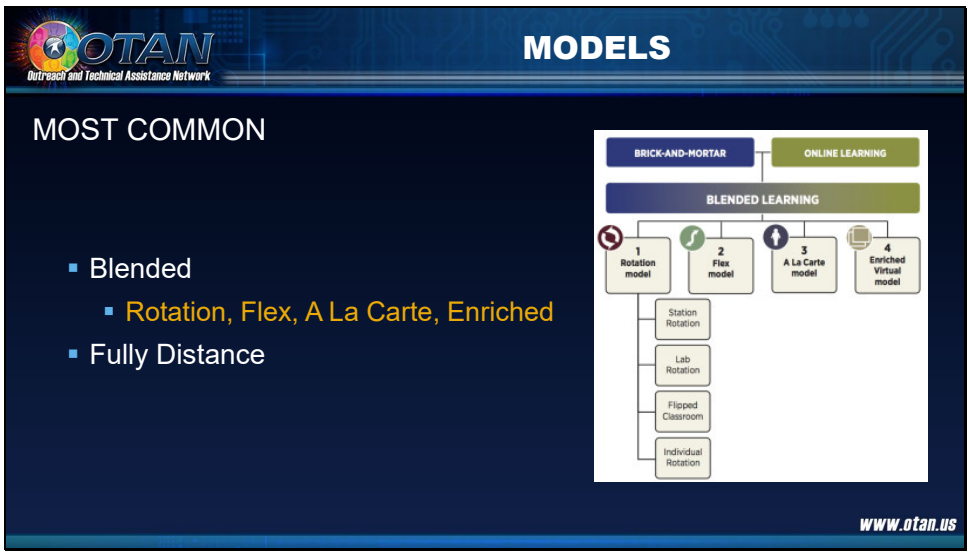
Hybrid models use both an online curriculum product and in-class teaching, but though the teacher is checking it, the assigned work that students complete online may not be directly aligned to what happens in the classroom.

Supplemental models make use of an online curricula outside regular class time, are not required, and may not even be checked by the instructor. This is extra work that is somewhat aligned to the goals of a course, but it does not require any extra effort on the part of the instructor. classroom.

AlphaPlus (our friends to the North in Canada)
Blended learning is an approach where educators leverage technology and digital access for learners to create, communicate, collaborate and apply critical thinking skills to construct knowledge in a connected world.

Next: Most Common….

Slide 7



- **Rotation model** — a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning.

2. Flex model — a course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities.

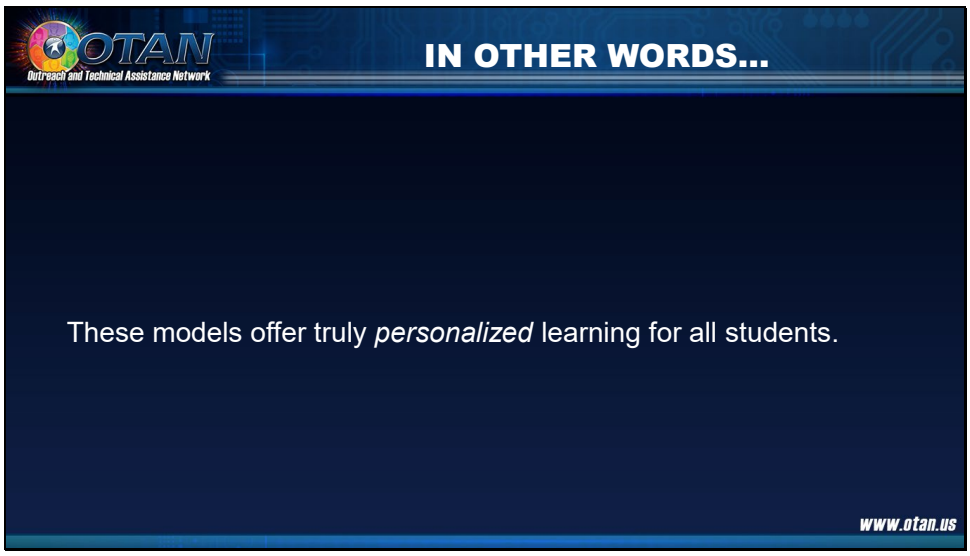
3. A La Carte model — a course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center.

4. Enriched Virtual model — a course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher.
Refer to Blended Learning Universe for more information on these models and see examples of their use: https://www.blendedlearning.org/models/
Image from https://www.christenseninstitute.org/blended-learning-definitions-and-models/

Source: Michael B. Horn and Heather Staker, *Blended: Using Disruptive Innovation to Improve Schools* (San Francisco: Jossey-Bass, 2014).

