BLENDED LEARNING FOR THE ADULT EDUCATION CLASSROOM

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Welcome

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WebEx Interface Overview

Use chat box for discussion

Send chats to “all participants”

Adjust Screen

Q & A window
EdTech Center @ World Education

Meets the training needs of under-educated adults and youth.

Supports local partners in the integration of digital technologies into instruction.

Strengthens local staff skills and program capacity.

Promotes digital literacy and access to accelerate college and career readiness.

edtech.worlded.org
Helping Learners Problem Solve Using Technology-Rich Environments

Improving Literacy Using Mobile Technology

Integrating Digital Literacy and Problem Solving into Instruction

Open Educational Resources

Reboot Your Digital Strategy
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Debra Hargrove, EdD
Susan Gaer
Kathy Harris, PhD
Ed Latham
Tim Ponder

Stephen Reder, PhD
David Rosen, EdD
Diana Satin
Karisa Tashjian
Jen Vanek
Alison Ascher Webber
FIVE SOLUTIONS for Blended Learning

1. GED Academy
2. HiSET Academy
3. TASC Academy
4. TABE Academy
5. Computer Essentials
Blended Learning for the Adult Education Classroom

David J. Rosen, Ed.D.
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November 13, 2015
Guide to Blended Learning for Adult Educators


- Use the link above to register – quick and easy – to read or download the free guide

- There are many links in the guide – especially in the appendix – so you may want to read it online
About You… (poll) . Choose all that apply.

- Teacher/tutor/instructor?
- Program manager?
- Technology coordinator
- State administrator?
- Librarian?
- Professional developer?
- Other?
Your Blended Learning Experience (Poll). Choose one.

- We don’t blend learning (yet) but we’re exploring it
- We’ve dipped our toes
- We’re swimming in blended learning
- We’re master swimmers, swimming coaches
- We’re watching the swimmers from the shore
Objectives
You will be able to:

- Define blended learning
- Explain why you want to newly develop or improve your blended learning model, and what your goals are
- Describe the advantages of blended learning for students, teachers and others
- Cite some of the research evidence for using blended learning
Objectives (continued)

- Survey (orally or in writing) students’ basic digital literacy skills, and their access to portable digital devices
- Identify some tasks for a blended learning implementation plan
What is blended learning?

- A face-to-face class or tutorial integrated with online learning
- The online learning can range in complexity and cost from free lessons stored in free online filing systems, to sophisticated learning platforms (course, learning, or content management systems) that offer many useful features and complete curricula
- The online learning can be offered in real time (as the instructor teaches) or asynchronously.
To be considered blended, what percent of online vs. face-to-face learning is required?

- 1-29% online describes a “web-facilitated” course that “uses web-based technology to facilitate what is essentially a face-to-face course.” For example, it may use a course management system (CMS) or web pages to post the syllabus and assignments, but provides little of the instruction;

http://olc.onlinelearningconsortium.org/sites/default/files/Blending_In.pdf
What percent?

80+% online is an online or distance learning course where most or all of the content is delivered online. Typically in a pure online or distance learning course there are no face-to-face meetings.

http://olc.onlinelearningconsortium.org/sites/default/files/Blending_In.pdf
What percent?

- 30 to 79% describes a truly blended (hybrid) model, a course that blends online and face-to-face delivery. A substantial proportion of the content of the course is delivered online, it typically uses online discussions, and typically has some face-to-face meetings;
Questions/Comments
Why use blended learning?
How will it improve learning?
How will it help students, teachers and programs in other ways?

What the research shows

- There is evidence that blended learning can be more effective for adult learners than only face-to-face learning or only online learning.
- A review of more than a thousand empirical studies of online and blended learning and a meta-analysis found that “on average, students in online learning conditions performed better than those receiving face-to-face instruction”.

http://eric.ed.gov/?id=ED505824
Why use blended learning: what the research shows

- A Texas Educating Adults Management System (TEAMS) study found that “adult learners who have some distance education hours, but no more than 50% of their total contact hours, outperform learners who only attend a traditional classroom AND learners who are primarily distance education students (more than 50% of their contact hours being at a distance).”

Glenda Lynn Rose post to LINCS
https://community.lincs.ed.gov/comment/9097#comment-9097
Why use blended learning: what the research shows

- K-12 research on blended learning also suggests that it is effective. “Students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction.”

Why use blended learning?

- Extend learning time so students can reach new College and Career Readiness standards
- Help students acquire digital literacy/digital readiness, and online learning skills
- It’s a way to “make up” missed classes
- It’s a way to make homework more convenient and appealing
Why use blended learning?

- It may enable easier monitoring of student progress, for example if it includes a learning management system.

- It fits well with competency-based (performance-based, or mastery) learning models.

