



Innovative Digital Learning Models

— For ELL Immigrant Adults —



Presenters



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Digital Strategy for Adult Learning & Employment

Professional Development



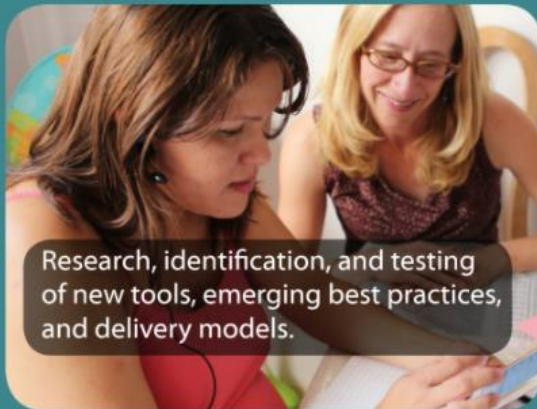
Online and in-person training to share best practices and foster edtech leadership.

Innovation



Meeting learners' needs in partnership with tech developers and education and community organizations.

Evaluation



Research, identification, and testing of new tools, emerging best practices, and delivery models.

Advocacy



Education on the power of technology for adult learning and advocacy for greater Internet and technology access.



Don't miss these online courses:

- Introduction to Blended Learning
- Blended Learning for English Language Learners

elearningPD.worlded.org



IDEAL Consortium

A Project of the EdTech Center @ World Education

The IDEAL Consortium helps member states establish quality innovative distance and blended learning programs by offering professional development, providing technical support, and facilitating a national network of education leaders.

ideal.worlded.org



Live Webinar Poll (Answer within WebEx)

What is the main learner group you want to serve through digital learning?

- a) Learners with no to little digital literacy?
- b) Learners with medium digital literacy?
- c) Advanced learners with high digital literacy?
- d) Multiple levels

***Also introduce yourself & ask any questions in webinar chatbox.**

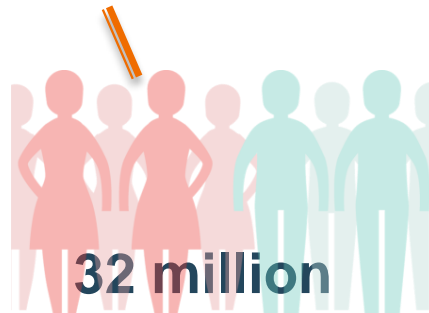
Why Digital Learning?

Increase Reach



36 million

need literacy
help in the U.S.



32 million
will **NOT**
get help

Improve Outcomes

*Accelerate, Extend
& Expand Learning*



*Increase
Opportunities &
Advancement*

Considerations for Program Design

Learners — Purpose — Approach

Who are the learner groups we need to serve?

What are our goals - short term and long term?

What are our educational values?

Who are the learners?

- What are their lives like?
- Can they come to in-person classes regularly?
- Can they maintain a regular study schedule
- Are they used to learning independently?
- What is their experience with digital literacy?
- What is their access to technology in and outside of class?

What is our purpose?

- expand reach
- extend or accelerate learning
- provide customized practice or coaching
- create onramps to digital learning
- to infuse digital literacy instruction into ELA
- to _____(answer in chat box)

Is technology (and this technology) the best solution?
Or are we just jumping on a tech-driven runaway train?



Image by Geof Sheppard, Wikimedia Commons

What kind of learning experience do we want to provide?

- What is our philosophy and pedagogy?
- How are we supporting independent, lifelong learning?
- Do we support social learning?
- Can we use volunteers, and how?

English Innovations Video: “Neighborhood Voices”

Time Learners Can Be in Class



A Definition of Distance Learning:

A formal learning activity in which participants and instructors are separated by geography, time, or both for most of the instructional period.

A Definition of Blended Learning:








A teaching and learning model that has a face-to-face class or tutorial component combined with a digital learning component.