Fully (Pure) Distance Education—This describes educational programming that is nearly entirely delivered at a distance. In early pure distance education models, even orientation for distance education was provided at a distance (Petty, 2005).
Next: In other words…

Slide 8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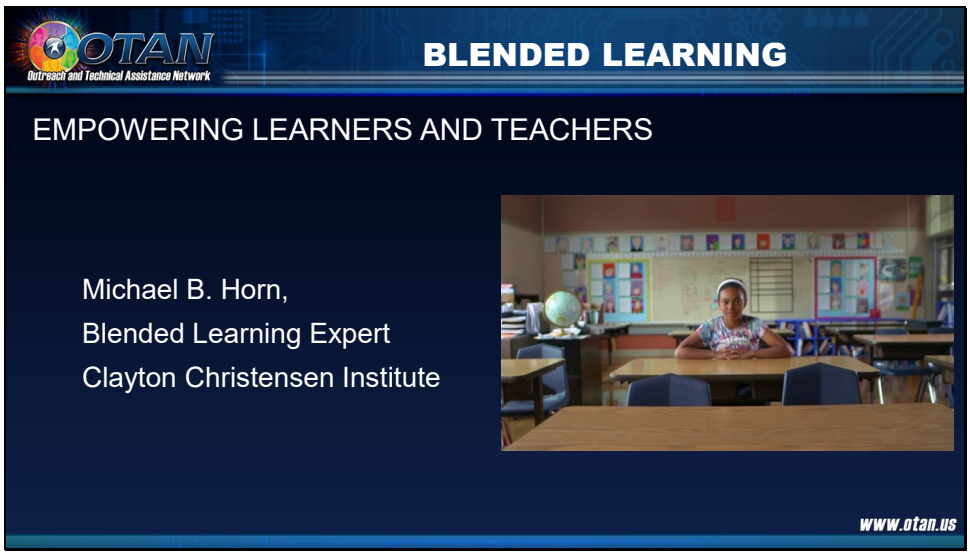
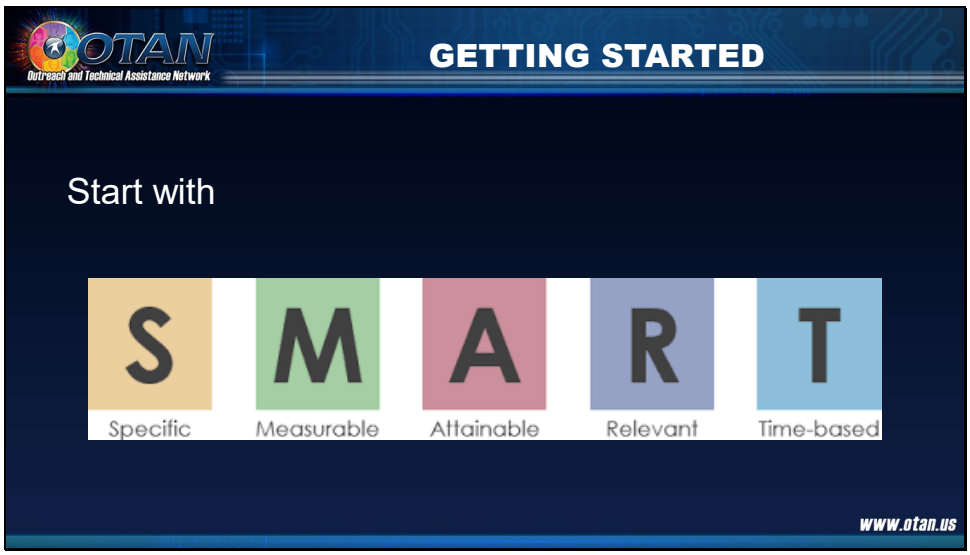
IN OTHER WORDS...
These models offer truly *personalized* learning for all students.
www.otan.us

Slide 9



Fast forward to 2:18 – Empowering students teachers – outcue “This is 21st Century Learning” at 4:25
The link to the video is on Vimeo, https://vimeo.com/78871778

