

# Professional Development Monthly Advisor and Planner (PD MAP)

## Theme: Using Technology with Adult Learners

February 2010

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### Welcome to the February Professional Development MAP!

As new and more advanced technologies appear in our lives, teachers and adult learners must master the skills to use the new technologies, and must understand the purposes to which the new technologies can be used for teaching and learning. To make sense of the vast array of resources on this important topic, the Self Study resources listed in this month's PD MAP are organized into three categories:

- 1) developing technology skills
- 2) using technology to learn adult education content
- 3) using technology for the real world purposes of adults.

CDE/AEFL is fortunate to have many additional technology resources for Colorado's adult education teachers. First, the 4-Corners Professional Development Resource Center issues *Tech Beat – Technology with a Heartbeat*. This monthly newsletter contains articles about using technology for adult learning and websites that have been annotated (available at <http://www.coloradoadulthood.org/techbeat/techbeat.htm>.) Second, technology consultant Leecy Wise offers free bi-weekly *Lunch and Learn* webinars in which she demonstrates computer applications and how they can be used in lessons for adult learners (see the Workshops/Trainings section). Third, the Professional Development Advisory Group will soon be issuing information for adult educators who want to earn Education Technology Certificates. These certificates identify four sets of computer skills, gradually progressing in difficulty. Teachers identify which of the skills they already know and which they have yet to learn. After mastering the new skills and demonstrating their use of the skills for adult learners, teachers earn PD Hours and receive a certificate from the CDE/AEFLA office.

It's easy for you to take advantage of these resources. To receive *Tech Beat*, announcements of the *Lunch and Learn* sessions, and the announcement for the Education Technology Certificates, join the state adult education listserv 'click'. (To sign up, send your name, program name and email address to Debra Fawcett at [Fawcett\\_d@cde.state.co.us](mailto:Fawcett_d@cde.state.co.us).) For information on Web conferencing, course management and Web 2.0 tools contact Leecy Wise. The additional resources listed in this PD MAP are available to you right now with an Internet connection and the simple click of a mouse.

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### Self-Study:

#### [Developing Technology Skills](#)

##### **Basic Computer Skills Curriculum**

<http://spclc.themlc.org/Curriculum>

This site contains lessons, handouts, teacher guides and activity instructions for Very Basic Computer skills, file management, MS Word, Excel, PowerPoint and Internet. Written by computer teachers from ABE programs in Minnesota for use with adult learners.

**Computer Training**

<http://www.gcflearnfree.org/computer/>

This site hosts free, self-paced tutorials on Windows, Internet, Email, and a multitude of office applications. A special feature is the Work and Career section with tutorials and activities to help learners with career development and training.

**Log On and Learn: A Resource Manual for Adult Literacy Students and Instructors**

Literacy Volunteers of New Jersey, 2008

<http://lvnj.org/content/log-and-learn>

This manual is a resource for teachers who are helping learners develop computer literacy and skills. It is divided into eight sections with titles such as Computer Vocabulary, Email and the Internet. The manual includes lessons for the classroom and activities for out-of-classroom practice. Written for ABE and ESL learners, but could be helpful for ASE learners.

**Teach Me Technology**

Thinkfinity, free, online self-study course

<http://literacynetwork.verizon.org/TLN/courses>

This course is a basic introduction to computers for adult learners under the guidance of their instructor. Instructors identify adult learners' fears about computers and guide them in skill-building activities. Learners identify basic parts of a computer, practice basic keyboarding and mouse skills, and perform various activities.

**Under Construction - Building Web Sites as a Project-Based Learning Activity for ABE/ESOL Classes: Tips for Teachers**

Carter, J. and Quann, S. World Education, 2003

[http://tech.worlded.org/wei\\_under.pdf](http://tech.worlded.org/wei_under.pdf)

This is a guide for teachers who want to develop a Web publishing project with their adult learners. Each chapter addresses a major step in the process, from planning and building the site to reviewing and testing it. The guide is designed for people with at least some familiarity with computers but little to no experience making Web pages.

