

Preparing Adult Ed Students for Technology Outside the Classroom

Practicing with skills employers and higher education value

Skills in demand

- Turn and talk: What are the skills most in demand in the workplace and necessary for success in college or career?

Top College & Career Readiness Skills

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

21st Century Schools, <http://www.21stcenturyschools.com/>

Johnson (2013). *Teaching Students to Dig Deeper: The Common Core in Action*.

Discussion: Handout 1

Skill	Without technology	With technology
Critical Thinking & Problem Solving		
Collaboration		
Agility and Adaptability		
Initiative		
Oral and Written Communication		
Accessing and Analyzing Information		
Curiosity and Imagination		

Reflection

- Is there a good match between the way we teach, the various high school completion credentials and the most desired skills?
- <http://www.usnews.com/news/articles/2016-02-01/ged-common-core-changes-highlight-that-college-isnt-for-everyone>

Technology proficiency

- “Not surprisingly, 43 percent of students feel unprepared to use technology as they look ahead to higher education or their work life.”
- “Sixty percent of teachers reported they use technology in the classroom, but just 26% of students indicated they are encouraged to use technology themselves.”

Moeller & Reitzes (2011). *Integrating technology with student-centered learning*. Nellie May Foundation.
<http://www.nmefoundation.org/getmedia/befa9751-d8ad-47e9-949d-bd649f7c0044/Integrating-Technology-with-Student-Centered-Learning?ext=.pdf>

Where do technology skills appear in the CCR Standards?

- Reading 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.
- Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.

Reflection: Handout 2

- Highlight all the references to technology in the previous slide
- How do you address these technology-related standards in your classrooms?
- What are the barriers that you face in implementing this type of model and what can you do to overcome them?

Overcoming the barriers

Problem	Solution
Access	Everyone On http://everyoneon.org/
Lack of basic technology skills	Digital Learn.org http://digitalllearn.org/ Digital Literacy. Gov http://www.digitalliteracy.gov/ Goodwill Community Foundation http://www.gcflearnfree.org/ CT Distance Learning Consortium http://www.ctdlc.org/remediation/indexComputer.html
Opportunities to practice	New England Literacy Resource Center http://www.nelrc.org/practice/tip.html

Prerequisites to technology integration

- A culture that promotes and encourages technology use
- A vision for technology use (what would it look like)
- Available technical support
- Policies that support appropriate/acceptable use
- Collaboration and planning time

<http://www.nmefoundation.org/getmedia/befa9751-d8ad-47e9-949d-bd649f7c0044/Integrating-Technology-with-Student-Centered-Learning?ext=.pdf>

What technology is available?

- Can you access
 - Desktops or laptops?
 - Tablets or netbooks?
 - Reliable Internet connection?

What percentage of students have Smartphones?

What tech skills will students need?

- Specific skills hard to pin down: technology changes fast!
- Some skills are employer or context specific-learn in specialized or on-the-job training
- Some universal skills
 - Tools for communication: email
 - Tools for research
 - Basic productivity: Microsoft Office (specifically Word, Excel & Outlook or their equivalents)

<http://www.quintcareers.com/job-skills-values/>

Communicating in the workplace/higher ed

- E-mail
- Blogging
- Text messages
- Chat and instant messaging
- Online phone calls
- Video chat and group calls
- Social posts, status updates and tweets
- Learning platforms (Blackboard, Schoology, etc.)

<http://www.gcflernfree.org/beyondemail>

Rate these by which you use the most. How would your students rate them?

E-mail basics

- Not the medium of choice for many individual users but still the life-line of workplaces and organizations.
- Knowledge and skills
 - E-mail etiquette and safety
 - Contacts and calendars
 - Violations that could jeopardize your job

<http://www.gcflearnfree.org/emailbasics/email101>

Email etiquette

Critique the following:

- hotstuff1212@aol.com
- *Thanks for your inquiry about the order!*
- I HOPE TO MEET YOU SOON.
- Sales increased by 5% this quarter 😊
- U r scheduled to come in at 3:00
- I wuz wondering if u have any job opinings right now?