Slide 10

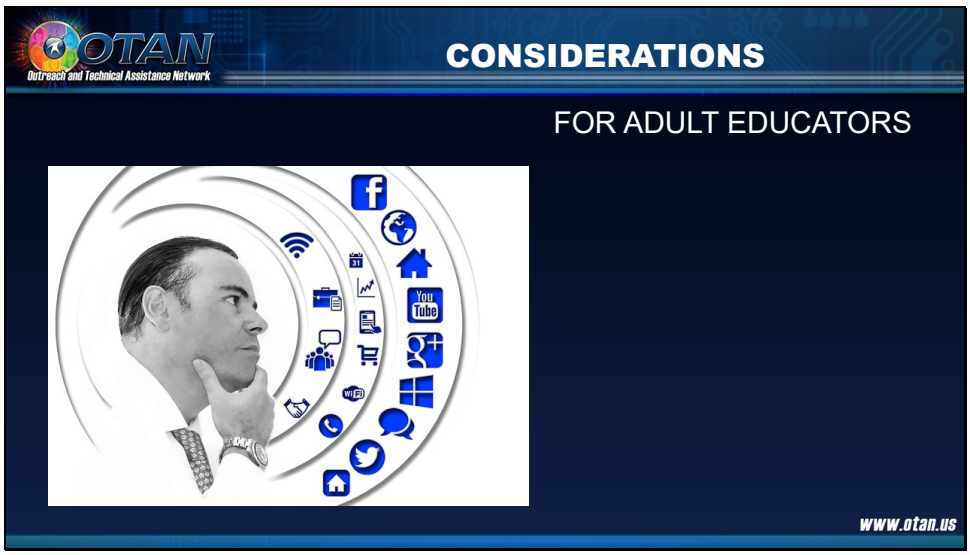


Often the hardest thing to do is START – these next few slides are a consolidation of ideas and resources including work from our partner the IDEAL Consortium. We partner with them to offer professional development in creating and implementation online/distance learning programs for adult schools in California. Sometimes taking that first step means making it SMART!

As you start program development and planning. Start SMART! This little acronym can help to narrow and refine both big goals and small.

If you would like to see how we use "SMART" to help agencies plan their programs you can review our playlist of using SMART Goals here:
https://www.youtube.com/watch?v=LMy2fr7KvTE&list=PLanOvdxbZVxuROVJ1rBYMTbjlXJWK3PmZ
There are 3 videos, 1 is a recording of one of our webinars at just over an hour, then there are two shorter videos on using SMART goals for Technology and Distance Learning Plans as well as SMART goals for the Adult Education classroom

Slide 11



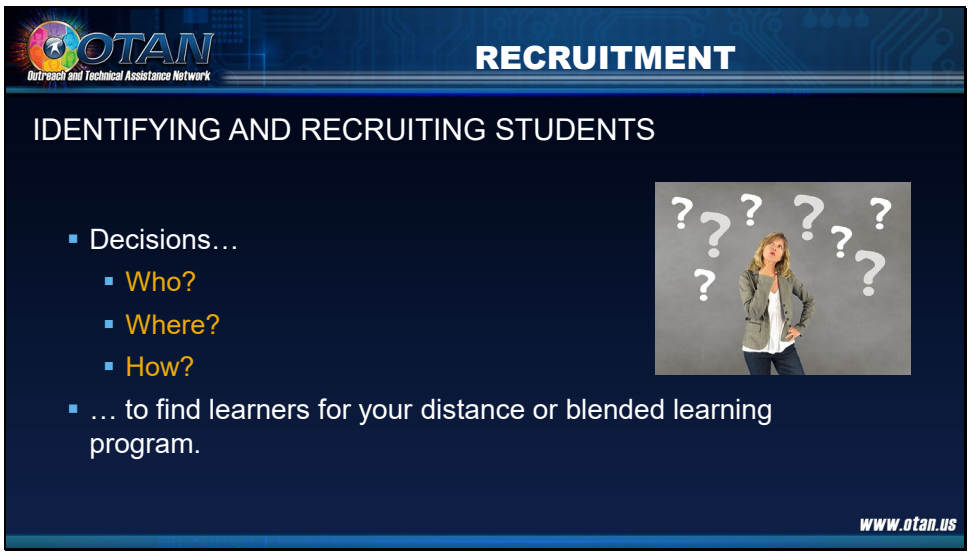
One of the goals of distance education is to provide easier access, so the technology selected should not itself become a barrier. Once a model is selected and instructional materials and technology decisions made, planning should be completed in the five areas discussed for implementing a DL/Blended program: (1) recruitment, (2) screening for appropriate learners, (3) orientation for learners, (4) teaching at a distance, and (5) assessment of distance learners.

Programs develop their own series of questions and planning process. But fundamentally, it should be a considered process of asking questions, determining available resources, and reflecting on the needs of learners and teachers.

The following discussion will provide a series of steps to consider before starting a DL/BL program. Each option requires equal consideration by program staff.

