

How to Transition to Distance Learning **Roadmap for Adult Educators**



RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

Roadmap for Adult Educators on How to Transition to Distance Learning



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Introduction

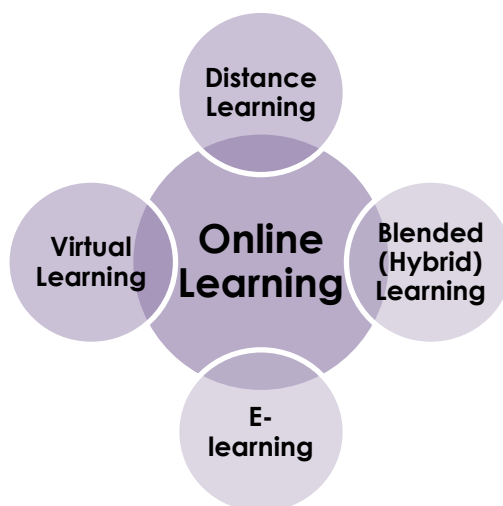
The content of this document addresses the following topics:

- Exploring various terms and instructional models for adult education students, all related to learning online;
- Identifying the model or models that best fit your program, your teachers, and your students;
- Learning to seamlessly transition to online teaching utilizing effective technology and remote teaching pedagogy; and finally,
- Exploring multiple resources meanwhile creating engaging learning experiences specifically designed for distance learning.

“Technology will not replace great teachers
but technology in the hands of great teachers
can be transformational”
-George Couros

George Couros is an Innovative Teaching, Learning, and Leadership Consultant and speaker, and he is the author of *The Innovator's Mindset*. Keep this quote in mind as we navigate through this handbook. You don't need to feel threatened by technology. Be an innovator! Like classroom teachers, online teachers act as guides and mentors and can be a great inspiration to their online students. This is a role that cannot be replaced by technology of any kind, but you do need to select the technological options that fit the needs of your school, your programs, your instructional staff, and your students.

“The terms online learning, virtual learning, e-learning, distance learning, and blended learning are unique; each refers to the act of using technology in learning, but how students engage in that process is slightly different.”



Source: <https://www.conexed.com/are-online-learning-virtual-learning-e-learning-distance-learning-and-blended-learning-the-same/>

Overview

There are 4 parts to this training. We will address each part in the form of a question.

Part 1: What is “learning online?”

In Part 1, we will define “learning online” in a way that allows us to grasp its intent so that we can easily make the transition.

Part 2: What are key components for developing an accurate roadmap, and what does this roadmap look like?

In Part 2, we will look at basic components for creating this roadmap. These components consist of best practices and resources from previous IPDAE webinar trainings that we will be incorporating into our roadmap for effectively transitioning to virtual instruction. We will also combine these components and create a roadmap for successful transition to learning online!

Part 3: How can you establish a strong teacher presence online?

In Part 3, we will look at how you can “transform” rather than “convert” from face to face to online learning. This is actually a very interesting section because most teachers I spoke with at the onset of this pandemic and the rush to move to online instruction, most of them asked how they could convert their current classroom course content to online.

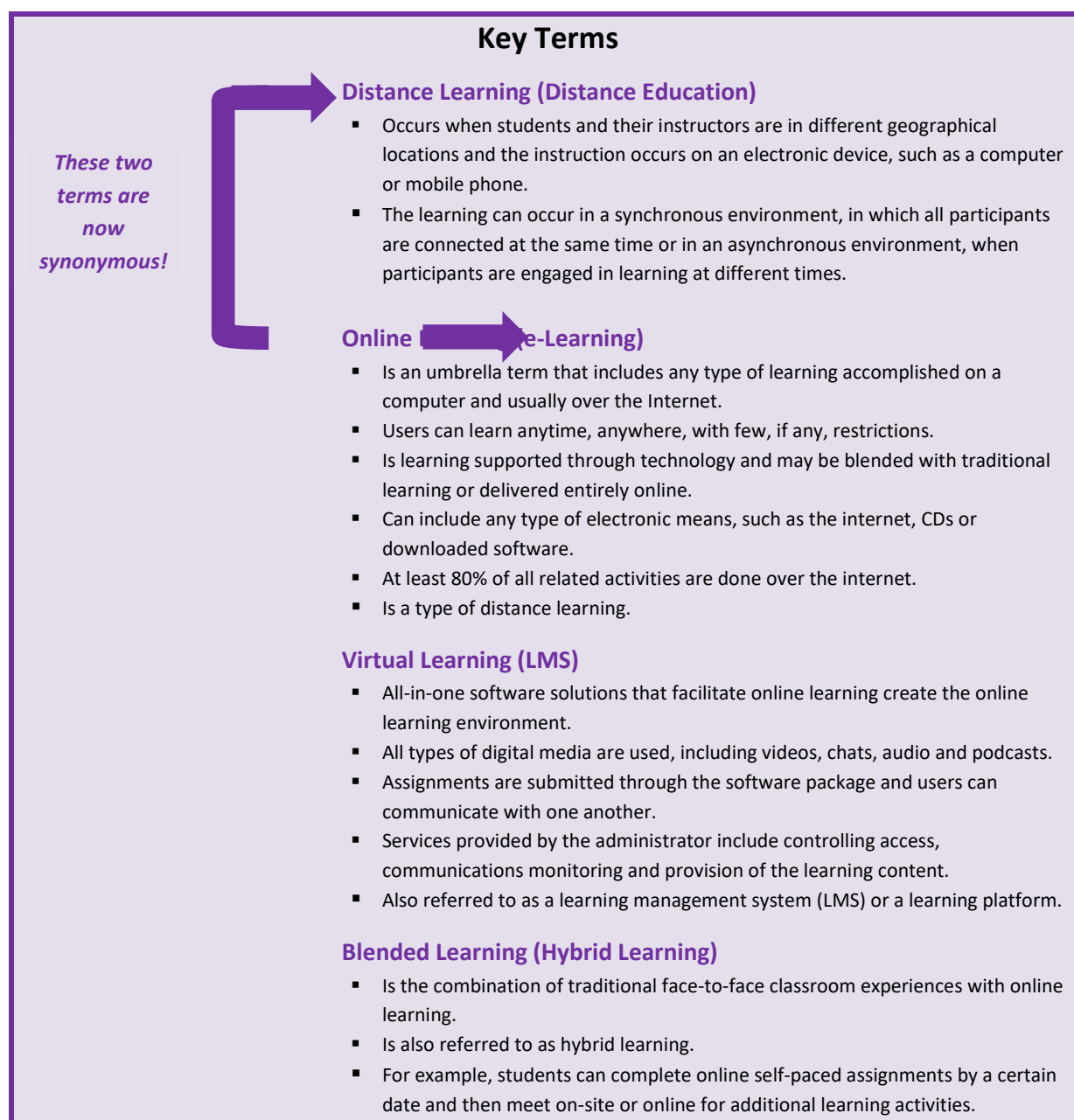
Part 4: How can you use technology to “transform”

In Part 4, we will address how you can establish a strong presence in your online classroom.

Part 1: What is learning online?

At the opening of this training, I introduced the terms online learning, distance learning, blended learning, e-learning, and virtual learning. Let's begin by taking a deeper look into each of these terms. What does each really mean? What are the similarities and differences among them?

Look at the chart below. All of these terms have one thing in common: They all refer to the act of using technology in learning. What requires emphasis, however, is the different ways in which students engage in the process of using that technology.



Remember, you just need to have an overall understanding of the basic differences and similarities. It's not essential for you to memorize the exact definition for each of these terms. As a matter of fact, you will note as you begin to pay closer attention when you hear these terms in conversation that most people use them interchangeably. As we look at this slide, the goal is to combine like terms and focus on the basics in order to develop a "working" application of these online learning terms.

Differentiating between all the types of learning might seem complicated at first. You have bulleted details explain each type of learning on this slide, but I just want to provide you with a simple, understandable description of each.

The key to understanding their differences is viewing them as characteristics of the learning process, which often overlap. These different types of learning work much in the way that a Venn diagram does. Refer to the chart on the previous page as you read through the bullets below.

- For example, what's the difference b/t **online** and **distance learning**? The key difference is geography. Students can be together with an instructor and use online learning, but distance learning implies that students and instructor are separated. Nowadays, however, most distance learning courses are offered via online portals, so actually the two terms are now synonymous.
- **Online learning** is engaging in learning through the Internet on any type of device, in real-time or through recorded or written information.
- **E-learning** simply describes that there are electronic aspects involved in the learning process, such as the use of computers.
- The term "**distance learning**" refers to the geographical aspect of learning. Any type of learning that is done from a place that is not at the same location as the instructor is considered distance learning.
- **Blended learning** refers to educational methods in which both physical class time and electronic learning take place. It is also e-learning because of its electronic component.
- **Online learning** is always a type of **e-learning**, because an electronic device is used to deliver the information, and a form of distance learning, as it is done without physically attending the classes.
- **Online learning** can also be mobile learning if educational content and activities are delivered via mobile devices, such as smartphones.

Before we move to the next part, remember that when planning online resources and incorporating learning online, you need to consider the factors below in order to best determine which approach satisfies the needs and goals of your students.

Factors for consideration in planning/developing online resources

1. Course objectives
2. Intended student outcomes
3. Student needs
4. Student access to technology
5. Student digital literacy

Keep in mind that the success of your online courses depends a lot on the teaching environment.

Teaching methods play a key role in the selection of appropriate design. The decision between one type or another depends a lot on your students' learning styles and willingness to travel.

Part 2: What are the key components for developing an accurate roadmap, and what does it look like?