- It fits well with adult basic skills and workplace basic skills where it is often difficult to offer more than 2-6 hours of class instruction per week but where more learning time is needed.
Questions/Comments
A Blended Learning Implementation Plan
## Blended Learning Implementation Plan Format

<table>
<thead>
<tr>
<th>Goals/ intended outcomes for Blended Learning Model</th>
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<th>5.</th>
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<tr>
<th>Task</th>
<th>Leader</th>
<th>Resources, training or help needed</th>
<th>Date to start/ started</th>
<th>Date to complete/ Completed</th>
<th>Comments (questions, challenges and possible solutions)</th>
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Possible tasks to consider for a blended learning implementation plan

- Determine if teachers are enthusiastic about trying or expanding blended learning, and ready to think about teaching and learning in new ways. If not, it is not likely to succeed.

- Survey students on their access to computers (and portable digital devices) both outside the program and at the program -- oral or written surveys.
Possible tasks (continued)

- Consider the status of your current face-to-face curriculum.
- Do you like your curriculum exactly as it is? If not...
  - Are you planning to revise it?
  - Are you looking for an online curriculum that is so good that you want to align what you do in class with it?
- Have you considered a competency-based curriculum?
Possible tasks (continued)

- Consider the status of your learning progress assessment model
  - Are teachers getting the learning progress data they need on every student and class?
  - Are they getting it as soon as they want and need it?
  - Are they able to use it to make decisions about students’ learning progress?

- Consider if this is also the right time to change your face-to-face teaching model, for example, to a team-teaching, flipped learning, and/or competency-based model
Possible tasks (continued)

- Decide if the online component of the blended learning model will be accessed
  - Asynchronously
  - Synchronously (i.e. in real-time)
    - In class
    - Outside of class
    - Both in and outside class

- Decide which of following three approaches to use in developing an online learning component, considering the advantages and disadvantages of each approach.
  - https://davidjrosen.wordpress.com/2014/11/
Possible tasks: three approaches

1. A *Turnkey model*, a commercial/proprietary, online learning platform with the fully-developed content your students need, a sophisticated learner progress assessment and reporting system, and that ideally aligns well with your current curriculum (if you like your curriculum); or

2. A “*build-it-yourself*” *model* using an empty, often free, online filing system (such as Dropbox, Pinterest or LiveBinders) or a shell platform (such as Edmodo, Blendspace, Schoology, Google Classroom, Blackboard, or Moodle) for storing and organizing teachers’ original or identified free online and/or OER content, in which to build your own online presence; or

3. A combination of 1. and 2.
Examples of Turnkey and Build-it-yourself Models
Examples of Turnkey Models

- HSE (GED®, TASC® and HiSET®) Learning Management/Content Management systems
- GED Academy, TASC Prep Academy, HiSET Academy
Examples of Turnkey Models

- Core Skills Mastery (free)
  https://www.csmlearn.com/
  - Adaptive Learning

- My Foundations Lab (not free, Pearson)
  http://myfoundationslab.com
  - Adaptive Learning
  - Competency-based
  - Self-paced
  - Learner progress management system
  - On-demand tutors
Examples of Turnkey Models

- ESL
  - Burlington English
  - USA Learns (free)
Examples of Turnkey Models

- Digital Literacy Skills
  - Northstar Online Digital Literacy Assessment
  - GCF Learn Free (free)
  - Computer Essentials Online
  - Teknimedia’s Total Tek Assess and Digital Literacy Training
Examples of Free, Build it Yourself Platforms

- Weebly
- MoreThan1Math Teacher-made math website
- LiveBinders
- Pinterest
- Schoology
- Edmodo
Student access to technology: computers and portable digital devices

- Survey or assess your students for computer skills and mobile phone access and skills
  - Student Internet and Computer Skills Survey
    http://tinyurl.com/ovntxsv
  - Cell phone use survey http://tinyurl.com/yjzqxy6
  - Ways to use cell phones for English Language Learning Instruction) by Susan Gaer.
    http://tinyurl.com/nmpbgol

- Get access to low-cost computers and Internet service for students at home and for your classroom (e.g. www.everyoneon.org/adulted)

- Use smartphones and tablets for online learning
Portable digital devices

- Tremendous growth of smartphones among immigrants and African Americans (Pew Internet and American Life research)

They:

- Are with students wherever they are

- Make homework more engaging and convenient for students

- Make flipped learning possible

Blended learning models can no longer be designed for only access by computers; they must also be designed for smartphones and tablets
Free Blended Learning Tools

Many great, free blended learning tools described in the *Blended Learning for the Adult Education Classroom* guide and listed in the appendix. For example:

- Evernote, a free storage system for your online resources [https://evernote.com/](https://evernote.com/)
- Poll everywhere, to do in-class or other polls of students – a free/inexpensive alternative to “clickers” [http://www.polleverywhere.com/](http://www.polleverywhere.com/)
How adult education teachers use blended learning

- Section Two of the *Blended Learning for the Adult Education Classroom* guide has many pages of examples
Blended Learning Professional Development

- World Education Educational Technology Center
  http://edtech.worlded.org/professional-development/

- Outreach and Technical Assistance Network (OTAN) California-based
  http://www.otan.us/ specifically,
  http://bit.ly/1GISeBu
Articles on Blended Learning

Joining the LINCS Community and Technology and Learning Group for a follow-up discussion on Blended Learning

- If you are not a member of the LINCS Community, visit: [https://community.lincs.ed.gov/](https://community.lincs.ed.gov/) to create an account. **If you are already a member, skip items 1-5.**

- To complete your registration information, select Log In/Register on the far right in the light blue menu ribbon.

- Choose an ID and password (and save them someplace secure but where you can easily find them!).

- Check the box indicating you agree to the Terms and Conditions. A confirmation email will be sent to the email address you provided.

- Click on the link in that email. You should receive a “Validation Successful” response. It may take one or two days to approve a new registration. Wait until you receive an email that indicates that your account has been approved before logging in. Once approved, log in with your new ID and password.

- Once logged in, click the “Join Groups” button, or “Groups” tab in the light blue horizontal navigation bar. You will be directed to a list of groups you can join. Chose the group(s) that interest you and, for each, select “join” to become a member. You may want to start with only one or two groups at first, and add others later if you wish. For the Blended Learning discussion, join the Technology and Learning group.

- When you choose a group, you will be redirected to that group’s home page. On the right you have the option to set your Email Subscription.

- Select Immediate from the drop down menu. You can always change this to another setting later, to 12 hour digest or 24 hour digest to get batched messages, less frequently.

- Click Submit. Each time someone posts a message, you will receive it in your email.
Free webinar

**New and Improved USA Learns** - John Fleischman

Friday, December 4th at 2:00 pm Eastern

To register go to: edtech.worlded.org
Thanks to David Rosen, our sponsor and YOU!
Blended Learning for Adult Learners

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Blended Learning for Adult Learners

Computer-based Instruction
• GED Academy™
• HiSet Academy
• TASC Prep Academy
• TABE Academy
• Computer Essentials
• Essential English

Print Instruction
• Essential Math Skills
• Essential Reading Skills
• Essential Writing and Language Skills
• SMART Skills
Flexible tools for classroom, distance, blended, self-directed or facilitated uses.

- Dedicated only to adult education; no re-packaged K-12 content
- Adaptive learning engine designed to ensure positive results
- Engaging and interactive content
- Designed to teach transferable strategies rather than isolated mechanics

Adaptive blended learning technology can handle the curves in a student's learning history.
Adaptive Learning Engine

Adaptive learning engine creates a unique pathway for each learner.

Four ½ Length GED, HiSET, TASC Practice Tests

Skill Mastery Learning Plan

Test Out Adaption

Quiz Remediation Plan

Practice Test Refines both Learning Plan and Review

Multi-point adaptive

GED Test Practice

Reading Comprehension

Map

Street/Direction

Mastery

Landmarks

Unit: Real-World Problems

Solving Word Problems II

Pre-GED

GED Prep

Advanced GED

1. Whole Numbers 60%
2. Real-World Problems 40%
3. Fractions, Ratios, and Rates 50%
4. Decimals 50%
5. Percents 20%
6. Measurements 20%
7. Graphs and Charts 30%
8. Exponents and Roots
Reporting for Supporting Blended Learning

- Skills Mastery – the ultimate diagnostician
- Student Overview – clear review of each student
- Study Time – both in and out of class monitoring
Content built for adult learners!

- Essential Skills Workbook structure goes from heavily scaffolded to independent learning with deeper levels of complexity.
Program Configuration

• A complete learning solution

• Pricing tiers for volume purchases

• No hidden charges

GED Academy™
HiSET Academy
TASC Prep Academy

Upgrades
• TABE Academy
• Computer Essentials

Print
• Essential Skills Series
• SMART Study Skills
Commitment to Adult Education

• Content Maps/Blueprints

• Blended Learning Guide

• COABE Repository

• Professional Development – Tuesdays w/Essential Ed
What makes Essential Education different?

- Dedicated only to adult education; no re-packaged K-12 content
- Adaptive learning engine designed to ensure positive results
- Engaging and interactive content
- Designed to teach transferable strategies rather than isolated mechanics

The adult learner is often on a road that has “diverged”. We know that road.

We look forward to the opportunity to travel the road to success with you and your students!