Source: IDEAL Consortium DL Handbook

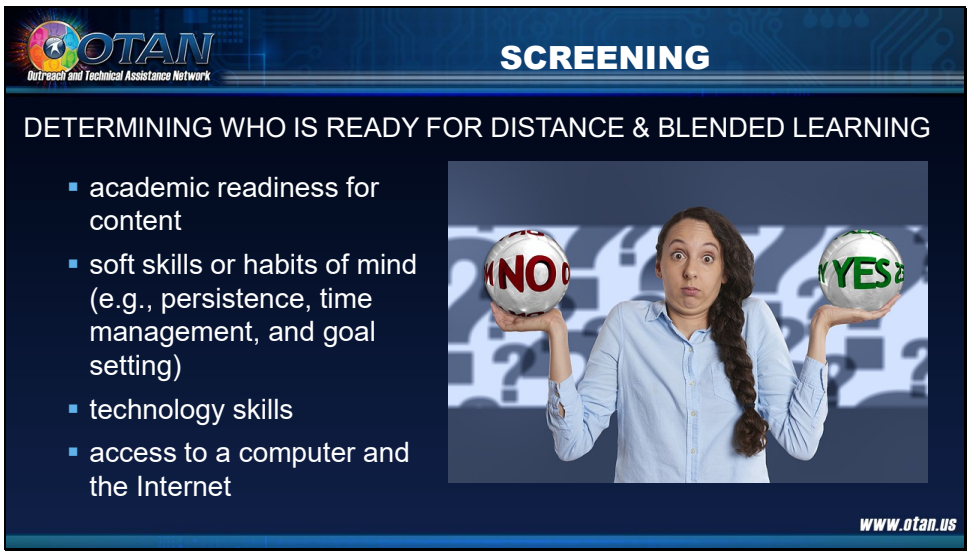
Slide 12



Who do you want to serve?
What skills do they need?
What resources are available?
What characteristics improve a learner's chances of success?

Where are your learners? Coffee shops? K12 schools? Libraries? Learn your community and look for opportunities to reach out to potential students.
Local media: Public Service Announcements, radio interviews (community radio anyone?)
Social Media: Facebook, Instagram, Twitter are all potential resources to recruit learners.

Slide 13



We all want to set up our learners for success, and in order to do that we need to be willing to "cull the herd" – you know, make sure they have what they need to be successful. Often agencies will leap forward and because of high enrollment in their face-to-face classes, they offer learners an "online option" without taking these questions into account. Learners are not ready, or don't have the skills or mind-set to work online, so what do they do: They leave. And the worst part is: it is really hard to get them BACK!

The impact of screening
Before we developed and implemented screening methods for our potential distance learners, we would enroll almost any learner who came to us. We quickly realized that we had to change how and in whom we invested one-to-one DL staff time because we had a 60% attrition rate; we had to aim for quality over quantity and readiness over willingness. After implementing screening measures, over the course of one school year, we lowered our attrition rate to about 25-30% within a given month. We're now able to use more precious DL staff time to focus on communication, support and persistence with our active distance learners, and less time trying to communicate with inactive learners.
~ a lead DE teacher in Minnesota

Consider using online technology resources like NorthStar Digital assessment to determine technology skills. This is a free resource for TESTING learners for the necessary digital literacy skills: https://www.digitalliteracyassessment.org/ **Depending on your program needs and goals, you may find this is a good screening tool for your learners.**

Slide 14

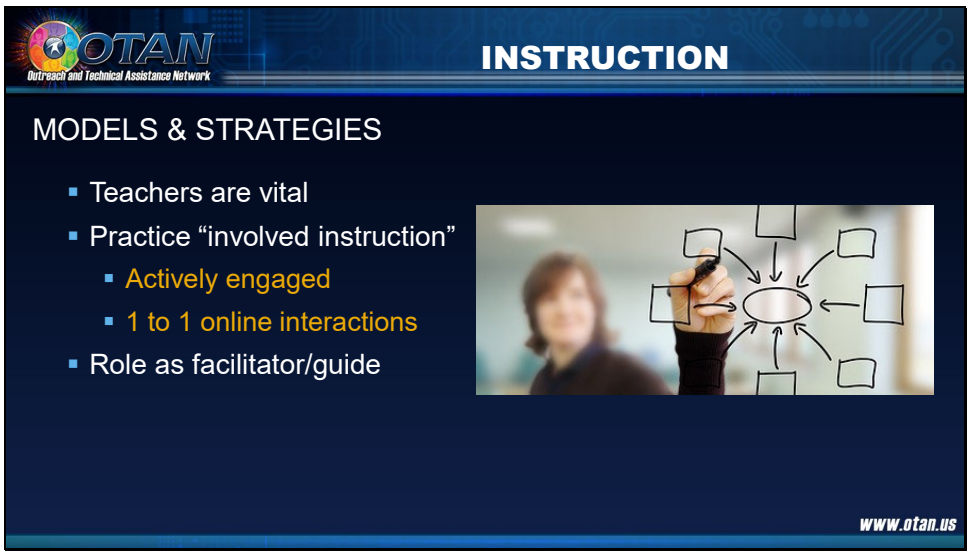
Just a reminder;
Often in program planning, it is easy to lose sight of the interim and long term goals; that's why we encourage "SMART" goal setting – it can help to keep you and your team on track.

Slide 15

Orientation is the ideal time to set the expectations for the distance learning class or the online portion of a blended learning model. This ought to include what the student is expected to do and what the student should expect from the teacher. This is the time to spell out in detail the course requirements. For example, some agencies use distance learning classes as a less formal educational opportunity and choose not to impose many requirements, while others view the distance learning class as a structured (but non-classroom-based) learning experience. Whatever the expectations, they need to be communicated to the students.