**Getting Started with Assistive Technologies**

Silver-Pacuilla, H. Focus on Basics, Volume 8, Issue D, November 2007

[http://www.ncsall.net/fileadmin/resources/fob/2007/fob\\_8d.pdf#page=16](http://www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf#page=16)

This article describes assistive technologies that increase learners' learning independence and that allow learners to access and master general, age-appropriate curricula.

**Adaptive Technology Resource Centre Technical Glossary**

University of Toronto

[http://atrc.utoronto.ca/index.php?option=com\\_content&task=blogsection&id=4&Itemid=9](http://atrc.utoronto.ca/index.php?option=com_content&task=blogsection&id=4&Itemid=9)

This glossary contains detailed information on more than two dozen adaptive technologies for special learning needs adults. Technologies include alternative keyboards and mouse systems, grammatical support tools, screen magnifiers, screen readers, word prediction software, and text-to-speech software.

**Colorado Workforce Center Assistive Technology Equipment List**

Colorado Office of Workforce Development

<http://www.cowinpartners.org/PDF/Equipment-Description-General.pdf>

This chart describes two dozen products useful for learners with vision, hearing, learning, or physical impairments.

**Learning Tools that Work: A Survey of Adaptive Technology in Learning Programs**

Action Read Community Literacy Center, Ontario, Canada

<http://www.nald.ca/clr/lrtw/cover.htm>

This document reviews software programs that provide reading support, writing support, voice-to-text, and assistive devices. Each review lists the main features, best uses, and limitations.

### [Using Technology to Learn Adult Education Content](#)

#### **Adult Learning Activities**

<http://www.cdiponline.org/index.cfm>

This free interactive website is for ABE/ASE learners to practice reading. Learners choose from eleven life skills topics. Each provides 15-20 short, high-interest, non-fiction feature stories, some with accompanying videos or audio. Following the story are activities for vocabulary learning, spelling, and reading comprehension.

#### **Microsoft Educator Resources**

<http://www.microsoft.com/education/teachers/default.aspx>

<http://www.microsoft.com/education/lessonplans.mspix>

This website has free software, applications and services as well as a Teacher Tech blog, lesson plans in history, geography, math, language arts, science and technology, organization tools and Windows Accessibility Resources for Educators. Some of the lesson plan procedures and content may have to be adapted for ESL and ABE learners.

#### **The Uses of Technology in the Instruction of Adult English Language Learners**

Moore, S. K, Center for Adult English Language Acquisition, Feb. 2009

<http://www.cal.org/caelanetwork/resources/usesoftechnology.html>

This brief discusses three ways of using technology with adults learning English—onsite, blended, and online—and briefly describes examples of some specific technologies, websites, and programs for adults learning English. The brief identifies issues to consider when using technology with ESL adults.

#### **Using Software in the Adult ESL Classroom**

Gaer, S., March 1998

[http://www.cal.org/caela/esl\\_resources/digests/SwareQA.html](http://www.cal.org/caela/esl_resources/digests/SwareQA.html)

#### **Using the World Wide Web with Adult ESL Learners**

Silc, K. F., December 1998

[http://www.cal.org/caela/esl\\_resources/digests/WWW.html](http://www.cal.org/caela/esl_resources/digests/WWW.html)

#### **Using Video with Adult English Language Learners**

Burt, M., August 1999

[http://www.cal.org/caela/esl\\_resources/digests/video.html](http://www.cal.org/caela/esl_resources/digests/video.html)

These digests archived at the Center for Adult English Language Acquisition (CELA) provide overviews of these three technologies in instruction of ESL adults. Each digest provides a rationale in support of using the technology for language learning, describes how to select the chosen media and evaluate its content for language learning, explains how to integrate the technology into the lesson plan, discusses how to prepare learners to use the technology, describes available products and offers suggested activities using the media.

#### **Computers in Action: Integrating Computer Technology into the ESOL Curriculum**

<http://tech.worlded.org/docs/cia/>

This site provides 20 lessons, each of which pairs a computer competency with an English language function. The step-by-step lessons identify the appropriate language level and estimated time.