Synchronous vs. Asynchronous

Variation in Student Control & Integration of Digital Learning

Range of Models



PROGRAM EXAMPLE	LEARNER DEMOGRAPHIC	% ANYWHERE DIGITAL LEARNING	% FACE TO FACE INSTRUCTION
Mobile Up!  California LABOR Federation	Low-income service workers in California (janitors, long-term care workers, etc.) who can't get to class.	100%	0%
Smartphone Workshops  BSP BUILDING SKILLS PARTNERSHIP	Low-income janitors and other building service workers in California	Not tracked	Varies
Cyber-ESL  INSTITUTO	Low-income adults in Chicago, high percentage women and parents	85%	15%
English Now! Learning Circles  EdTech CENTER WORLD EDUCATION	Adults on waitlists in ESL programs at 5 sites nationwide	5-80%	95-20%
Skills & Opportunity for the New American Workforce  NATIONAL IMMIGRATION FORUM	Retail workers at stores across the country	60%	40%
English Innovations  ENGLISH INNOVATIONS	Low level learners at 8 sites across the country	26%	74%
ESL Classes  Community Action, Inc.	Low level learners in rural areas of Central Texas	10-20%	80-90%

from
Distance



to Blended

Full chart at: edtech.worlded.org/resources



California
LABOR
Federation

Expand Reach

Mobile Up!

% ANYWHERE DIGITAL LEARNING	% FACE TO FACE INSTRUCTION
100%	0%



Designed for:

- ELL immigrant frontline workers in California who can't get to class
- Primarily SEIU union janitors (Building Skills Partnership) and long-term care workers (California Long-Term Care Education Center)
- Piloting Cellphone First Career Education & Coaching

Anytime, Anywhere Learning

Course Completion: 10-29%

Mobile Up Key Components:

- Anytime, Anywhere mobile learning on any phone
- General ESL & Contextualized VESL courses
- At learner's level (bilingual to English only)

Potential for Scale:

10% completion of 400,000 target workers = 40,000

Broader Scale:

Break down silos so any agency/program could onboard learners

Video & More Resources at: MobileUpProject.weebly.com



DIGITAL TOOLS USED

Cell-Ed (Interactive Text & Audio phone lines or web app), Facebook Group, Phone Calls & Texting for Coaching

Supports for Distance Learners



Live Coaching is Critical: Bilingual coaches are just a text or phone call away

- Personalized Coaching - Supporting, Teaching, Encouraging, & Nudging
- Customized by level, by interest, by demographic (age, refugee, etc.), by language (scalable, bilingual support), by geography
- Can Leverage Artificial Intelligence to Optimize Coach's Time
- Career Coaching by Phone - by industry

Supports for Distance Learners



Cyber-ESL

% ANYWHERE DIGITAL LEARNING	% FACE TO FACE INSTRUCTION
85%	15%



Designed for:

- Latino adults in Chicago with some previous ESL studies, but unable to attend classes everyday.
- Earning <20k/year
- 65% women; Majority Parents and single parents

DIGITAL TOOLS USED

USA Learns, Skype for Virtual Classes & Coaching, E-mail, Phone Calls

Student Supports in Cyber-ESL



Course Completion: 90-96%

Significant Learner Supports:

- Face to face session on site 2x Month (with childcare)
- Phone calls, emails, and Skype calls from instructor & student advisor
- Drop-in-advising & tech support
- Internet access and loaner computers provided
- Upfront Technology Training/Orientation in first classes

Readiness for Digital Learning (for learners & teachers)

- What devices do they have?
- What is their access to internet/data?
- What is their digital literacy?
- What are they already using technology for?
- What do they still need to learn to do?
- How much upfront technology training/orientation do they need to use the technology? To navigate the course?



Technology Training

BSP Smart Phone Workshop Series



Designed for:

- Janitors and other building service workers in CA
- Often juggling multiple jobs → need flexible (short-term) training
- Smartphone owners → but lack knowledge/confidence to use them

DIGITAL TOOLS USED

Intro to various Learning Tools for English, Citizenship, or other learning needs

Technology Onramp



Key Components:

- In person instruction on weekends or during week at worksites
- Short 2- to 3-week sessions (4-6 hrs total)
& Long 8-week sessions (16 hrs total)
- Focuses on technology skills to accomplish tasks in real life and to learn online

Quick Check-in



How's it going so far?
Anything confusing or not clear?