Consider tools to ensure your learners are fully engaged and responsible for their learning. Goal setting is important of course, but your learners may do well by signing some kind of "learning contract" where *they* identify how they will reach their goals and make a very specific commitment to do so. This allows teachers and program coordinators to *use that document as a reference point, directing any potentially critical or negative remarks to that agreement, and not the learner.* (This is called 3rd party referencing and it is a way to deflect negativism toward an "object" (the paper) rather than the person….)

Slide 16



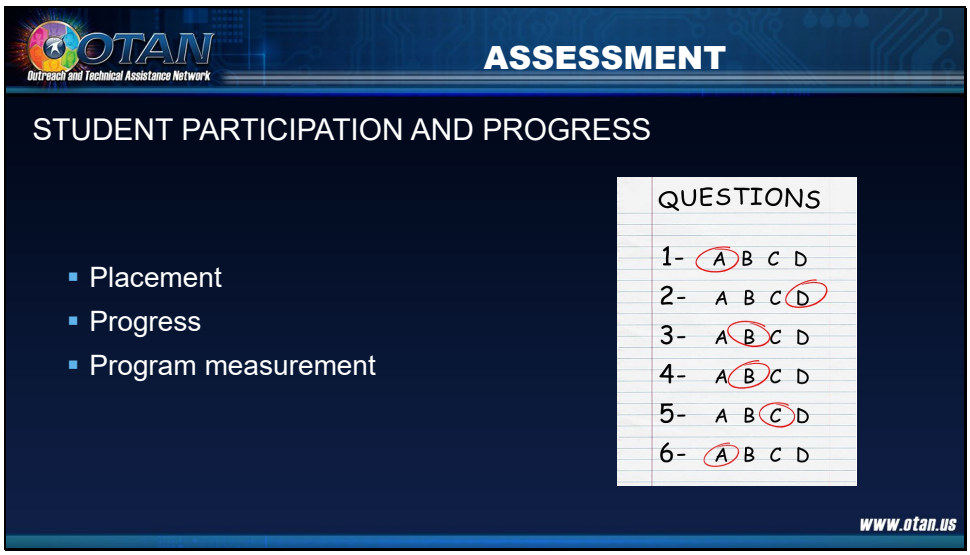
Unfortunately, there can be misconceptions around online/distance/blended learning instructional models. Namely that somehow they are "easier" or "less expensive" than more traditional brick and mortar instructional settings. Unfortunately, this is entirely untrue! Teachers are vital – they are the core and backbone of any of these models (and if they aren't, then there are going to be problems with learner persistence!) For many teachers in an online environment they can feel isolated and disconnected from their learners – they rely on that energy and enthusiasm in the classroom, and it can be hard to duplicate that in an online environment. No matter what model is used, teachers are the key component.

For teachers to practice "involved instruction" means a teacher assigns appropriate content and then periodically monitors learner work in an online curriculum and provides feedback or encouragement through email or the curriculum's communication features. This scenario, where a learner receives ample instruction from the curriculum itself, is useful; however, ideally, some measure of responsive teacher-student interaction should be a regular aspect of the learning experience. More teacher involvement could include periodic in-person (or telephone or Skype) meetings and the assignment of supplemental activities to support learning.

Involvement and interaction could be fostered even further by creating teacher-facilitated opportunities for peer-to-peer interaction online. This can be supported through online conferencing tools like Zoom, Adobe Connect, WebEx, GoToMeeting and Big Blue Button – most of these offer both Free and paid versions.

Teachers are critically important in a distance/blended model!

Slide 17



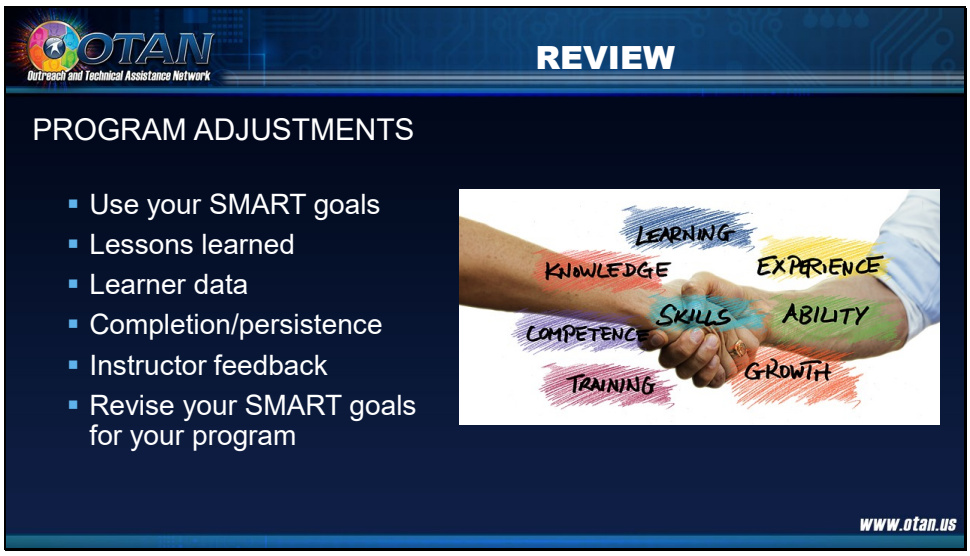
Assessment is an important part of both face-to-face and distance education. Adult basic educators use assessment for several reasons: to determine an appropriate placement for a student before instruction begins, to gauge learner progress in the course of an instructional sequence, and to measure how well a program of instruction is working. Determining placement and measures of program effectiveness are often accomplished using standardized tests (e.g. TABE, CASAS, and BEST Plus). Gauging learner progress can be accomplished by using a combination of formative and summative assessment strategies.