#### **USA Learns for ESL Adults**

<http://www.usalearns.org>

This free interactive website is for ESL learners from Low Beginning to High Intermediate to practice listening, reading, vocabulary building, spelling and writing. Learners choose from three courses. Each provides over a dozen short, high-interest, life-skills-based videos with optional text. Following the video are activities for vocabulary learning, spelling and reading comprehension.

#### **Connecting Families and Computers, Parts I and II**

Thinkfinity, free, online self-study course

<http://literacynetwork.verizon.org/TLN/courses>

In Part I participants learn how to incorporate basic computer applications for parents during the Parent Time and Adult Education components of family literacy. Part II focuses on computers and PACT and Children's education.

### ***What is Distance Learning?***

<http://www.cdlponline.org/index.cfm?fuseaction=whatis>

This site from the California Distance Learning project is for administrators, teachers, and resource persons seeking information on Distance Learning (DL). Topics in the self-paced course include: introduction to DL, history of DL, DL design, planning, administering, and evaluating DL.

### ***Teaching and Learning at a Distance***

<http://eduscapes.com/distance/index.htm>

This online, self-paced course provides users with a rationale and best practices for teaching through distance education. The twelve units cover DL basics, distance learners, course content, communication, discussion, activities, assessment and management. Although written for libraries, the guidance applies to DL for adult learners in other venues. A very comprehensive and user-friendly course for teachers.

### ***Using Technology for Real World Purposes of Adults***

#### ***WebQuest.org***

<http://webquest.org/index.php>

This site is for teachers who want to learn how to use WebQuests in instruction. A WebQuest is an inquiry-oriented lesson format in which the information that learners work with comes authentically from the Web. Teachers can search for existing WebQuests or create their own WebQuests. There are links to many useful resources.

#### ***Learning with Computers: the Theory Behind the Practice***

Cromley, J., Focus on Basics, Volume 4, Issue C, December 2000

<http://www.ncsall.net/?id=303>

This article provides a list of eight effective attributes of computer-assisted instruction, reviews the research behind each one, and provides teaching suggestions. The author provides tips on how to use the computer to enhance learning, emphasizing that educational software needs to be used in the context of other instruction and supported by interaction with the instructor and other students. The five implications drawn at the end of the article are particularly useful to teachers.

## Collaboration with Colleagues:

### ***Language Learning Technologies for ESL Teachers***, facilitated online course, ELT Advantage,

Start date: February 17, 2010. Cost: \$99

[http://eltadvantage.ed2go.com/eltadvantage/online\\_courses.html](http://eltadvantage.ed2go.com/eltadvantage/online_courses.html)

This course focuses on technologies that support English language development such as dedicated software programs and websites. Participants also learn how technologies that were developed for other purposes, such as word processing, can be used in targeted ways to promote English language development. The course states that it is for K-12 teachers, but much applies to adult ESL educators as well.

### ***Creating Engaging ESOL Activities Using Computers***, facilitated online course, New Readers Press,

April 21 – May 21, 2010, Cost: \$179

<http://www.newreaderspress.com/Items.aspx?hierId=6590>

This course describes the benefits and challenges of using word processing, spreadsheets, and presentation software in ESL instruction. Participants learn how to integrate technology into lesson plans and convert a classroom activity to one that includes productivity software, test it with students, and evaluate the activity.

The course has self-paced activities and readings, as well as asynchronous discussions with the facilitator and course participants.

### ***Technology and Distance Learning Discussion List***

National Institute for Literacy

<http://www.nifl.gov/mailman/listinfo/Technology/>

The NIFL technology online discussion list lets you connect with adult educators around the nation through email. Subscribers discuss critical issues in distance learning and using technology with adult learners, share resources,

experiences, and ideas, ask questions of subject experts, and keep up-to-date on literacy issues. The list is moderated by an individual with significant expertise in the topic.

### **Technology in ABE**

SABES Field Notes, Volume 7, Issue 1, Winter 2007

<http://sabes.org/resources/publications/fieldnotes/vol17/fn171.pdf>

In these eight articles adult educators in Massachusetts share their knowledge, experience, and advice about using technology in adult education, including wikis, blogs, web-cam meetings, and Web 2.0 technology.