Moving toward Blended Learning: Special Considerations

- What's the best ratio between in class and out of class learning?
- How best to use each component?
- How can students support each other asynchronously?
- Out of class assignments - What works?

Peer Learning



English Now!



% ANYWHERE DIGITAL
LEARNING

5% - 80%

% FACE TO FACE
INSTRUCTION

95% - 20%

DIGITAL TOOLS USED

USA Learns, Burlington English,
DuoLingo, Newsela,
Voice of America

Designed for:

- Adults on ESL waiting lists at adult schools, libraries, CBO's
- Model for adults who can attend group meetings once a week
- Model for leveraging volunteers

Peer Learning in English Now!



Course Completion: 70-100%

Key Components:

- Facilitated, informal learning circles run 6-12 weeks
- Can be facilitated by teacher, staff person, volunteer or a learner
- Weekly meetings range from 1.5-2 hours
- Meetings include independent online learning and group discussion

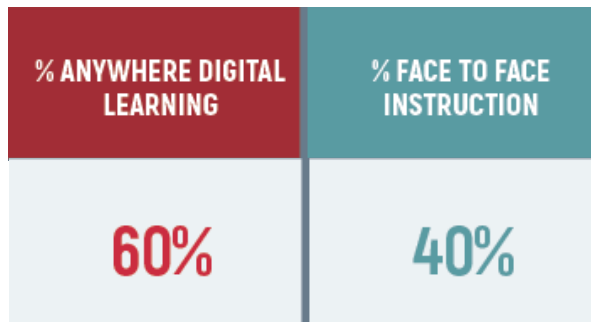
Additional Considerations for Selecting a Digital Learning Program

- Alignment with curriculum
- Appropriateness of content
- Ease of use
- Variety of learning experiences
- Opportunities for social learning
- Learning management system
- Cognitive and emotional engagement
- Bilingual support

Custom Design



Skills & Opportunity for the New American Workforce



Designed for:

- Immigrant retail workers across the country
- Classes held at worksites right before or after work-shifts
- Meet needs of learner and company operations by offering blended learning
- Partnering with leading employers on immigrant integration

Selecting/Designing a Course in The Forum program

DIGITAL TOOLS USED

Custom Vocational ESL
Mobile-Optimized Curriculum



This English class is so valuable! It really helps my work in the store, especially when assisting customers.

Course Completion: 82%

Key Components:

- Designed their own digital extra practice exercises to be mobile friendly and align with the in-class curriculum
- In only 3 months, 37% of workers reported job promotions
- 89% of managers' ratings indicated improved store productivity
- Graduates get non-credit certificate **from partner community colleges**

Incentivizing Independent Study

Example Incentives:

- Credit at a formal school
- Certificates
- Digital Badges
- Recognition in class for who studied
- Rewards system/ Lotteries
- Keep loaner device/computer



How do we bring this all together?





English Innovations

% ANYWHERE DIGITAL LEARNING	% FACE TO FACE INSTRUCTION
26%	74%

DIGITAL TOOLS USED

E-mail, Power Point, Video Editor, Skype, Duolingo, Tinycards We Are New York, USA Learns- Citizenship

100-hour jumpstart for beginning level ELLs;
Facilitated by OneAmerica using multiple funding sources

Designed for

- Students with little experience in formal learning
- Students with limited time to spend in class
- Groups that support linguistic, civic, and economic integration