Classroom teachers have a variety of formative and summative methods they can use to assess students' performance: homework and class assignments, discussions with students, the questions a student raises in class, students' body language, unit quizzes and tests, and so on. Distance teachers can also assess students' progress but may need to use different tools and technology than a classroom teacher.

Online teachers can: Reviewing Student Online Work, provide timely feedback, online quizzes and other assessment activities including portfolio work, review of online curriculum data (time on task, grades, progress etc.) culminating projects, interaction with other students – group work, discussion boards, forums, progress checklists (remember those goals they set during orientation??) And as mentioned earlier, use of online conferencing tools such as Zoom, GoToMeeting and many others allow teachers to be "seen" by learners and interact in a synchronous environment.

Assessments, projects, portfolios and other data will help teachers and administrators alike determine the success or path of their distance education program and allow them to make changes as needed.

Slide 18

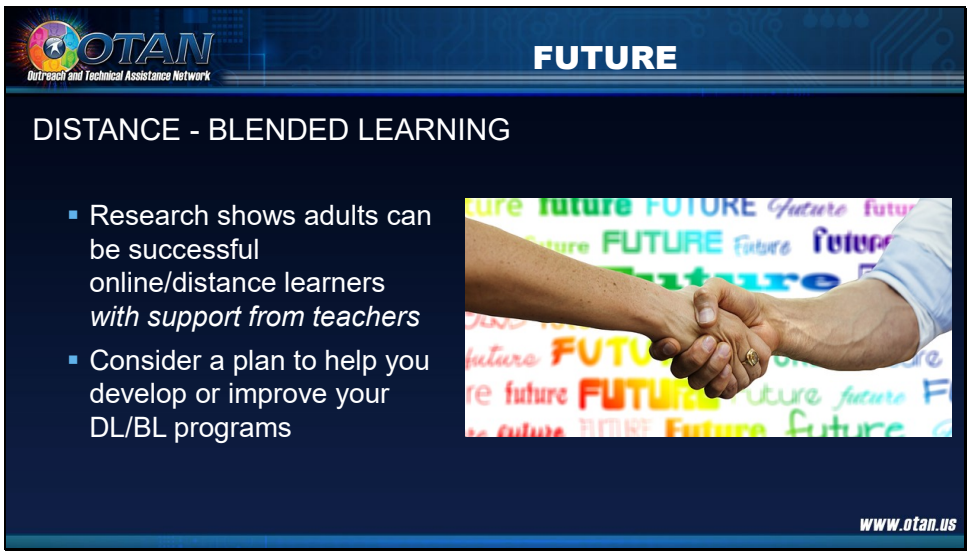


It is important with any program evaluate its challenges and successes. No matter what online curriculum you choose, administrators and teachers need to work together to review program goals and how well each of these processes lent itself to the growth of your program. By reviewing prior decisions, your SMART goals and other pertinent data and to decide on how (or if) the program should continue or be modified.

Program adjustments are a critical piece of growth, success and change. When your goals are SMART, you should have all the necessary tools and data to make informed decisions. Do you need more teacher training? Does the curriculum used need to be modified or changed? Are too many learners leaving the distance program? Why? What can you use to determine this and make the needed adjustments.

The Review of goals and making needed adjustments can lead to positive future results.