### **Technology Issue**

<http://www.ncsall.net/?id=155>

Focus on Basics, Volume 4, Issue C, 2000

The six articles in this issue address the theory behind learning with computers, the benefits to learner persistence, the use of computers with ESL learners, and building a Web site with ABE learners.

To conduct a 60-90 minute staff discussion of any of the above articles, use the following resource:

*Guidelines for Facilitating Discussion Groups*

<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

## Workshops, Trainings, Conferences:

### **Create Three Student Projects Using Google Maps**, Webinar

February 3 (Wed.), noon – 1:00 pm, Lunch and Learn with Leecy Wise

### **Create a Student Blog**, Webinar

February 19 (Fri.), noon – 1:00 pm, Lunch and Learn with Leecy Wise

Each of these online sessions shows participants how to create the specified project so they can teach adult learners in turn. Register in advance for each session using the form available at

<http://coloradoeducation.wufoo.com/forms/lunch-and-learn-sign-up/>.

For previous Lunch and Learn topics, agendas and Web resources, visit <http://chiresources.pbworks.com>.

### **Learning Disabilities of America 47<sup>th</sup> Annual Int'l Conference**

February 17-20, Baltimore, MD

<http://ldaamerica.org/conference/index.asp>

## Courses for Credit:

### **Is Online Learning for You?**

Colorado Community College Online (CCOnline)

[http://www.cconline.org/Future\\_Students/Is\\_Online\\_Learning\\_for\\_You/](http://www.cconline.org/Future_Students/Is_Online_Learning_for_You/)

This is a brief list of factors for individuals to consider before enrolling in an online course such as the EDU courses.

There is also a link to a student wiki that identifies the general computer, word processing and internet skills needed to be successful in an online course.

## Additional Professional Development Resources:

### **Technology Resources for ABE and ESL Teachers**

Compiled by Colorado Department of Education, AEFL unit

<http://www.cde.state.co.us/cdeadult/resources.htm#tech>

This site provides links to numerous sites that can be used for upgrading one's own technology skills, planning lessons using technology, providing adult education content through technology and preparing adult learners for real-world uses of technology.

**The Literacy List**

Rosen, D.

<http://alri.org/literacylist.html>

This site provides links to numerous Web sites of interest to adult educators and learners, both ABE/ASE and ESL. Topics include computer literacy instruction, lesson plans, Websites for teachers and students, software reviews, Webpage design tools, on-line training resources, Web-based virtual field trips among others.

**Investigating the Language and Literacy Skills Required for Independent Online Learning**

Silver-Pacuilla, H., National Institute for Literacy, October 2008

<http://www.nifl.gov/publications/pdf/NIFLOnlineLearningReport.pdf>

This study investigated the threshold levels of literacy and language proficiency necessary for adult learners to use the Internet for independent learning. Key findings were that the *interaction* among the learners' skills, the opportunities they encounter to use technology, and the supports available determines those thresholds.

**CDE/AEFL Professional Development Hours**

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/cdeadult/download/pdf/GuideToPDReportingV2.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts. <http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivityRecordFY09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the LIA Portfolio training hours or for renewing a LIA. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

**Follow-up to This Month's Professional Development**

The CDE/AEFL office is hosting a 1-hour conference call on Friday, February 26th at 9:00 am to follow up with teachers who complete any of the PD options listed on this month's PD MAP. The conference call allows teachers across the state to connect with each other to ask and answer questions about this month's theme of *Using Technology with Adult Learners* to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. To register for the conference call, please call 303-866-6942 or e-mail your name, program name, e-mail address, and daytime phone number to: Jessie Hawthorn, [Hawthorn\\_J@cde.state.co.us](mailto:Hawthorn_J@cde.state.co.us).

To find this issue of the PD MAP on our Web site go to:

<http://www.cde.state.co.us/cdeadult/PDMAP.htm>

**PD Advisory Group Mission Statement**

*To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.*

**March 2010 PD Monthly Advisor & Planner**

**Theme: Literacy Level Learners**

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