

A person is shown from the chest up, looking down at a tablet computer they are holding with both hands. The person has dark hair and is wearing a dark top. The background is blurred, showing what appears to be a desk or table. The text is overlaid on the image in a large, white, sans-serif font.

Leaning into the Imperative of Digital Inclusion Work

Jen Vanek
EdTech Center
@World Education



HOME OUR WORK ▾ PROFESSIONAL DEVELOPMENT ▾ RESOURCES TECH TIPS BLOG
MLEARNING DISTANCE LEARNING HELP ABOUT US ▾

Tips for Distance Learning

Resources

- About Distance Learning
- How to Get Started Right Now
- Instructional Resources
 - Learning Resources
 - Tools You Need to Teach
- Implementation Areas
 - Recruit, Screen & Orient
 - Teaching online
 - Assessing learning

Events

- Distance Ed Strategy Sessions
- Calendar

<https://edtech.worlded.org/tips-for-distance-learning/strategy-session-resources/>

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

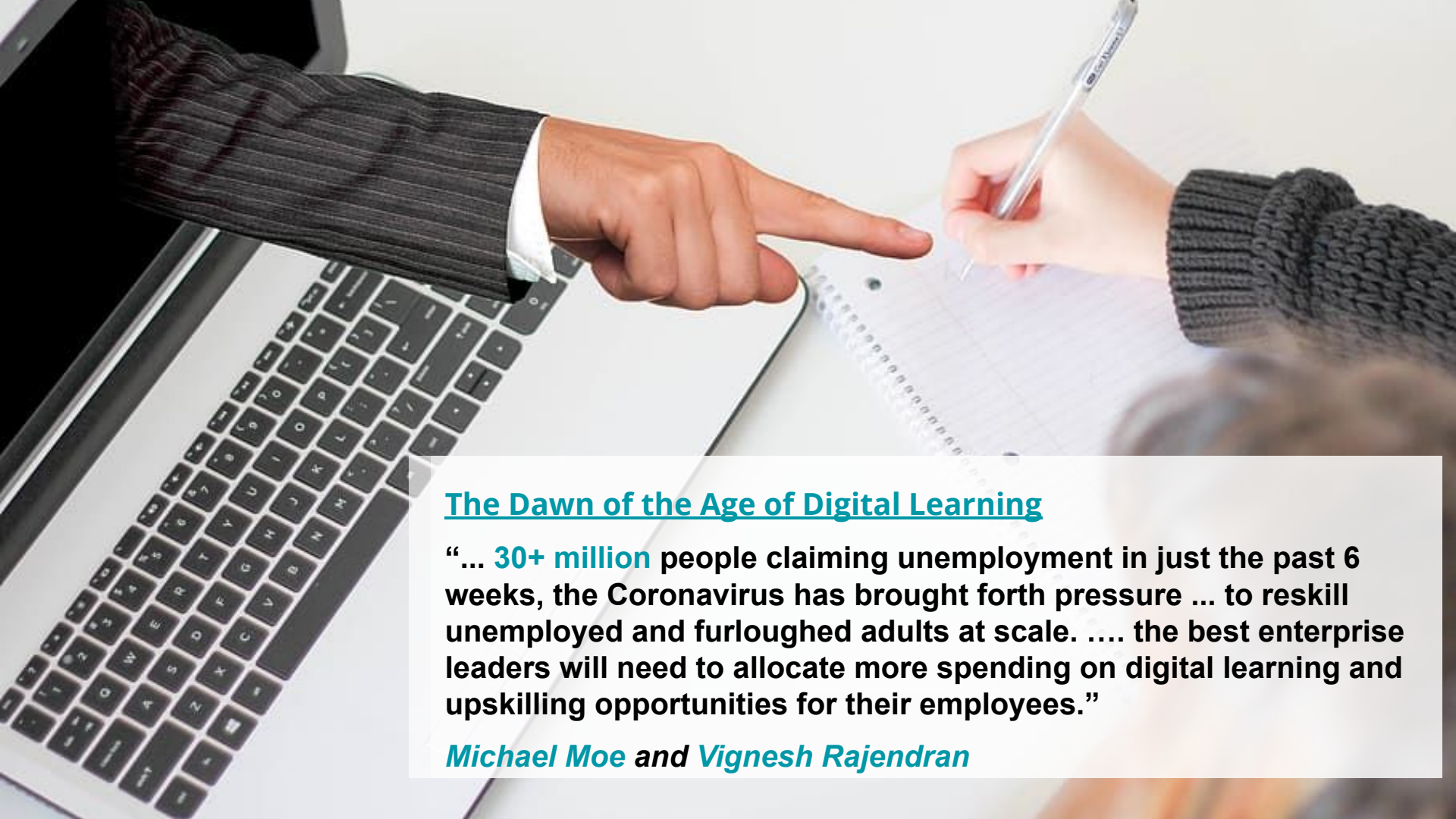
The Dawn of the Age of Digital Learning

“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

<https://medium.com/gsv-ventures/dawn-of-the-age-of-digital-learning-4c4e38784226>