In this section of the training, we will mesh together all of the resources and best practices that you need to include as you develop your unique roadmap to transitioning online. We will, as noted in the Introduction, be referring to and incorporating resources and best practices that were introduced and explained in depth in 5 previous IPDAE trainings.

Carefully look over the chart below which outlines the resources and best practices that you will need to incorporate into your roadmap from each of the targeted 5 IPDAE trainings. A brief explanation of each webinar training follows the chart.

Applying IPDAE Resources & Best Practices in Creating the Roadmap on Transitioning to Learning Online				
<i>Using the IISPs in a Virtual Setting</i>	<i>Creating a Virtual Student Orientation Course for Online Success</i>	<i>Keeping Students Connected with Engaging Activities for the Virtual ABE Reading & Language Classrooms</i>	<i>Instructional Rigor Online: Staying on the Path of Student Achievement</i>	<i>Administrative Best Practices for Monitoring Virtual Courses</i>
Referenced Resources To Be Included in the Roadmap:				
<ul style="list-style-type: none"> IISPs for TABE Reading, Language, and Mathematics Reading, Language, and Mathematics Common Planning Tools for the Multi-Level ABE Classroom 	<ul style="list-style-type: none"> Chart: Discussion Points for VSO (Virtual Orientation Course) Development Virtual Course Syllabus Online Course Evaluation Rubric (OCER) for Online Courses 	<ul style="list-style-type: none"> Highlighted Active Learning Techniques (Generate, Integrate, Retrieve) 3 Types of Interactions for Active Learning (Student-Teacher, Student-Student, Student-Content) 	<ul style="list-style-type: none"> Webb's DOK Wheel with Online Resources DOK Lesson Planning Guide IISPs for TABE Reading, Language, and Mathematics Reading, Language, and Mathematics Common Planning Tools for the Multi-Level ABE Classroom Provided formula for academic rigor 	<ul style="list-style-type: none"> Administrative Monitoring Tool for the Virtual Classroom Sample Virtual Visitation Calendar Virtual Visit Feedback Tool Diagram: Summary Overview of the Virtual Monitoring Process Tips for Teachers: Sharing Best Practices & Expectations for Teachers in the Virtual Classrooms
Referenced Best Practices in Developing the Roadmap:				
<ul style="list-style-type: none"> Creating a digital Scope & Sequence (using IISPs) that targets non-mastered content represented by students' TABE test performance Using the IISPs to hold student data chats in a virtual setting 	<ul style="list-style-type: none"> Incorporating highlighted components from above VSO Course chart <u>in order</u> to identify virtual course components. 	<ul style="list-style-type: none"> Developing activities that emphasize all three types of active learning interactions. Ensuring that all activities provide opportunities for students to apply active learning techniques. 	<ul style="list-style-type: none"> Applying the formula for academic rigor when selecting online course content and developing online activities. 	<ul style="list-style-type: none"> Using provided monitoring tools to evaluate your online programs.

As you probably figured out by reading the titles above, you can see that these 5 trainings are all about successful online teaching and learning. It's essential for you to be able to combine all highlighted information as you develop your roadmap. In other words, just think of the trainings as puzzle pieces that you are going to fit together to build the road to transitioning to learning online. As we build the sections of

“road” so to speak, we will include visuals from these webinar trainings so that you can easily identify and locate the content we will be incorporating.

Webinar #1: Using the IISPs in a Virtual Setting. As far as resources go, we will be using the IISPs for TABE reading, language and math along with the Common Planning Tools for TABE Reading, Language and Math for the Multi-Level ABE Classroom. In the bottom half of the chart, you can see that we will be applying two best practices addressed in this webinar. These include creating a digital Scope & Sequence using these IISPs and holding virtual data chats, also using the IISPs.

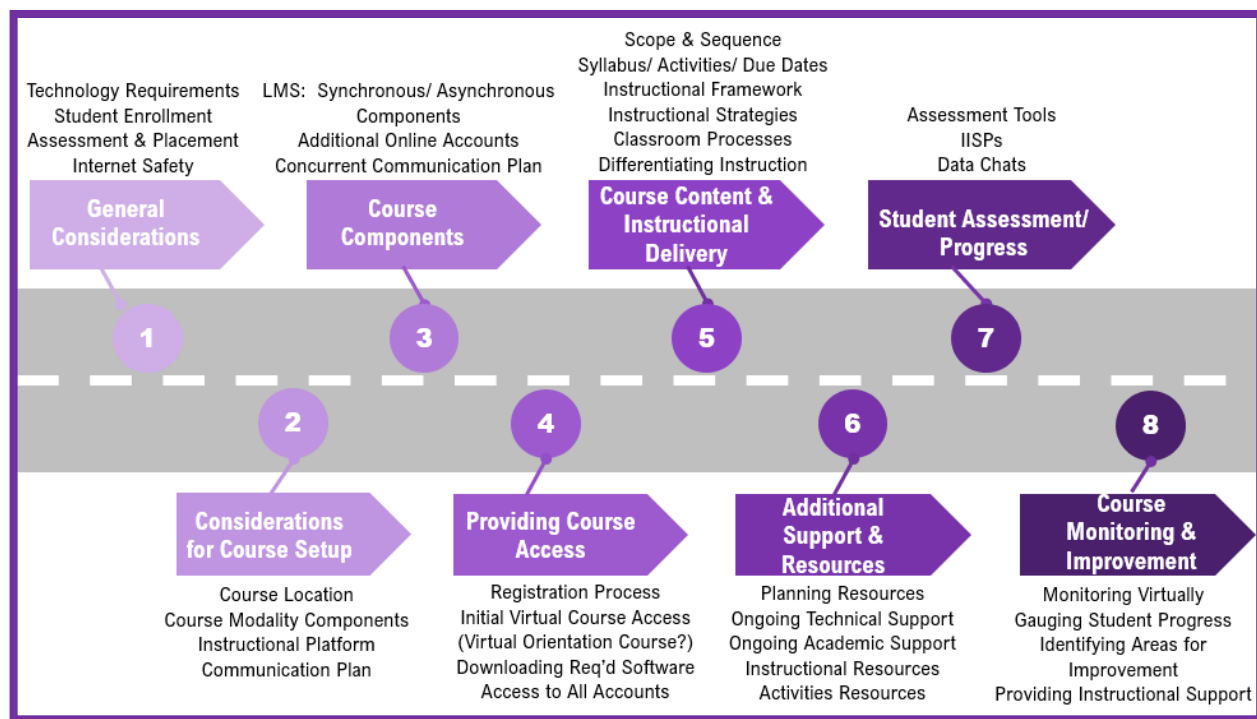
Webinar #2: Creating a Virtual Student Orientation Course for Online Success. We will be using the chart on Discussion Points for creating a Virtual Orientation Course, the template for the Virtual Course Syllabus, and the provided Online Course Evaluation Rubric. All of these components will be used together to identify which virtual components you will include as you transition to learning online.

Webinar #3: Keeping Students Connected with Engaging Activities for the Virtual ABE Reading & Language Classrooms. We will use the listed Active Learning Techniques (generate, integrate and retrieve) and the three types of interactions that support active learning: student-teacher interaction, student-student interaction, and student-content interaction. We will develop activities that will take all of these components into consideration to ensure maximum student engagement and participation.

Webinar #4: Instructional Rigor Online: Staying on the Path of Student Achievement. In this previous webinar, we addressed Instructional Rigor Online. We will use the adapted DOK Wheel with online resources, the DOK Lesson Planning Guide, the IISPs, the Common Planning tools for the multi-level ABE classrooms, and the provided formula for academic rigor. We will use all of these resources to actually apply this formula and ensure that our online lessons are rigorous, challenging, and motivating to our students.

Webinar #5: Administrative Best Practices for Monitoring Virtual Courses. This webinar emphasized the online monitoring piece to ensure that we continuously evaluate our online program or programs with the intent of providing any necessary support or intervention as well as make changes that will support their continued improvement.

At this moment, take a deep breath and relax. You have seen all of this before, and even if you haven’t, we are going to break it down even further. What’s important is that you are able to put all of these components together by the end of this webinar, and that you are able to create your own roadmap. We **will** make this happen, and we will begin with the roadmap template on the following page. Following the template, we will dive deeper into each of the 8 navigation points.



In the next couple of pages, we will individually address each of these 8 navigation points. Note that all the summary charts for each of the 8 points follows the template below. This is intentional and was created to provide consistency as you develop your own roadmap to success. Also note that each point identifies the previous webinar(s) along with the corresponding resources and best practices should you wish to refer to any prior training(s) for additional information or clarification.

Follow the format below throughout each of the 8 navigation points:



WEBINAR REFERENCE: Webinar title here.
RESOURCE(S): Webinar resources listed here.
BEST PRACTICE(S): Webinar best practices listed here.

Target Area	Components/Description
Lists target(s) for this navigation point.	Expands on each target and provides a brief description.

Roadmap Navigation Point #1: General Considerations

General Considerations

1

WEBINAR REFERENCE: *Creating a Virtual Student Orientation Course for Online Success*

RESOURCE(S): Chart: Discussion Points for VSO Orientation

BEST PRACTICE(S): Develop and use a chart/checklist identifying all required targets and target components

Target Area	Components/Description
Technology Requirements	Hardware requirements Software requirements
Student Enrollment	Enrollment process Course cost/payment
Assessment & Placement	Identified placement test/method Determinants for placing students appropriately
Internet Safety	Review internet use policy & procedures

General Considerations includes four target areas: (1) technology requirements, (2) student enrollment, (3) assessment & placement, and (4) internet safety. Let's briefly address each of these individually.