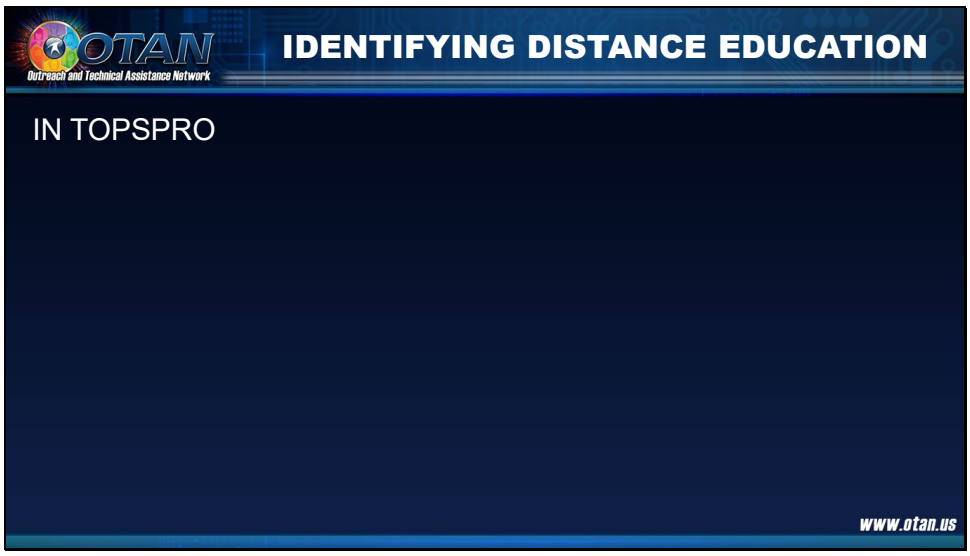
Slide 19



Blended learning/education research shows significantly better learner gains – most attribute this consistent positive result because learners spend more time engaging with the learning materials. Because of the availability of learning materials beyond the classroom walls; learners can chart their own course and access those materials when it best suits their needs. All of this happens though only with the support of the *teacher*. Too often Blended or Distance Education is deemed a 'quick fix' or 'easier' than traditional face to face classroom instruction. That notion is a myth! The teacher is vital and will find teaching in a blended or distance model requires more work (typically in teacher-to-learner engagements, monitoring different levels of learners, revising and/or modifying materials and more) and provides more satisfaction. Watching learners succeed and meet their goals in a shorter period is a win-win-win for the teacher, the learner and the program!

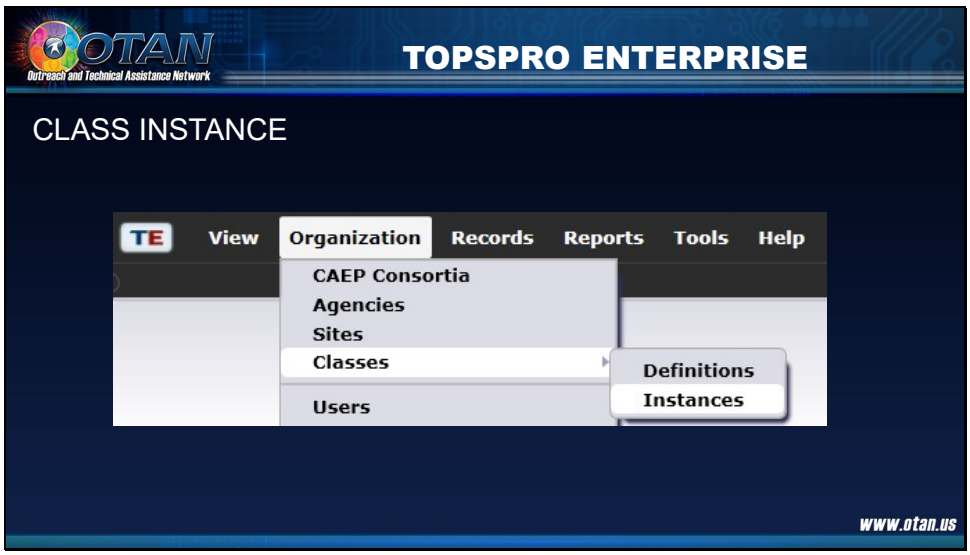
REPORTING on these successes is a bit tricky, and California has some challenges ensuring that we capture all the data associated with distance/blended learning.

Slide 20



Tracking the use of Blended and Distance Education is a bit hit & miss and it is typically because the CLASS is not set up properly within TOPSPRO. These next few slides provide a quick tutorial on how to make sure your blended and/or distance classes are correctly identified within TOPSPRO.