English Innovations

Chalk Talk
Coming to
America

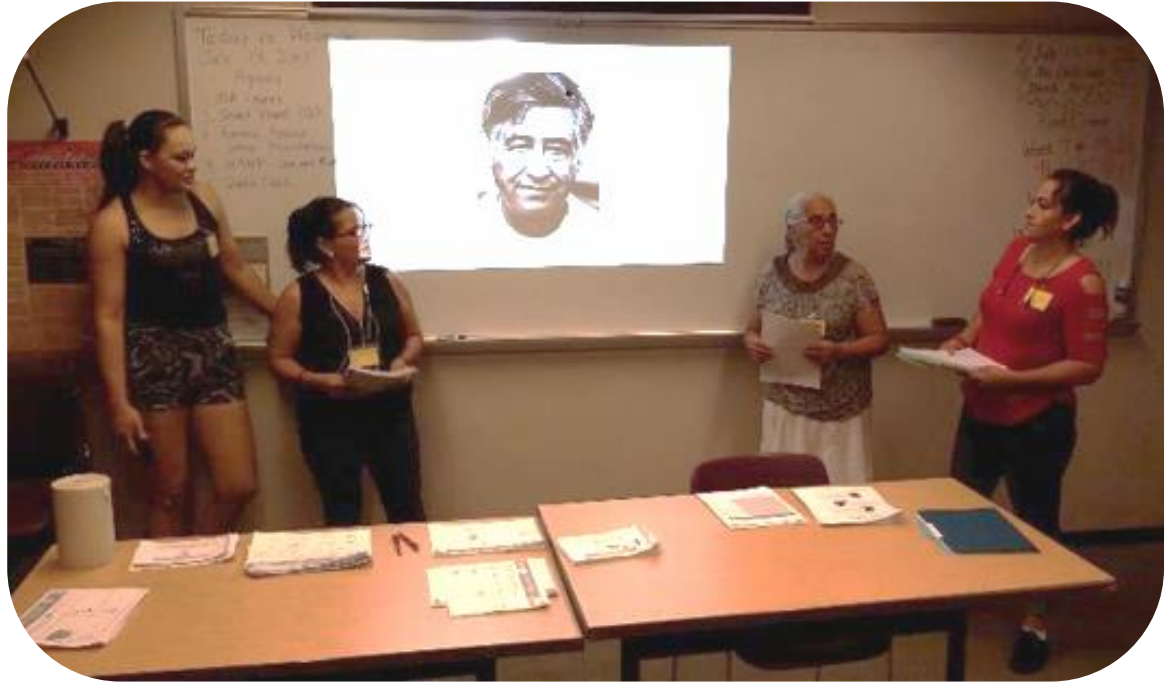


Extensive Use of Multi-media:

- Visual or audio prompts to activate background knowledge
- Use of free We Are New York materials
- Students create Chalk Talks, Bio Poems, Story boards & videos

English Innovations

National program
(8 sites across
the U.S.)



Key Components:

- Curriculum - flexible and adaptable to different groups and contexts
- Integrates community engagement through curriculum and host sites
- Emphasis on social learning (PBL)
- Merges English and technology instruction
- Task-based instruction “to get things done”
- New emphasis on “Know Your Rights”
- Moves from the “personal to the political”

Video on Bio Poem

Community Action ESL Classes

% ANYWHERE DIGITAL LEARNING	% FACE TO FACE INSTRUCTION
10-20%	80-90%

In class program with “digital homework”

Designed for:

- Low skilled learners in rural Texas
- Little experience with technology



DIGITAL TOOLS USED

WhatsApp, Duolingo, Quizlet, USA Learns, Breaking News English, We Are New York, Interchange, Google Drive, Texting, E-mail

Blended Learning in Community Action ESL Class

Course Completion: 50-75%

Key components

- Teacher highly skilled in technology
- Social cohesion through ongoing communication
- Childcare (class accessible to more women)
- Creative solutions to technology challenges

*Community Action also has 100% virtual/digital courses for immigrant professionals.



Live Webinar Poll

(Answer within WebEx)



Which digital learning model or component of a model would you be most likely to try?

Which would you like to hear more about?

Continue the conversation at:

edtech.worlded.org/discussion-innovative-digital-learning

Do you have any questions about these models or how to incorporate them?

Do you want help brainstorming which models or components might make the most sense for your program or goals?



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We thank our partners for providing information, slides, and images for this webinar and for their great work:

Building Skills Partnership

California Labor Federation

California Long-Term Care Education Center

Cell-Ed

English Innovations

Instituto del Progreso Latino

National Immigration Forum

OneAmerica