(1) Technology Requirements

As you begin to create your roadmap to learning online, you first need to identify the technology requirements. For example, will students be using a laptop or desktop for the LMS web application? What about a cell phone with the cell app? Will the school be providing tablets, etc.? All these questions need to be answered.

Next, do the same with the software requirements. What LMS platform do you plan to use? Will there be any Computer Assisted Instructional (CAI) programs in addition to the main platform? For example, will students need to use *Canvas* as well as *Zoom*? Will you be supporting instruction with an additional LMS platform such as *TABE Academy*? Will students be using "virtual" workbooks? Again, all of these questions need to be addressed.

(2) Student Enrollment

What will the enrollment process look like for your virtual course? How will students register for a course? Will it be online? What payment methods will be acceptable? Try to streamline the process as much as possible. You may even want to create a cheat note with a simple flowchart of the registration/enrollment process.

(3) Assessment & Placement

You will also need to address how you plan to assess students initially and how you plan to place them. This may seem like a foolish question; however, remember that just last year when we were forced to suddenly transition to online instruction, we lost the ability to test our AGE students because neither the *CASAS* nor *TABE* tests were available for online application at the time.

You must also address how to place students in the most appropriate functional level. This is important because you will need to communicate this information to students as they register for their virtual courses.

(4) Internet Safety

Finally, let's briefly address internet safety. Be sure to include your district's internet policy use. You want to be sure that all students understand the do's and don'ts of internet use, and you want to ensure a safe online environment where **all** students are comfortable attending their online courses, participating in shared activities, and simply interacting with their instructors and each other.

Roadmap Navigation Point #2: Considerations for Course Setup

Considerations for Course Setup

2

WEBINAR REFERENCE: *Creating a Virtual Student Orientation Course for Online Success*

RESOURCE(S): Chart: Discussion Points for VSO Orientation

BEST PRACTICE(S): Develop and use a chart/checklist identifying all required targets and target components

Target Area	Components/Description
Course Location	Virtual/Online Blended
Course Modality Components	Synchronous Components Asynchronous Components
Instructional Platform	Primary LMS Plan B
Communication Plan	Email Cell Facetime WhatsApp

Considerations for course setup includes four target areas: (1) course location, (2) course modality components, (3) instructional platform, and (4) communication plan. Let's briefly address each of these individually.

(1) Course Location

As you begin to create your roadmap to learning online, you first need to decide what your virtual/online course location will be. Will your course be 100% online, or will it be a blended model where students participate in both face-to-face and virtual instruction?

(2) Course Modality

Course modality refers to synchronous and asynchronous instructional components. To refresh your memory, synchronous learning is online or distance learning that happens in real time. It's not as flexible as asynchronous learning because synchronous learning occurs within a set class schedule and has required login times. Asynchronous provides more flexibility, so students can complete their work at their convenience. It's easy to see that a combination of both would provide students with the greatest amount of flexibility and learning opportunities.

You will need to specifically identify what synchronous components and asynchronous components you will include in your online course. Try to keep it as simple as possible in the beginning. Start with a minimal number of components, and then add as you and your students become more proficient in the virtual realm. For example, when you identify synchronous components, start with just a few: maybe the live conference option along with the live chat. As you master this, you can add "breakout rooms, etc." Do the same when selecting asynchronous components for your online class. Always include pre-recorded lessons that students can refer to at their leisure. Be sure your email function is working, and then start with basic assignments and quizzes. You can then add discussion posts and even polls as you gain confidence. We'll address this in greater depth when we cover Navigation Point #5 on course content and instructional delivery.

(3) Instructional Platform

Next, be sure to select the most appropriate LMS platform. Do a little research. See which platform includes the components you selected. For example, is it *Canvas*? or *Zoom*? What is truly critical here, however, is that you must also select a Plan B option. Don't stick to just one option because you can expect that this option will fail at some point. When this happens, you want to have the immediate ability to transition instruction to another platform or method of communication. **This is critical and will avoid a great deal of anxiety on your part as well as for your students.**

(4) Communication Plan

Finally, consider how will you communicate with your students. The more options you have, the better. Communicate these options to your students, and be sure that they have the right apps, etc. Also, be sure to use various methods of communication regularly. You want your students to be comfortable with all selected methods, and practice makes perfect.

Roadmap Navigation Point #3: Course Components

Course Components 3

WEBINAR REFERENCE: *Creating a Virtual Student Orientation Course for Online Success*

RESOURCE(S): Chart: Discussion Points for VSO Orientation

BEST PRACTICE(S): Develop and use a chart/checklist identifying all required targets and target components

Target Area	Components/Description
LMS Platform	Identify Primary LMS Platform Identify Plan B
Synchronous/Asynchronous Components	Specify Minimum Required Synchronous Components Specify Minimum Required Asynchronous Components
Additional Online Accounts	Web-based Apps Mobile Apps CAI Programs Computer-based Programs
Concurrent Communication Plan	Multiple Methods of Communication Established Links to ALL Platforms on Primary LMS All Contact Information & Procedures Listed in Course Syllabus

There are four target areas for course components: (1) LMS platform, (2) synchronous/asynchronous components, (3) additional online accounts, (4) concurrent communication plan. Let's address each.

(1) LMS Platform

Think carefully about which primary LMS platform will you select? Also, be sure to select a "Plan B" option. For example, let's say your main platform is *Canvas*. What is your backup plan or Plan B for when your main platform is down? This is not a question as to whether or not you will encounter this situation. It's a question of when you will encounter it. With Plan B in place, you and your students can easily transition to your secondary option and continue with virtual instruction.

Some platforms or Plan B options you may want to consider include *Canvas*, *Zoom*, *Microsoft Teams*, and even *WhatsApp*, *Facetime*, and other mobile apps.

(2) Synchronous/Asynchronous Components

When we're talking about synchronous and asynchronous components, we need to be specific about which specific tools under each we want to include as part of our virtual program. For example, what synchronous tools will be mandatory in your virtual courses? Will teachers be required to use the live conference/webinar option, the live chat option, the live poll option, or even breakout

rooms. You need to discuss this with our administrative and instructional team to determine which of these tools are “non-negotiables” and must be included in every virtual course.

The same applies to the asynchronous component. What will be mandatory? Posts? Assignments? Quizzes? Gradebook? Again, discuss all options with your team and make a decision. Be sure to communicate to all virtual instructors which components are mandatory for their virtual programs.

(3) Additional Online Accounts

Next, you need to identify any additional online accounts that teachers and/or students will need to set up and access. For example, identify all web-based applications, mobile applications, Computer Assisted Programs and Computer-based programs that will support your virtual classes. Ensure that all teachers and students have access to these programs.

(4) Concurrent Communication Plan

Finally, let’s talk about the Concurrent Communication Plan. Nothing is more frustrating when you’re online than when you lose connection and cannot regain access. Keeping this in mind, it is absolutely essential, never mind, I mean “critical” that you identify and establish multiple methods of communication for all of your virtual classes. Be sure that teachers are able to communicate via email, phone, WhatsApp, Facetime, etc. The more options they are provided with, the better. Double check that links to all of the platforms for each course are listed on the course syllabi as well as on the primary platform homepage. Remember, when your primary LMS goes down, and again, it will; be sure that you have Plan B, Plan C, Plan D, etc. in place. Also, ensure that students know what to do if Plan A fails. What is Plan B and how do they access that method of communication?

Roadmap Navigation Point #4: Providing Course Access

Providing Course Access 4

WEBINAR REFERENCE: *Creating a Virtual Student Orientation Course for Online Success*

RESOURCE(S): Chart: Discussion Points for VSO Orientation

BEST PRACTICE(S): Develop and use a chart/checklist identifying all required targets and target components

Target Area	Components/Description
Registration Process	Registration Procedures Required Documentation

	Cost & Payment Method
Initial Virtual Course Access	What is the procedure for making initial contact with a registered student? “Cheat Note”
Virtual Orientation Course	Will you require students to participate in a Virtual Orientation Course prior to accessing their virtual course?
Downloading Required Software & Gaining Access to All Accounts	What additional software applications are required for the course, and how will students download the apps and gain access/set up their accounts?

(1) Registration Process

What are your registration procedures? In other words, how will students register for virtual courses? What documentation is required? What is the cost and how will they pay for these courses? Will the process be entirely online, or will they have to complete part of the process or all of it face-to-face? These are all questions to guide you as you determine the best way to set up student registrations for virtual classes.

(2) Initial Virtual Course Access

Once the student has registered for the virtual course, how will he or she initially gain access to that course? After all, it is an online course, so you will not be able to physically guide them through the process, or will you? Will you provide them with an email link for a virtual conference where they will be guided through the steps of accessing the online course via a web-conferencing option, or will you have a brief video recording that they can access, again via an email link, of the process for accessing their online class? What if they don’t have an email account? Will you initially contact via *Facetime*, for example? You need to specifically outline this procedure, and be sure to include options for students with special needs or who are technologically challenged.

(3) Virtual Orientation Course

You should consider creating a Virtual Orientation Course for all of your virtual courses. Such a course could be the determining factor for initial student success in virtual classes. Such a course gives students the opportunity to use and familiarize themselves with the technology that they will encounter in their online courses. Be sure to check out the webinar training: *Creating a Virtual Student Orientation Course for Online Success*. In this training, you will gain access to a step-by-step process on how to develop and implement your own Virtual Orientation Program.

(4) Downloading Required Software & Gaining Access to ALL Accounts

Most of our adult students struggle with technology. Ensure that your students have access to all of the software or all of the applications that they will need for their virtual classes. Is there a mobile app for your primary and/or secondary LMS? For example, can they download *Canvas* or *Zoom* on their mobile phones? If so, be sure to walk them through the process.

