Leaning into the Imperative of Digital Inclusion Work

Jen Vanek
EdTech Center
@World Education
Tips for Distance Learning

https://edtech.worlded.org/tips-for-distance-learning стратегия и ресурсы
Our Research - High Level Observations

1. Sustaining connections; this is the priority
2. Using the technologies that learners & practitioners already know how to use
3. Layering in one new technology at a time
4. Striving to personalize learning
5. Feeling confusion about the fall
Predictions for the Future of Learning

The Dawn of the Age of Digital Learning

“While students will go to school, much of the learning will take place in a blended environment — much more continuous and fluid between time in school and out, rather than based on strict start and end periods.”

*Michael Moe and Vignesh Rajendran*

The Dawn of the Age of Digital Learning

“... 30+ million people claiming unemployment in just the past 6 weeks, the Coronavirus has brought forth pressure ... to reskill unemployed and furloughed adults at scale. …. the best enterprise leaders will need to allocate more spending on digital learning and upskilling opportunities for their employees.”

Michael Moe and Vignesh Rajendran
Emergency Remote Teaching

https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning
### Online learning design options (moderating variables)

<table>
<thead>
<tr>
<th>Modality</th>
<th>Instructor Role Online</th>
<th>Source of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully online</td>
<td>Active instruction online</td>
<td>Automated</td>
</tr>
<tr>
<td>Blended (over 50% online)</td>
<td>Small presence online</td>
<td>Teacher</td>
</tr>
<tr>
<td>Blended (25–50% online)</td>
<td>None</td>
<td>Peers</td>
</tr>
<tr>
<td>Web-enabled F2F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pacing</th>
<th>Student Role Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-paced (open entry, open exit)</td>
<td>Listen or read</td>
<td></td>
</tr>
<tr>
<td>Class-paced</td>
<td>Complete problems or answer questions</td>
<td></td>
</tr>
<tr>
<td>Class-paced with some self-paced</td>
<td>Explore simulation and resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaborate with peers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student-Instructor Ratio</th>
<th>Online Communication Synchrony</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 35 to 1</td>
<td>Asynchronous only</td>
<td></td>
</tr>
<tr>
<td>36–99 to 1</td>
<td>Synchronous only</td>
<td></td>
</tr>
<tr>
<td>100–999 to 1</td>
<td>Some blend of both</td>
<td></td>
</tr>
<tr>
<td>&gt; 1,000 to 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The Difference Between Emergency Remote Teaching and Online Learning

Charles Hodges, Stephanie Moore, Barb Lockee, Torrey Trust and Aaron Bond

https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning
Your new goal...

Move from emergency remote teaching to sustainable distance education and workforce dev training
Components of sustainable distance education

Set up foundational activities...

- Recruitment
- Screening
- Orientation

...to support teaching and learning

- Instruction
- Assessment

IDEAL CONSORTIUM

Guidance for outreach, recruitment, screening and orientation

Our brief *Implementation Tips: Recruitment, Screening, & Orientation* provides step-by-step guidance, resources and tips on how to recruit, screen and orient learners. This brief covers:

Guidance for communicating and tracking learner progress

Our brief *Teaching Online: Communicating and Tracking Progress* provides step-by-step guidance, resources and tips on how to communicate and track learner progress in a distance learning program. This brief covers:

Guidance for assessing and monitoring learner progress

Our brief *Assessment: Monitoring & Supporting Learner Progress* provides step-by-step guidance, resources and tips on assessment strategies and activities, as well as NRS testing and reporting. This brief covers:

Guidance for reporting learner progress

Our brief *Implementation: Reporting and Counting Hours* shares key information about federal guidance on distance learning policy, including how to count and report proxy contact hours for distance learning.
Webinar #12 June 26, 2020: This webinar features two lightning talks. We welcome Riva Pearson, from JVS Hyde Park ESOL Program, who will share remote reading instructional strategies for using articles for The Change Agent, a biannual magazine of student writing published by the New England Literacy Resource Center (NELRC) at World Education. Joey Lehrman and Tiffany Thomas, Delgado Community College will describe their work using student engagement data to provide effective coaching. Following the lightning talks, we’ll break into two discussions and you can choose which topic you’d like to further explore.

https://edtech.worlded.org/tips-for-distance-learning/strategy-session-resources/
Support for mLearning

https://edtech.worlded.org/mlearning/

Welcome to the mLearning resource hub and community of practice (CoP).

Mobile Learning (mLearning) means learning anytime and anywhere. For adult learners, mLearning can give access to language learning, literacy development, and skill building – using a mode of instruction that best fits within the demands of their busy lives and using the devices they are most likely to have. This website is a hub for connecting to guidance and resources for initiating or enhancing mobile learning programming for adults with English language, literacy, and other basic skill development needs.
Digital US Initiative

Digital Navigator Services

New delivery model providing just-in-time supports for technology access & digital skills development at accessible locations and/or virtual supports

http://digitalus.org/
Reach out if you have questions

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