Slide 21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Outreach and Technical Assistance Network
TOPSPRO ENTERPRISE
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Records
Reports
Tools
Help
CAEP Consortia
Agencies
Sites
Classes
Users
Definitions
Instances
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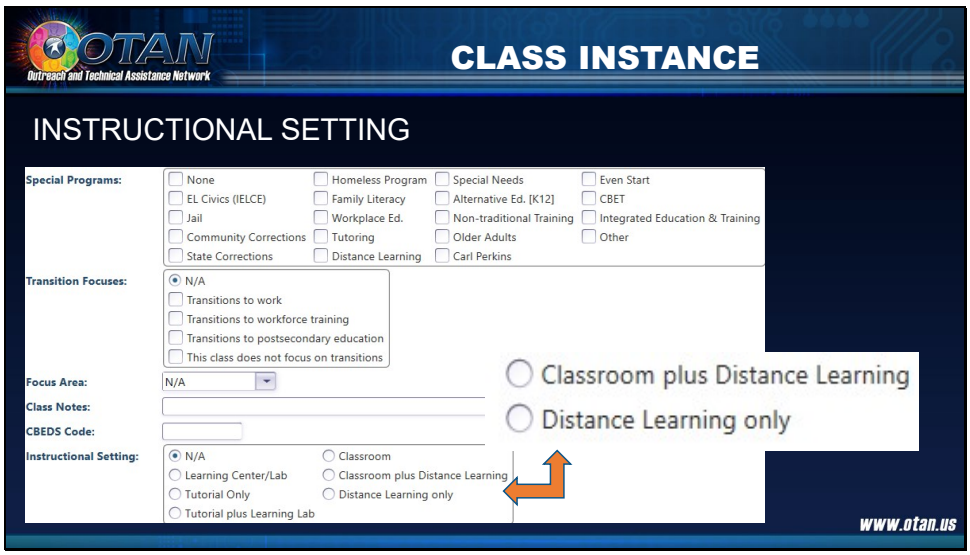
Slide 22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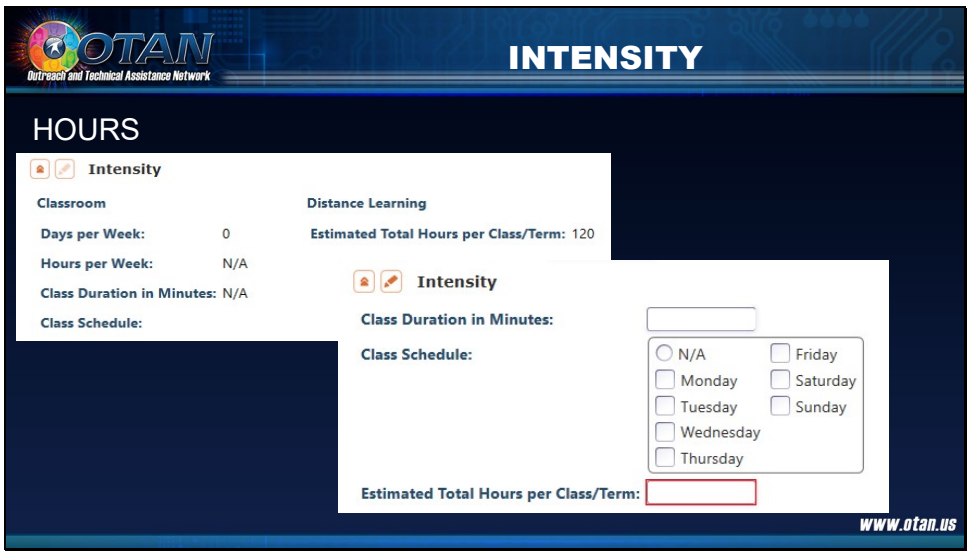
Outreach and Technical Assistance Network
CLASS INSTANCE
INSTRUCTIONAL SETTING
Special Programs:
None
Homeless Program
Special Needs
Even Start
EL Civics (IELCE)
Family Literacy
Alternative Ed. [K12]
CBET
Jail
Workplace Ed.
Non-traditional Training
Integrated Education & Training
Community Corrections
Tutoring
Older Adults
Other
State Corrections
Distance Learning
Carl Perkins
Transition Focuses:
N/A
Transitions to work
Transitions to workforce training
Transitions to postsecondary education
This class does not focus on transitions
Focus Area:
N/A
Class Notes:
CBEDS Code:
Instructional Setting:
N/A
Classroom
Learning Center/Lab
Classroom plus Distance Learning
Tutorial Only
Distance Learning only
Tutorial plus Learning Lab
Classroom plus Distance Learning
Distance Learning only
www.otan.us

Slide 23


OTAN
Outreach and Technical Assistance Network
INTENSITY
HOURS
Intensity
Classroom
Days per Week: 0
Hours per Week: N/A
Class Duration in Minutes: N/A
Class Schedule:
Distance Learning
Estimated Total Hours per Class/Term: 120
Intensity
Class Duration in Minutes:
Class Schedule:
N/A
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
Estimated Total Hours per Class/Term:
www.otan.us

Slide 24

OTAN
Outreach and Technical Assistance Network
WHAT'S YOUR FUTURE DL PROGRAM?
THANK YOU FOR JOINING US TODAY!
Please post questions in the chat pod
A copy of this presentation is available to download
Contact either of us if you have questions
Penny Pearson; ppearson@otan.us
Neda Anasseri; nanasseri@otan.us
Phone: (916) 228-2580
www.otan.us

Slide 25

Research

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Slide 27

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- Man holding a laptop showing something on the screen to the woman standing next to him; Image by Ibrahim Adabara from Pixabay
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- Notebook page with numbers and letters; Image by eslfuntaiwan from Pixabay
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Slide 28

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