One of the greatest strengths of virtual classes is that they are accessible from anywhere there is internet or WIFI. When students are on the go, what better way to keep them engaged and attending your class than via a phone app? Also, be sure that if there is a digital book or workbook for the course, that students have access and know how to navigate through it.

If you plan to incorporate any CAI programs as part of your course, be sure to help students set up their accounts, gain access, and again, learn how to navigate and use these programs. Also, be specific in your expectations regarding regular use and access to these secondary programs and apps.

Roadmap Navigation Point #5: Course Content & Instructional Delivery

It's time to get down to the nitty gritty as we address Course Content and Instructional Delivery. This is the most intense navigation point because it has so many components. Notice that we are incorporating resources and best practices from multiple webinar trainings. They're all listed below along with the specific resources and best practices found in each one. If you want more detailed information on the content covered in the next couple of slides, be sure to refer to these prior webinars. This will help you gain clarity and understanding.

Course Content & Instructional Delivery

5

WEBINAR REFERENCE: *Creating a Virtual Student Orientation Course for Online Success*

RESOURCE(S): Virtual Course Syllabus & Chart: Discussion Points for VSO Development

BEST PRACTICE(S): Use VSO Course Chart to identify essential course components.

WEBINAR REFERENCE: *Keeping Students Connected with Engaging Activities for the ABE Reading & Language Classrooms*

RESOURCE(S): Active learning techniques & 3 types of interactions

BEST PRACTICE(S): Use above resources to develop engaging instructional activities within the 3 types of interactions.

WEBINAR REFERENCE: *Instructional Rigor Online: Staying on the Path of Student Achievement*

RESOURCE(S): DOK Wheel with Online Resources; DOK Lesson Planning Guide; IISPs; Read., Lang., and Math Common Planning Tools for the Multi-level ABE Classrooms; & formula for academic rigor

BEST PRACTICE(S): Apply the formula for academic rigor and use provided resources in selecting online course content & developing online activities.

WEBINAR REFERENCE: *Using the IISPs in a Virtual Setting*

RESOURCE(S): IISPs for TABE 11/12 Reading, Language, and Math Common Planning Tools (TABE 11/12 Reading, Language & Math for the Multi-level ABE Classrooms, Linear Calendar (S&S))

BEST PRACTICE(S): Create a Scope & Sequence (using IISPs) that targets non-mastered content represented by students' TABE test performance
Differentiate/individualize instruction using the IISPs.

You will also find more detailed information on the **IISPs** as well as on the **TABE 11/12 Common Planning Tools for the Multi-level Classroom** in the following 3 IPDAE webinar trainings:

1. *IISPs for the TABE 11/12 Language Test,*
2. *IISPs for the TABE 11/12 Reading Test, and*
3. *IISPs for the TABE 11/12 Mathematics Test.*

Target Area

Components/Description

Scope & Sequence	Identify non-mastered content from IISPs Create linear calendar emphasizing said content throughout available instructional days Use the <i>Common Planning Tool for the Multi-level ABE Class</i>
Course Syllabus	Instructor contact information Virtual access links Required materials Instructional Framework Minimum course requirements Calendar (focus/assignments/due dates)
Instructional Framework	Daily breakdown of activities
Instructional Strategies	Active learning strategies Develop activities for all 3 interactions
Classroom Processes	Standardize classroom processes/procedures
Differentiating & Individualizing Instruction	Use IISPs to target non-mastered content for each student Hold data/progress chats (Breakout Rooms)

(1) Scope & Sequence

To develop a scope & sequence (S&S) of non-mastered content for your specific online classrooms, identify non-mastered content using the students' IISPs. Mark this content on the *Common Planning Tool for the Multi-level ABE Class*. Create a linear calendar (or S&S) of all non-mastered content to ensure that you emphasize said content throughout the available instructional days in the trimester.

(2) Course Syllabus

Ensure each online course syllabus contains the following information, at a minimum:

- Instructor contact information
- Virtual access links
- Required Materials
- Instructional Framework
- Minimum Course Requirements
- Calendar (focus/assignments/due dates)

(3) Instructional Framework

The Instructional Framework should also be listed on the online course syllabus. This should include a list of the types of activities that will be incorporated into every instructional day. It is possible to have different instructional frameworks throughout the week to avoid monotony and keep students interested and engaged.

(4) Instructional Strategies

Be sure to include active learning strategies in all generated activities for our online classes. This specifically refers to the three active learning techniques: generate, integrate, and retrieve. You must also include student-teacher, student-student, and student-content activities; when doing so, pair up these activities with the appropriate online tools.

(5) Classroom Processes

Classroom processes are critical if you are to effectively manage your online class. Here, consistency is clear. Establish routines and protocols for taking attendance, submitting assignments, participating in live discussions, etc.; and stick to them. The more you adhere to these routines, the easier it will be for you to effectively and efficiently run your online class. This means you will have more time to address student learning and student engagement.

(6) Differentiating & Individualizing Instruction

Differentiating and Individualizing instruction is just as important online as it is in the physical classroom. Use the IISPs to target non-mastered content for each student. As student master standards or competencies, be sure to update their IISPs to reflect this and hold regular data chats to discuss progress. Since you're working in a virtual environment, you will need to have these data or progress chats virtually as well. Create breakout rooms to hold one-on-one conversations with students while the rest of the class is engaged in other instructional activities.

Roadmap Navigation Point #6: Additional Support & Resources

Additional Support & Resources

6

WEBINAR REFERENCE: *Creating a Virtual Student Orientation Course for Online Success*

RESOURCE(S): Chart: Discussion Points for VSO Orientation

BEST PRACTICE(S): Incorporate the TABE 11/12 Common Planning Tools for the Multi-Level ABE Classroom during planning and identify ongoing instructional and technical resources for both teachers & students.

Target Area	Components/Description
Planning Resources	IISPs TABE 11/12 Common Planning Tools for the Multi-Level ABE Classroom (Reading, Language & Math)
Ongoing Technical Support	Fixed tech support hours Assigned personnel for ongoing tech support Access to tech support via breakout rooms (an option)
Ongoing Academic Support	Tutoring hours Weekly reviews Virtual lab hours CAI programs

Instructional Resources	YouTube Ted Talks Blogs Online articles Web links Digital study guides, etc.
Activities Resources	Project-based activities

(1) Planning Resources

What kind of resources will you provide teachers in order to plan effective online classes? Teachers may use student IISPs in order to identify non-mastered content and ensure that they emphasize this content during instruction. They can use the TABE 11/12 Common planning tools for the multi-level ABE classroom if their classes are multi-leveled. This tool aligns TABE skills within each TABE domain across all 4 TABE levels. It's an easy at-a-glance view of how individual skills shift in rigor and difficulty across all 4 TABE levels. Teachers can simply highlight those skills that have not been mastered by their students.

(2) Ongoing Technical Support

When addressing “ongoing technical support,” we must stress the word “ongoing.” Technology issues are a constant in a virtual setting, and this being the case, technical support should always be available to students, especially during synchronous instruction and activities. There are many ways of offering ongoing tech support. You just have to figure out the best option for your program and your students. For example, is it best to schedule fixed tech support hours throughout the virtual instructional day? Will you assign a specific person or specific people to provide this ongoing support? Will students be able to access tech support via breakout rooms?

Think about these questions. Talk to your team and come up with an innovative solution that satisfies the needs of your students.

(3) Ongoing Academic Support

You may not consider academic support to be necessary in a virtual setting, but an online setting doesn't change the fact that at some point in time during the trimester, you will have students who will require some sort of academic intervention. Be proactive and consider setting up tutoring hours, weekly reviews, and even virtual lab hours. Identify CAI programs that support classroom instruction.

(4) Instructional Resources

There exists a myriad of instructional resources online. Explore *YouTube* videos, *TED Talks*, blogs, journal articles, web links, etc. that pair up with the content in your lessons. These additional resources can be valuable to students when carefully selected. For example, the *O.W.L. at Purdue* is a service offered by Purdue University where students can go for grammar and writing rules, examples, and practice activities.

(5) Activities Resources

Finally, don't forget to provide students with enrichment activities that they can do either within the scope of required assignments, or as external assignments. A good example is incorporating project-based activities.

Roadmap Navigation Point #7: Student Assessment/Progress

Student Assessment/ Progress

7

WEBINAR REFERENCE: *Using the IISPs in a Virtual Setting*

RESOURCE(S): IISPs for TABE 11/12 Reading, Language, and Math

BEST PRACTICE(S): Monitor students' IISPs to ensure that they are regularly updated to reflect current progress/mastery

Target Area	Components/Description
Assessment Tools	What is the teacher using to regularly assess mastery of tested content? Tools are used regularly for ongoing monitoring of student progress.
IISPs	All students have IISPs IISPs are regularly updated to reflect current mastery levels
Data Chats	Data chats are held to discuss progress/lack of Instruction, assignments, and activities address non-mastered content (learning gaps)

(1) Assessment Tools

When we address student assessment and progress, we have to begin by identifying how we are going to assess students in virtual setting. These assessments should take place throughout the trimester so that teachers can continuously gauge student progress. You are not limited to any particular assessment tool; however, keep in mind that regardless of the online tool that you use, you must make sure that you are evaluating mastery of course content and objectives. You should be aggressively monitoring student progress toward mastery of tested content since this is how student will ultimately be assessed for functional level promotion.

(2) Individualized Instructional Student Plans (IISPs)

We cannot stress enough how critical IISPs are to helping you target instruction, and help students fill in learning gaps. Every student in your virtual class should have an IISP. Remember, these IISPs are live documents. With the IISPs, you and the student both have a clear picture of the content that will be assessed on the post-test. These IISPs give each individual student a clear roadmap toward continued progress and ultimate success.