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

A large computer monitor is the central focus, displaying a video of a man in a blue suit standing next to a chalkboard. The chalkboard contains mathematical equations, including $F(x) = \int_a^x f(t) dt$ and $\int_a^b f(x) dx = F(b) - F(a)$. The man has his hands clasped and is looking towards the camera. The monitor sits on a wooden desk. To the left of the monitor is a potted plant with green leaves and orange flowers. To the right is a black bag and a small black container. In the foreground, a white mouse is on a black mousepad. A smartphone is visible on the desk to the left of the monitor. The background shows a window with a view of greenery outside.

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)

Modality

- Fully online
- Blended (over 50% online)
- Blended (25–50% online)
- Web-enabled F2F

Pacing

- Self-paced (open entry, open exit)
- Class-paced
- Class-paced with some self-paced

Student-Instructor Ratio

- < 35 to 1
- 36–99 to 1
- 100–999 to 1
- > 1,000 to 1

Instructor Role Online

- Active instruction online
- Small presence online
- None

Student Role Online

- Listen or read
- Complete problems or answer questions
- Explore simulation and resources
- Collaborate with peers

Online Communication Synchrony

- Asynchronous only
- Synchronous only
- Some blend of both

Source of Feedback

- Automated
- Teacher
- Peers

Pedagogy

- Expository
- Practice
- Exploratory
- Collaborative

Role

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Source: C
Murphy, L
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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



- Recruitment
- Screening
- Orientation
- 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.



bit.ly/tipsforDL



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Distance Ed Strategy Sessions

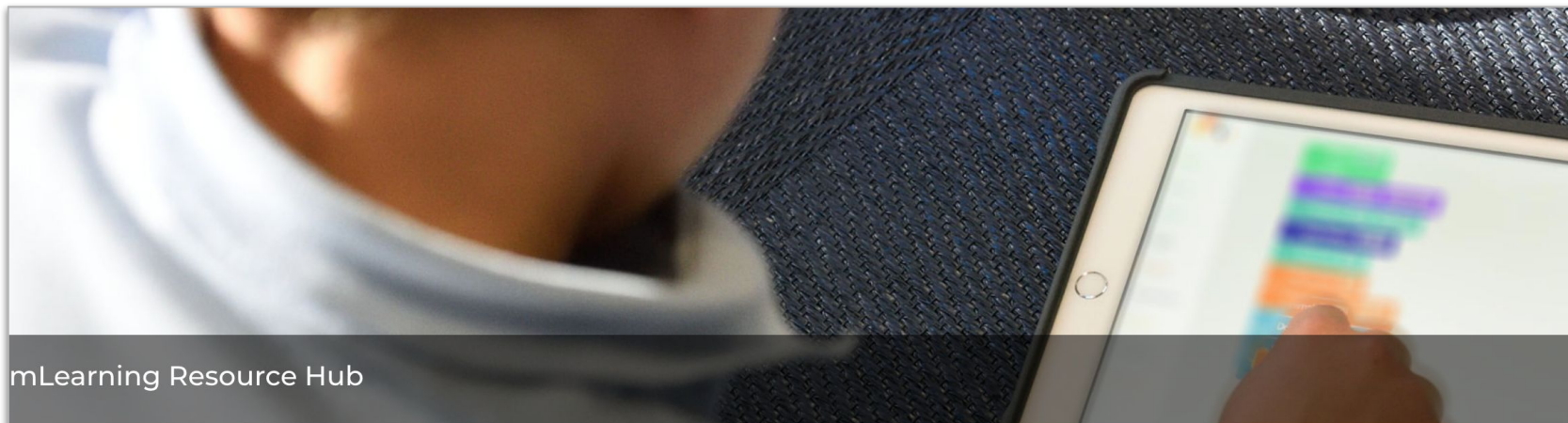


Webinar #12 June 26, 2020: This webinar features two lightning talks. We welcome Riva Pearson, from JVS Hyde Park ESOL Program, who will share remote reading instructional strategies for using articles for The Change Agent, a biannual magazine of student writing published by the [New England Literacy 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/>



mLearning

- About mLearning Resource Hub
 - Resource Sharing
 - Community Support
 - History
 - The mLearning Leadership Team
- What is mLearning
- Leadership Team

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

<http://digitalus.org/>

Digital Navigator Services

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



Reach out if you have questions

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