



Project IDEAL

Improving Distance Education For Adult Learners

Minnesota
Department
of **Education**

April 2012

AGENDA

Goals of DL102

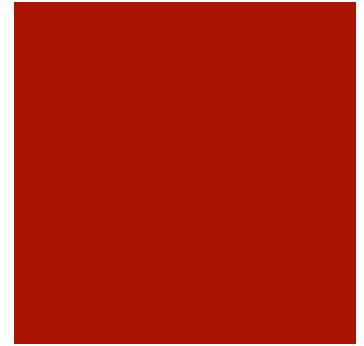
Download on Case Studies

- What did you try?
- How did it go?

DL102 Download – Reporting Progress

<https://sas.illuminate.com/p.jnlp?psid=2012-04-17.1224.M.1261C0759961DD14A51095A1363C97.vcr&sid=voffice>

DL 102 – Focus on Instruction



“The Study Group on Teaching provides opportunities for experienced distance teachers to spend four weeks focusing on how to support learners in their course of study. “



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DL102 Overview

Process:

Study groups form around a common DL platform, target audience, or issue

Each participant develops a case study of an instructional challenge

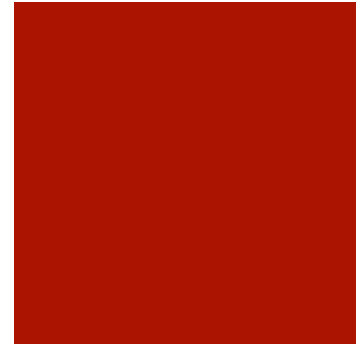
Focus on one case study per week. Discuss the case study online and share strategies and resources that address the challenge.

Each participant will try a strategy and resource they learned from their study group and report back results in a summary presentation webinar.

Example Topics

GED Math Instruction
Teaching Writing Online
Using Email to Check-in with Learners
Instructional Strategies to Promote Persistence

Case Study Download



- Summarize key learning from case study discussion
- Identify the issue and solution you piloted
- Report on how pilot went

Communication – F2f versus Email

Lesson Learned: It seems as though most people are agreeing that it isn't email VERSUS face to face, rather email AND face to face that leads to effective communication.

SOLUTIONS SUGGESTED:

- Increase face-to-face contact
- Put email addresses into MABE database to better facilitate communication
- In future: add more structure to use of Skills Tutor by using a print out of the Skills Tutor assignment sheet.

RESULTS:

- Rearranged teaching schedules, added time for one teacher to increase f2f
- More efficient email system working well



SHAPE – Devin Mowat

Effective Feedback – Motivating Learners to Meet Minimum Requirements

Lesson Learned: Providing a bit more structure and raising expectations can be motivating.

SOLUTIONS SUGGESTED:

- Limit assigned DL content and require a completion date.
- Limit learners to one DL curriculum at a time to avoid confusion about DL work requirements.
- Require email confirmation of DL participation after orientation. Skills Tutor will be available only after email received.
- Tie DL participation to class participation

RESULTS:

Started using online weekly check-in (emailed out)

More rigorous screening conversation

Revised My DL Plan document (“contract”)

Requiring email



Hubbs – Adam Kieffer

Supporting Effective Time Management



Lesson Learned: Online calendaring and restructuring College Prep course can help students use their time more wisely

SOLUTIONS:

- Use Google Calendars with all students (for appointments and due dates)
- In future will change structure of College Prep course so that students will meet weekly, supported by concurrent online learning instead of the current practice of all face-to-face followed by online learning

RESULTS:

- Google calendars working well
- Excited to try rearranging structure of Prep Course. New format planned & ready to go.



Mankato – Bob Maas & Karen Wolters

Technology Challenges

Lesson Learned: Technology challenges caused by both lack of access and computer skills gaps.

SOLUTIONS:

- Will try to use smart phones for DL
- Will refer learners and teachers to Hubbs Center computer skills website
- Will compile list of open labs in SW MN

RESULTS:

- Began to use smart phones for communication and calendaring
- Explored DL tools for phone use
- Compiled list of open labs
- Incorporating digital lit skill building



SWABE – Lori Stearns & Carman Mills

Utilizing Two DL tools (1).



Situation 1: The first DL tool prepares the students to be successful using the second. For us that is using Skills Tutor to help lower level students prepare for i-Pathways.

Lesson Learned: Students should work sequentially through the tools and have clear plan of how they will work through them.

SUGGESTED SOLUTIONS:

- At the initial orientation we will focus on the first DL tool, but we will also make a clear overall plan that lays out the goals that the student must accomplish to move on to the second DL tool.
- Once those goals are accomplished, we will have another face-to-face orientation that focuses on the second DL tool.

RESULTS:

Students are less overwhelmed and have a clearer plan of how to succeed with both tools.



RAVE – Eric Lind & Rita Ray

Utilizing Two DL tools (2).

Situation 2: One DL tool serves as a supplement for the gaps in the second. For us that is using Skills Tutor to supplement the weaker grammar and math lessons in i-Pathways.

Lesson Learned: Even when using one tool as a supplement, the consensus is that working simultaneously on two DL tools is not effective for students.

SUGGESTED SOLUTIONS:

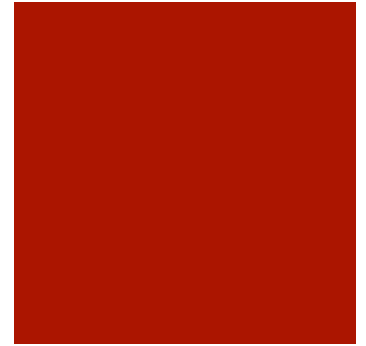
- Focus on the main DL tool during orientation but let students know about the supplemental DL tool.
- Students will work through the stronger areas of the main DL tool first (in our case the Soc. Stud., Reading, and Science modules of i-Pathways).
- Have another f2f orientation for the supplemental DL tool and set clear goals and specific assignments for the supplemental tool (for example, complete the grammar and usage units in Lang. C in Skills Tutor over a 2 week period).
- If further work is needed in the main DL tool, give the students a well-defined plan to shift back and block access to the supplemental tool.

RESULTS: Students stay more focused when working on just one tool at a time. Students feel the sense of accomplishment when they complete the work in one tool before moving to the next.



RAVE – Eric Lind & Rita Ray

Discussion & Follow-up



- Email JenVanek@moreliteracy.com with questions.