(3) Data Chats

Data chats go hand-in-hand with the IISPs. As you update IISPs, be sure to meet with students and discuss progress made. Also, discuss areas where there are learning gaps and be sure to provide instruction, assignments, and activities that address non-mastered content in order to help students fill in these gaps.

Roadmap Navigation Point #8: Course Monitoring & Improvement

Course Monitoring & Improvement

8

WEBINAR REFERENCE: *Administrative Best Practices for Monitoring Virtual Courses*

RESOURCE(S): Administrative Monitoring Tool for the Virtual Classroom
Sample Virtual Visitation Calendar & Virtual Visit Feedback Tool
Diagram: Summary Overview of the Virtual Monitoring Process
Tips for Teachers: Sharing Best Practices & Expectations for Teachers in the Virtual Classroom

BEST PRACTICE(S): Use provided monitoring tools to evaluate your online program, provide necessary support, and make improvements to the operational and instructional components of your virtual classes.

Target Area	Components/Description
Monitoring Courses Virtually	Visitation Calendar (Synchronous/Asynchronous) Delivery of Instruction Student Engagement
Gauging Student Progress	IISPs Additional Assessments
Identifying Areas for Improvement	Stick to the Visitation Calendar Use the <i>Administrative Monitoring Tool</i> Provide teachers with feedback (<i>Virtual Visit Feedback Tool</i>)
Providing Instructional Support	Teacher Action Plan Instructional Coaching Model (support)

(1) Monitoring Courses Virtually

This entire training has been about creating a roadmap to help adult educators transition to learning online. This being said, we will need to address virtual course monitoring on a virtual level as well.

Before you even begin monitoring your courses, create a visitation calendar. Your initial visitation should include a full evaluation/assessment of every online course. Once you've identified the areas in need of improvement, then you can create a visitation calendar where you target these areas. Be sure to evaluate both synchronous and asynchronous components for your online classes. Look at the delivery of instruction. Don't just look at the technology in place. Look at student engagement. Are students participating in meaningful activities that address course objectives and target learning gaps? Are the activities rigorous? Is there evidence of active learning?

(2) Gauging Student Progress

Pay close attention to how instructors gauge student progress or mastery of course objectives. What tools or methods are they employing in assessing students? Do all of the students have IISPs and are they current? What is the process in place for updating these IISPs?

(3) Identifying Areas for Improvement

Use the Administrative Monitoring Tool when you conduct your virtual walk throughs, and stick to the visitation calendar. If you are scheduled to observe a close reading activity, then stick to the plan and focus on just that. Provide teachers with specific feedback on what you observed. Keep it positive but stick to the plan.

(4) Providing Instructional Support

Part of providing instructional support includes creating a teacher action plan **with** each teacher. This plan should outline areas for improvement. Teachers should be clear that the purpose of the plan is to target these areas in order to provide the teachers with the necessary resources and support that will lead to improvements in these areas. An instructional support model of some sort should be implemented within each virtual setting. You will need to sit with your administrative and instructional teams and outline what this support will include.

Finally, be sure to hold your teachers accountable. Teachers should be clear as to the expectations for improvements.

We have now addressed all 8 navigation points in Part 2 of this training, but let's recap. Refer to the infographic below as we review key points. This visual is slightly different from the one previous shared in this handbook in that it includes suggested key school personnel (with expertise in these areas or on these topics) that you might want to involve as you address each of these points and create procedures for your school site. The easiest way to accomplish this is to have 8 working groups, one for each of these points. Some personnel may be required to participate in more than one group, and as always, be sure that your administrative team members are included in all 8 groups, and that at least one instructional expert (preferably an instructional coach or lead teacher) is included in each group as well.



Building Your Team Of Experts

Suggested School Personnel with Area Expertise

General Considerations

1



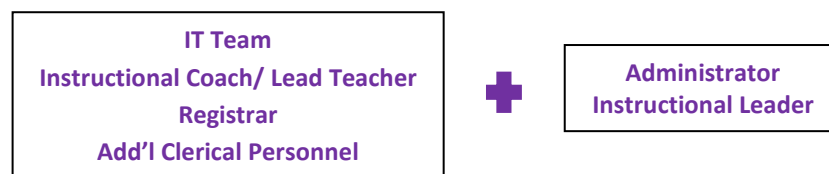
Team Member Focus

- IT/Tech team to address technology requirements & internet safety
- Registrar to address student enrollment
- Test chair to address student assessment & placement.

Suggested School Personnel with Area Expertise

Considerations for Course Setup

2



Team Member Focus

- IT/Tech Team & Instructional Coach/Lead Teacher to determine the best course location, course modality components, and instructional platform
- Your registrar, instructional coach/lead teacher, and clerical personnel to provide valuable input as you develop your communication plan

3

Suggested School Personnel with Area Expertise



Team Member Focus

- IT/Tech team to work closely with your instructional coach/lead teacher to identify essential synchronous & asynchronous course components
- IT Team to play a key part in setting up a standardized template for all of your online courses to ensure consistency throughout the program
- They can also assist in setting up additional online accounts and documenting the process for setting up these accounts and gaining access (for both teachers and students.)
- Instructional coach/lead teacher to work closely with selected instructors to establish a school-wide concurrent communication plan
- *Note: This concurrent plan is critical in establishing teacher presence in an online course as well as in creating a positive course culture. It should provide for multiple ways in which instructors and students can continuously communicate with each other via various means such as WhatsApp, Facetime, course chats, social media, other synchronous options, etc.*

Building Your Team Of Experts *(continued)*

Suggested School Personnel with Area Expertise



Team Member Focus

Providing Course Access

4

- Registrar to guide this process (critical participant)
- Site counselor, if available, to provide insight
- IT team to facilitate the downloading of all required software as well as help create a “cheat note” for students on how to create and access the various accounts that they will be using in each online course.
- *NOTE: If you do decide to create a Virtual Student Orientation Course, you will need to have one representative from each of the areas mentioned here today. Since the virtual orientation course is supposed to “mirror” the actual online course as much as possible, it is critical that all interested parties participate in developing the content and procedures for this course. So be sure not to leave anyone out.*

Suggested School Personnel with Area Expertise



5

Course Content & Instructional Delivery

Team Member Focus

- Instructional Coach/Lead Teacher along with your best teachers to develop competency-based curriculum
- IT team to provide valuable information regarding which platform tools would be the best options for specific classroom activities