General etiquette

- Use a professional address
- Avoid crazy fonts and colors
- Don't write in all upper case
- Avoid the use of emoticons
- Use proper grammar and spelling

<http://www.starterist.com/business-email-etiquette/>

Business skills

- Write a descriptive subject line
- Use a proper salutation and closing
- When setting appointments, take the lead, be specific, confirm
- Understand CC and BCC and use them properly
- Watch out for Reply All
- Remember all email is public

<http://www.starterist.com/business-email-etiquette/>

Application

- How can you use email in your class to provide opportunities for practice and feedback?
 - Use email to communicate about class, submit assignments, chat
 - Encourage students to set up gmail or icloud accounts
 - It may take class time but students may need direct instruction first to effectively use tools!

Blogging

- Useful tool for giving all students a voice in class
- Many free options exist such as Blogger from Google <https://www.blogger.com/> or WordPress <https://wordpress.com/>
- Advice on how to start a blog and comparison of various options <http://www.startablog123.com/best-free-blogging-sites/>

Other communication options

- Consider equity issues: if you plan to use electronic communications, be sure students have access
- Set rules for the use of electronic communications for educational purposes that would align with college and business acceptable use policies
 - What would you include in your acceptable use policy?

Research skills

- Students likely need to develop basic research skills for training or continuing education
 - Searching skills
 - Evaluating information for accuracy and reliability
 - Extracting information: summarizing and paraphrasing to avoid plagiarism

Searching

- See “Designing Lessons in the Browser”
 - Different search engines
 - Does the search engine make a difference? Try Google versus Bing
 - Boolean search techniques
 - “And” is the default, use “or” to join words
 - Quotes to capture whole search term

Finding good information on the Internet

- Items to check for
 - Source (domain: .gov, .edu, .org, .com; country codes .us, .ca, .uk, etc.)
 - Author (personal, professional organization)
 - Timeliness (update)
 - Audience
 - Bias

<https://sites.google.com/a/umn.edu/computer-basics/finding-good-information-on-the-internet>

<https://www.youtube.com/watch?v=ELclOOxzt3U> (7 1/2 minute review/tutorial)

Avoiding plagiarism

- Make sure students understand the concept of plagiarism
- Give students models for summarizing, paraphrasing and quoting sources

Basic productivity skills

- A tutorial is available through the CT Distance Learning Consortium:
<http://www.ctdlc.org/remediation/indexComputer.html>
 - Use a mouse to point, click & double click
 - Keyboard and typing tips
 - Opening and closing software files
 - Accessing a CD-ROM
 - Locating a saved file
 - Copy and paste a file or text

Microsoft Office

- Includes Word, Excel, PowerPoint
- Lots of ways to teach yourself
- <http://www.gcflearnfree.org/office>
 - Step by step directions, including screen shots
 - Narrated videos
- From Microsoft, certification <https://www.microsoft.com/en-us/learning/office-training.aspx>
- YouTube

Leveraging technology

- Building in experiences in the classroom gives students practice and confidence they need when they enter further education or a workplace
- Most program assessments have moved from paper/pencil to online
- Many higher ed courses incorporate some online learning platform, many employers utilize online modules for orientations, updates or other training

Where does technology fit in the Adult Ed classroom?

- Overcoming language barriers (translation, visuals)
- Building background knowledge (access to lower level materials, pictures, videos)
- Expand opportunities for students to practice and remediate weak skills
- Motivation, engagement, developing interest
- Expand options for students to Communicate and collaborate (e-mail, texting, blogging, conferencing, presentations)
- Expanding opportunities to write (journaling, blogs, e-mail, text)
- Expanding available resources (e-books, specialized sites), helpful when instructor is not the “expert”
- Learning the research process