Suggested School Personnel with Area Expertise

IT Team
Instructional Coach/ Lead Teacher
Selected Instructors



Administrator
Instructional Leader

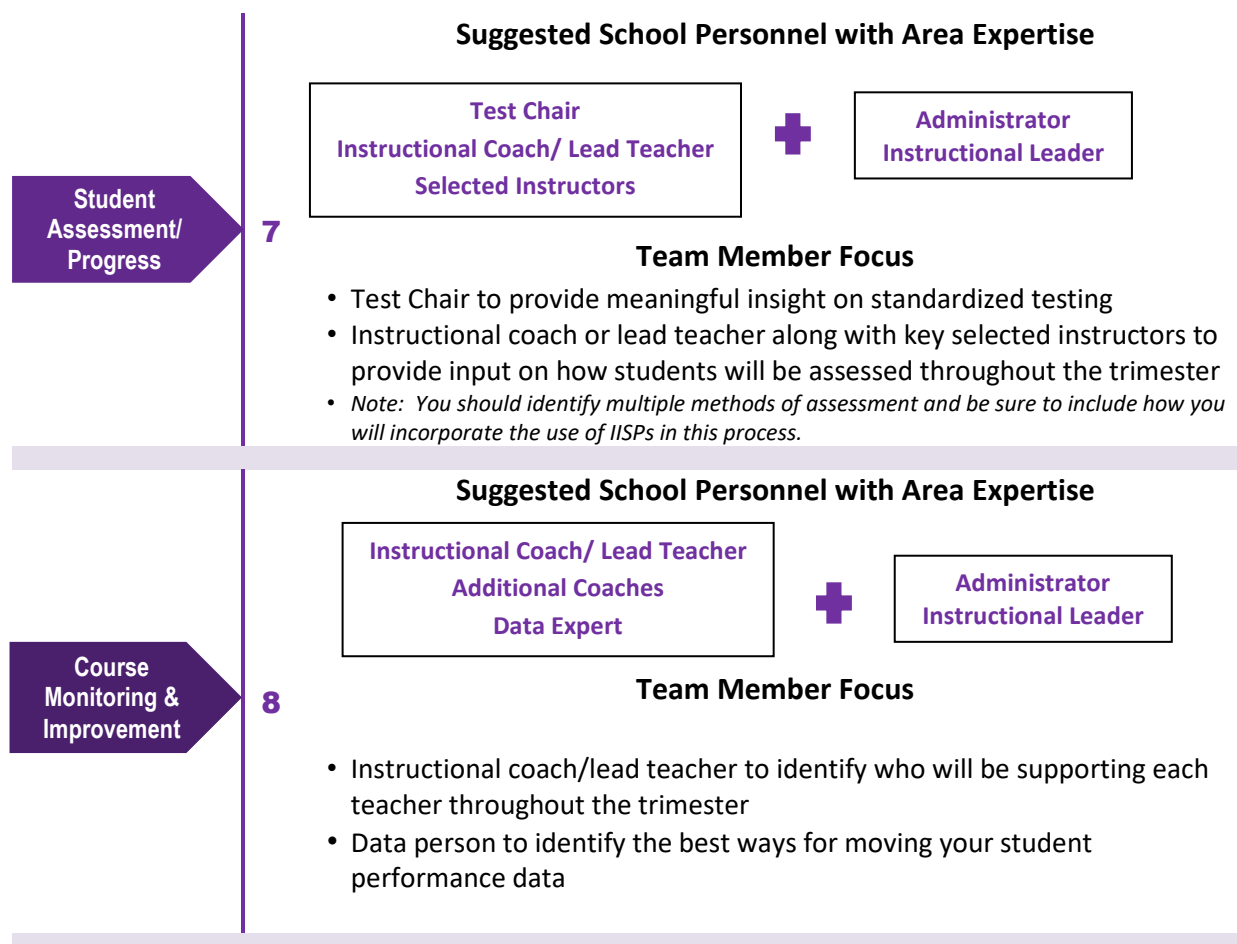
Additional
Support &
Resources

6

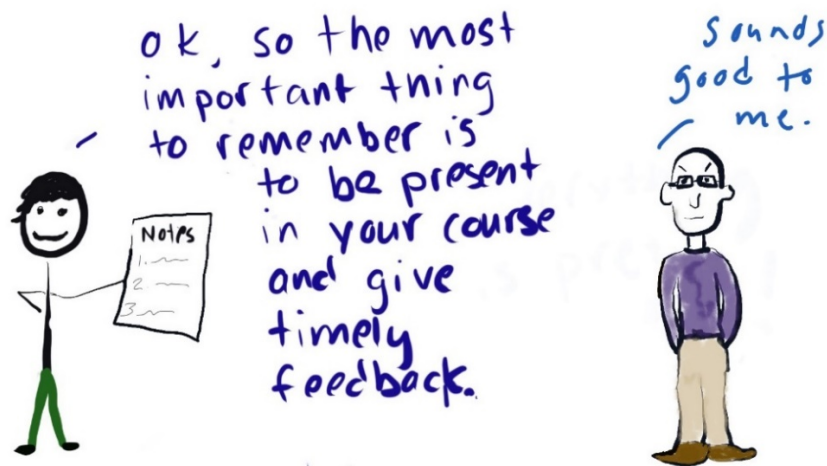
Team Member Focus

- Instructional Coach/Lead Teacher along with your best teachers to identify best support options for both teachers and students
- IT Team to help you determine how technical support will be provided for both teachers and students

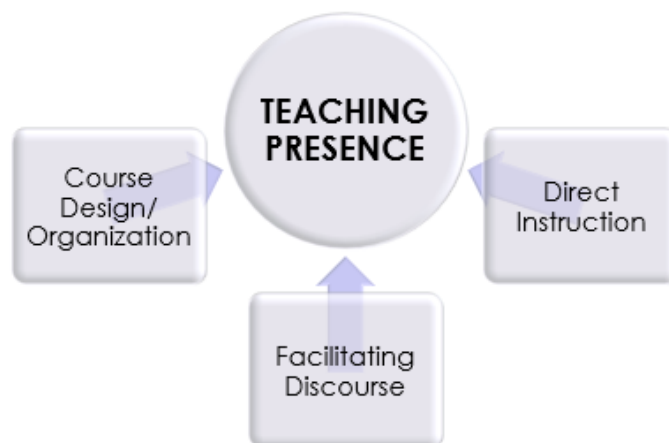
Building Your Team Of Experts *(continued)*



Part 3: How can you establish a strong teacher presence online?

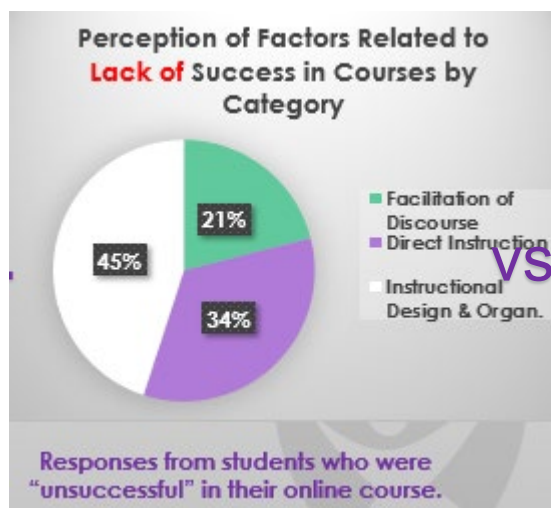
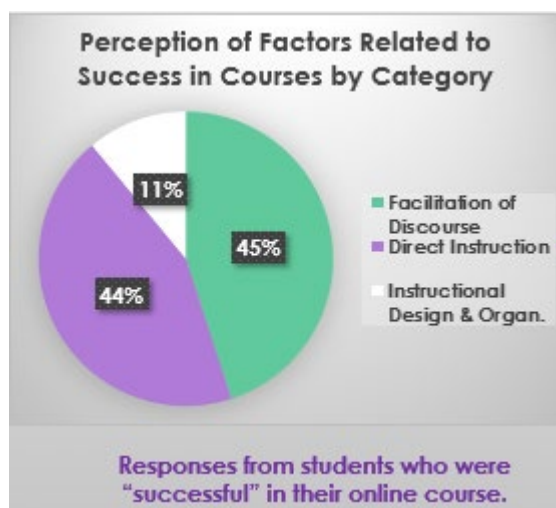


According to Pearson’s White Paper titled **Teaching Presence**, research suggests that building a strong sense of connectedness in an online course promotes student success, engages students, and retains students. This requires that you establish a strong teaching presence within the course, and that you create structures for students to form a community. According to this document, there are 3 important elements of teaching presence that are corroborated by surveys of experienced online students and teachers. (Kupczynski, Ice, Wiesenmayer, & McCluskey, 2010; Shea, et al. 2003; Sheridan & Kelly, 2010). These elements include (1) Course Design/or Organization, (2) Facilitating Discourse, and (3) Direct Instruction.



You may be wondering, “What does course design have to do with establishing a strong teaching presence?” Before we address this, let’s look at some interesting statistics on the following page.

Teacher Presence Online



Data Source: Duquesne University (<https://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/duquesne/establishing-an-online-teaching-presence#:~:text=Through%20the%20design%20of%20your,of%20>)

Face-to-face teaching depends on physical presence, but that's obviously not the case with online instruction. To establish teacher presence in a virtual setting, you need to emphasize course design and organization, facilitation of online discourse, and well-focused direct instruction. Look at the stats above from the blog page titled *Course Design as Teaching Presence in Online Courses*. We begin with the responses of students who were actually successful in their online course on the left. These students ranked facilitation of discourse and direct instruction as equally important, with instructional design and organization far behind. When we look at the responses from students who were NOT successful in their online course (on the right), we see that these students identified course instructional design and organization as a more likely cause than other factors. It's easy to see that the lack of a clear and purposeful design can lead to confusion, frustration, and demotivation. Students shouldn't have to waste time trying to figure out what to do and where to find course materials.

We are now ready for a deeper look at the 3 elements that support a strong teaching presence.

Strong Teacher Presence: Element #1 - Course Design/ Organization

Your students first get a sense of your teaching presence through the design of your online materials. Think about it. For an online learning environment, you need to shift from preparing class sessions to preparing learning modules with specific learning goals, reading assignments, instructional materials, learning activities, discussion posts, assessment procedures, etc.

As you design your course, ask yourself 3 questions:

- (1) What do I want students to learn in this module?
- (2) How will students demonstrate learning?
- (3) What assignments/activities will support learning of content in this module?

Take a look at the simple checklist below to help you optimize course design. This checklist, along with two others that I will share with you in this handbook are adapted from information found in the previously mentioned *Teaching Presence White Paper* from Pearson. This paper is a very detailed, yet simple to follow paper, with much valuable content on the topic of teacher presence. If you're interested in viewing it in its entirety, you can find the online link in the Appendix of this *Companion Resource Handbook*.

Course Design / Organization Checklist

- ☐ Clear course learning goals
- ☐ Course overview
- ☐ Welcome message
- ☐ Initial virtual face-to-face meeting
- ☐ Clear course requirements
- ☐ Required use/application of technology
- ☐ Clear instructions for all assignments with deadlines
- ☐ Reminder of upcoming deadlines
- ☐ Engaging, relevant, rigorous, & appropriate active learning opportunities
- ☐ Multiple assessments that are congruent with learning goals
- ☐ Communication expectations (available times, turnaround time, etc.)
- ☐ Content presented in conversational rather than academic style

ADAPTED FROM ORIGINAL SOURCE AT: <https://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning-at-duquesne/establishing-an-online-teaching-presence#:~:text=Through%20the%20design%20of%20your,of%20community%20for%20your%20students.>

Strong Teacher Presence: Element #2 – Facilitating Online Discourse

We now move to **facilitating online discourse**. Let's look at some specific examples, again from Pearson, on how we can do just that. You have an easy-to-read chart below; however, more detailed explanations can be found on the following page.

Types of Facilitation:	Examples:
Identify areas of agreement/disagreement	"Joe, Mary has provided a compelling counter-example to your hypothesis. Would you care to respond?"
Seeking to reach consensus/understanding	"I think Joe and Mary are saying essentially the same thing."
Encouraging, acknowledging, or reinforcing student contributions.	"Thank you for our insightful comments."
Setting climate for learning	"Don't feel self-conscious about 'thinking out loud' on the forum. This is a place to try out new ideas after all."
Drawing in participants, prompting discussion.	"Any thoughts on this issue?" "Anyone care to comment?"
Assessing the efficacy of the process	"I think we're getting a little off track here."

Here are some comments on the last chart:

- When you're identifying areas of agreement or disagreement, try saying, "Joe, Mary has provided a compelling counter-example to your hypothesis. Would you care to respond?" Notice that you're enticing Joe to pay active attention and participate in the activity.
- When seeking to reach consensus, try saying, "I think Joe and Mary are saying essentially the same thing."
- When you want to encourage students, acknowledge or praise them for their contributions, say, "Thank you for our insightful comments."
- To set a positive climate for learning, try saying, "Don't feel self-conscious about 'thinking out loud' on the forum. This is a place to try out new ideas after all."
- To get your students to participate, you may have to prompt them by asking, "Any thoughts on this issue?" "Anyone care to comment?"
- To assess the lesson and possibly reign in students if they get too far off track, say, "I think we're getting a little off track here."

Below is the checklist to help you facilitate online discourse. This checklist, like the previous one, is also adapted from information found in the *Teaching Presence White Paper* (Pearson.)

Facilitating Online Discourse Checklist

- ☐ Begin course with a trust-building activity (icebreaker)
- ☐ Provide clear participation requirements/guidelines
- ☐ Foster fruitful discussions through engaging/open-ended questions
- ☐ Challenge and test student ideas (request rationale)
- ☐ Monitor discussions to ensure accountability talk and provide guidance as necessary
- ☐ Model appropriate contributions
- ☐ Focus on students creating meaning and confirming understanding
- ☐ Encourage "think alouds"
- ☐ Identify areas of agreement/disagreement
- ☐ Encourage participation by all
- ☐ Find consensus/agreement; summarize class discussions
- ☐ Share personal meaning/experiences

ADAPTED FROM ORIGINAL SOURCE AT: <https://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning-at-duquesne/establishing-an-online-teaching-presence#:~:text=Through%20the%20design%20of%20your,of%20community%20for%20your%20students.>

Strong Teacher Presence: Element #3 – Direct Instruction

Direct instruction is when students are able to witness your expertise in manipulating discipline online by how you interact with them. According to the article “Establishing an Online Teaching Presence” from Duquesne University, indicators of direct instruction “include presenting content and questions, focusing the discussion on specific issues, summarizing discussion, confirming understanding, disposing misperceptions, injecting knowledge from diverse sources and responding to technical concerns” (Shea, et al, 2006).

Before we continue, take a moment to process the quote below.

“Direct instruction is about academic and pedagogic leadership; that is, educational leadership that provides disciplinary focus and structure or scaffolding but also offers choice and opportunity for students to assume responsibility for their learning. This instruction is more than a ‘guide on the side’ but less than a ‘sage on the stage.’ It is an approach whereby learning is socially shared. This is the path to a meaningful, systematic, and worthwhile educational experience” (Garrison & Vaughan, 2008).

Check out the 3 main components listed below for direct instruction. Does this look familiar?



In essence, you can think of the 3 components above in terms of the Gradual Release of Responsibility for Active Learning Model:

1. First comes the “I do”. This addresses the presentation of new material. Since we’re talking about an online format, be sure to carefully select your material. Divide it into manageable-size modules that students can easily digest. Use your synchronous tools to demonstrate, solve, and help students make connections. Use think-aloud strategies during your virtual presentations so that students are able to hear your thought processes as you analyze or tackle difficult concepts. This will enable your students to correctly apply new information and procedures to a given situation. It’s a great opportunity to establish clear learning goals for your students.
2. Next, you must effectively guide the learning process. This is more of the “we do”, and the key here is “frequent feedback”. Remember, guiding the learning process online is much more difficult than face-

to-face, so it requires more effort on your part. Be sure to provide explicit corrective feedback on a frequent, ongoing basis. Check in with students every week and give them an opportunity to ask questions and receive clarification.

3. Finally, let's get to the "you do" part of gradual release. This can be done in two forms: the students can work together as a group and complete an activity, or each student can complete an activity independently. For complicated activities or when working with students who are language-shy, group activities work best.

Below is the last checklist that addresses **direct instruction**.

Direct Instruction Checklist

- ☐ Share specific ideas
- ☐ Share expert knowledge
- ☐ Diagnose understanding and help students correct misconceptions
- ☐ Suggest new resources (include outside sources)
- ☐ Connect ideas (analogies, related topics)
- ☐ Make abstract concepts concrete
- ☐ Provide personal anecdotes & commentary to help students master material
- ☐ Provide frequent, explicit, corrective feedback
- ☐ Include expansion of ideas/alternate explanations when providing feedback
- ☐ Present content in effective, focused manner.
- ☐ Raise questions that lead to reflection and cognitive dissonance.
- ☐ Scaffold student understanding as necessary.
- ☐ Comment on assigned scholarly work to personalize & add interest.

ADAPTED FROM ORIGINAL SOURCE AT: <https://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning-at-duquesne/establishing-an-online-teaching-presence#:~:text=Through%20the%20design%20of%20your,of%20community%20for%20your%20students.>

Part 4: How can you use technology to “transform” F2F to online learning?

This section emphasizes ways in which you can effectively use technology in order to “transform” face-to-face instruction and activities to online learning.

There is no question that technology is changing and continues to change the way we teach. Ponder this question: “What is the difference between converting your course content for online learning and transforming course content for online learning?”

Look at this visual below. When you “convert” course content, you’re simply “digitizing” the content so that you can access it online. When you “transform” content and activities, you actually consider the best technical tools available on your platform and then use these tools to drive your activities.

“Converting”	You assign an essay. Rather than have students write the essay, they type it on their keyboard and submit it as an attachment.
vs.	
“Transforming”	You consider the creative and connective capacity of technology to design learning experiences that would have been inconceivable before. Have students create a photo essay where they select a series of photographs that correlate to their analysis of a text. They then present their photo essays to the class, explaining how the photos relate to the text, what they reveal about the text, and why this matters (thematic connection.)

Content is adapted from <https://www.teachwriting.org/612th/2020/2/14/5-alternatives-to-the-traditional-essay>

In Example #1, you’re converting a traditional essay assignment by simply having the students type it up and then submit it as an attachment. In Example #2, the goal for the writing assignment is the same. You still want students to make a thematic connection about a text; however, the activity lends itself quite well to the virtual forum. Students may select a series of pictures that correlate to their analysis of a text. They then share their pictures with the class via live conferencing by sharing their screens. As they present their photo essays, they explain how the photos relate to the text, what they reveal about the text, and why this matters (which is thematic connection). Here, the assignments make use of the online tools available on the LMS. What originally seems like a regular and not-very-exciting writing activity has just been transformed into an engaging activity with visuals.

In Part 3, we took an in-depth look at establishing teacher presence. We will now expand on the topic of teacher presence by focusing on the specifics of using technology in transforming face to face to online learning.

Establishing a meaningful instructor presence through the effective use of interactive technologies is a powerful strategy for enhancing student outcomes. Students can easily distinguish when technology is integrated into an online course with a clear purpose from when it appears to serve no purpose at all. It’s critical for teachers to clearly communicate to students when and how to use technology-based resources. Let’s look at some ways in which you can accomplish this.

“Establishing a meaningful instructor presence through the effective use of interactive technologies appears to be a particularly powerful strategy for enhancing student outcomes.”

-Community College Research Center, Teachers College, Columbia University

There are multiple ways to establish a meaningful and strong teacher presence through the use of technology, but we will only address live chats, discussion boards, and polls in this handbook.

Clearly Communicate When & How to Use Technology-Based Resources:

- ☐ **Live weekly chat sessions**
 - Provide students with an opportunity to get to know you
 - Be sure to create a flexible schedule.
 - Make a minimum number of sessions mandatory for all students.
- ☐ **Discussion Boards**
 - Provide clear rubric for postings to stimulate more meaningful interaction.
 - Maintain ongoing presence on discussion boards.
- ☐ **Polls**
 - Share poll results.
 - Use results to initiate discussions and use as an opportunity to require students to provide evidence to support their stance.

Content is adapted from <https://ccrc.tc.columbia.edu/media/k2/attachments/effective-online-instructor-presence.pdf>

When it comes to live chats, make sure you do so weekly. It's a great way to get to know your students and to open up so that they get to know you and other students in the class as well. Schedule chat times and be flexible in your schedule so that all students have an opportunity to participate. Make a minimum number of chat sessions mandatory to ensure a minimum level of participation.

When posting to discussion boards, be sure to provide a clear rubric. This will help to stimulate more meaningful interaction. Also, be present by responding to student posts. Ask students to support opinions. Ask questions that require deep thought. Play devil's advocate.

Polls are an easy way to gauge your audience. Always be sure to share poll results and follow with meaningful class discussion. Use this discussion time as an opportunity to require students to provide evidence to support their stance.

Conclusion

When creating your very own roadmap on transitioning to online learning, please remember to do so in a planned, purposeful manner. Clearly define goals around what you want teachers and students to know and be able to accomplish in online courses. Also, don't forget to evaluate the process as well as the online course in order to identify areas for improvement that could lead to greater online program success.

Appendix A

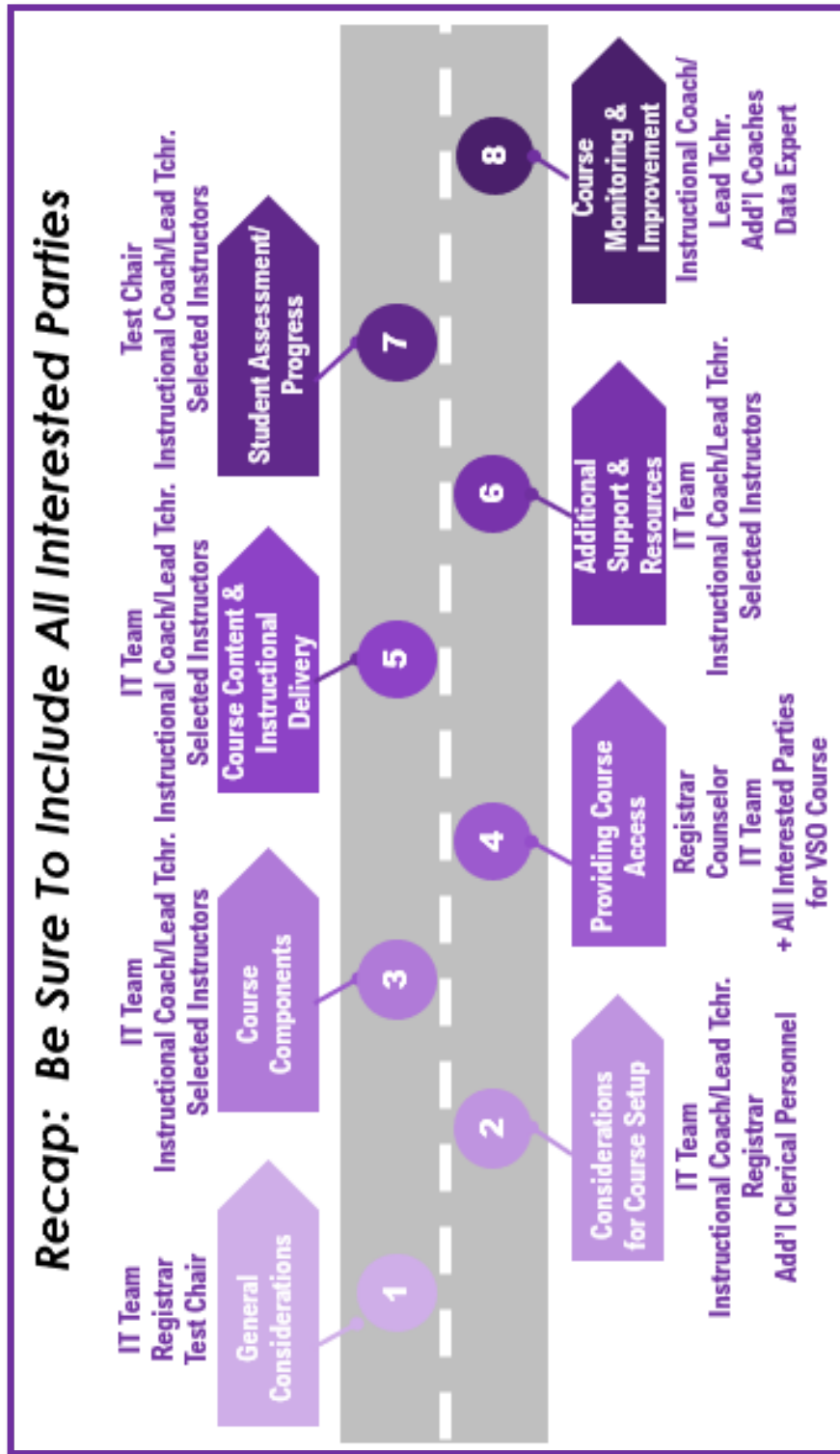
At-A-Glance View of IPDAE Resources for Use in Developing your Roadmap

Applying IPDAE Resources & Best Practices in Creating the Roadmap on Transitioning to Learning Online			
Using the IISPs in a Virtual Setting	Creating a Virtual Student Orientation Course for Online Success	Keeping Students Connected with Engaging Activities for the Virtual ABE Reading & Language Classrooms	Instructional Rigor Online: Staying on the Path of Student Achievement
Referenced Resources To Be Included in the Roadmap:			
<ul style="list-style-type: none"> IISPs for TABE Reading, Language, and Mathematics Reading, Language, and Mathematics Common Planning Tools for the Multi-Level ABE Classroom 	<ul style="list-style-type: none"> Chart: Discussion Points for VSO (Virtual Orientation Course) Development Virtual Course Syllabus Online Course Evaluation Rubric (OCER) for Online Courses 	<ul style="list-style-type: none"> Highlighted Active Learning Techniques (Generate, Integrate, Retrieve) 3 Types of Interactions for Active Learning (Student-Teacher, Student-Student, Student-Content) 	<ul style="list-style-type: none"> Webb's DOK Wheel with Online Resources DOK Lesson Planning Guide IISPs for TABE Reading, Language, and Mathematics Reading, Language, and Mathematics Common Planning Tools for the Multi-Level ABE Classroom Provided formula for academic rigor
Referenced Best Practices in Developing the Roadmap:			
<ul style="list-style-type: none"> Creating a digital Scope & Sequence (using IISPs) that targets non-mastered content represented by students' TABE test performance Using the IISPs to hold student data chats in a virtual setting 	<ul style="list-style-type: none"> Incorporating highlighted components from above VSO Course chart in order to identify virtual course components. 	<ul style="list-style-type: none"> Developing activities that emphasize all three types of active learning interactions. Ensuring that all activities provide opportunities for students to apply active learning techniques. 	<ul style="list-style-type: none"> Applying the formula for academic rigor when selecting online course content and developing online activities.
			<ul style="list-style-type: none"> Administrative Monitoring Tool for the Virtual Classroom Sample Virtual Visitation Calendar Virtual Visit Feedback Tool Diagram: Summary Overview of the Virtual Monitoring Process Tips for Teachers: Sharing Best Practices & Expectations for Teachers in the Virtual Classrooms
			<ul style="list-style-type: none"> Using provided monitoring tools to evaluate your online programs.

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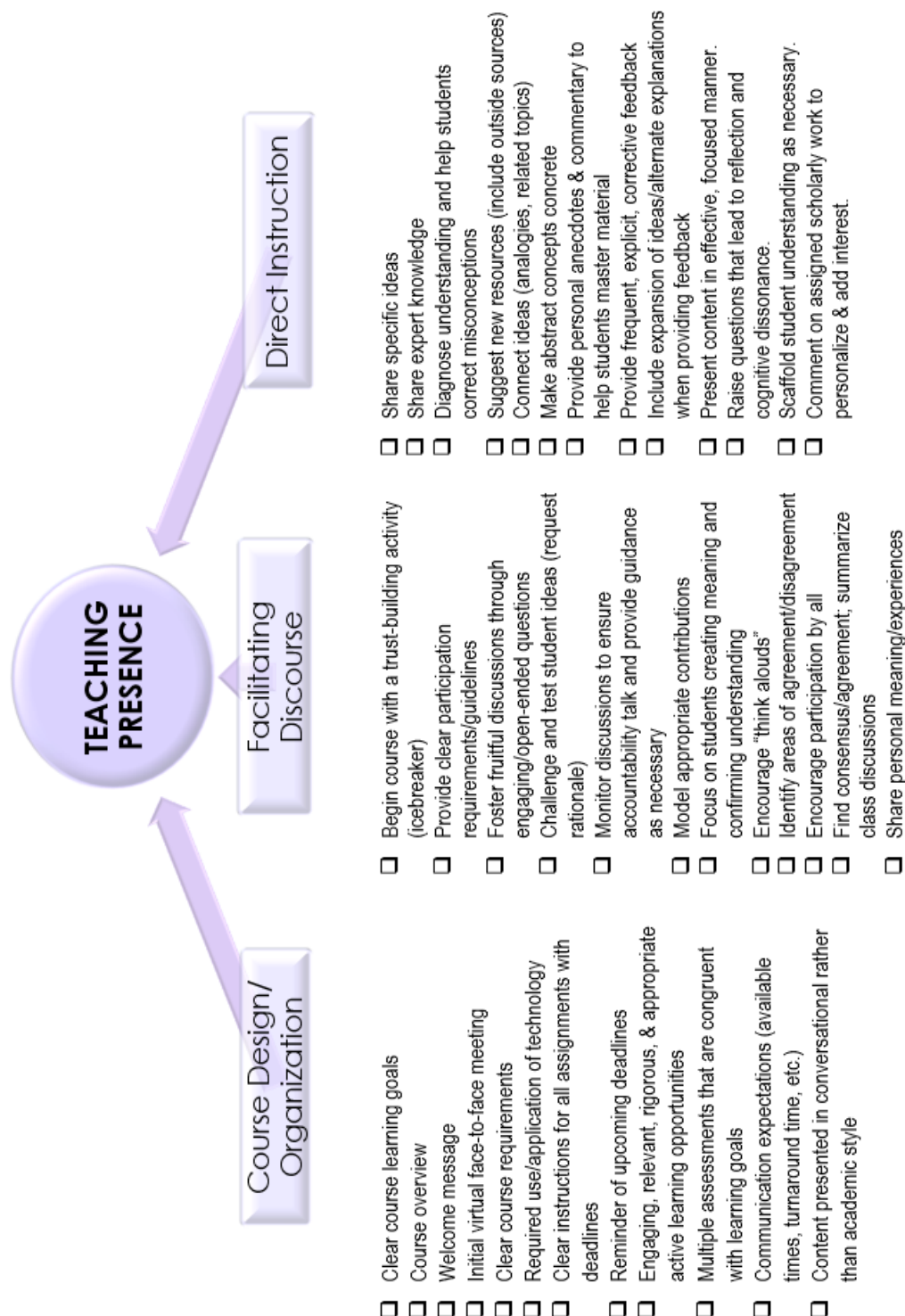
Appendix B

Roadmap Template



Appendix C

Checklists for Building a Strong Teacher Presence Online



Adapted from Original Source: <https://www.dun.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning-at-dun/our-approach-to-online-teaching-presence/#:~:text=Through%20the%20design%20of%20your%20community%20for%20your%20students>

Websites

George Couros Blog:

<https://georgecouros.ca/blog/>

ConexEd:

<https://www.conexed.com/>

Pearson:

<https://www.pearson.com>

Florida IPDAE

<https://www.floridaipdae.org>

Acknowledgements

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