



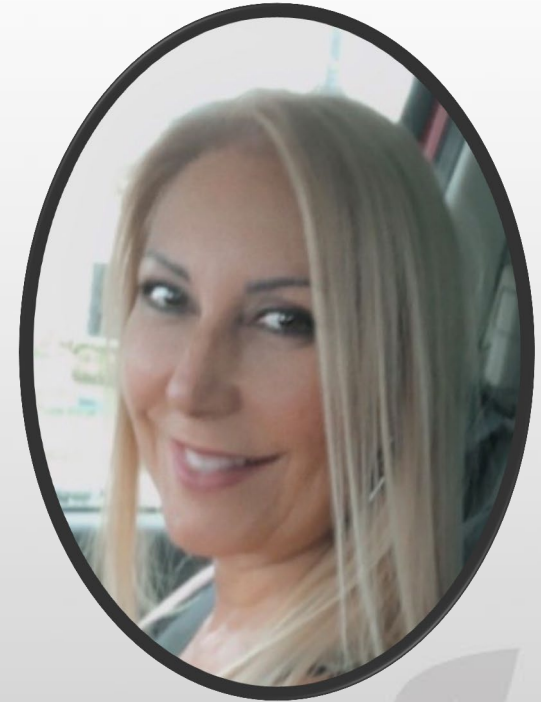
INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms

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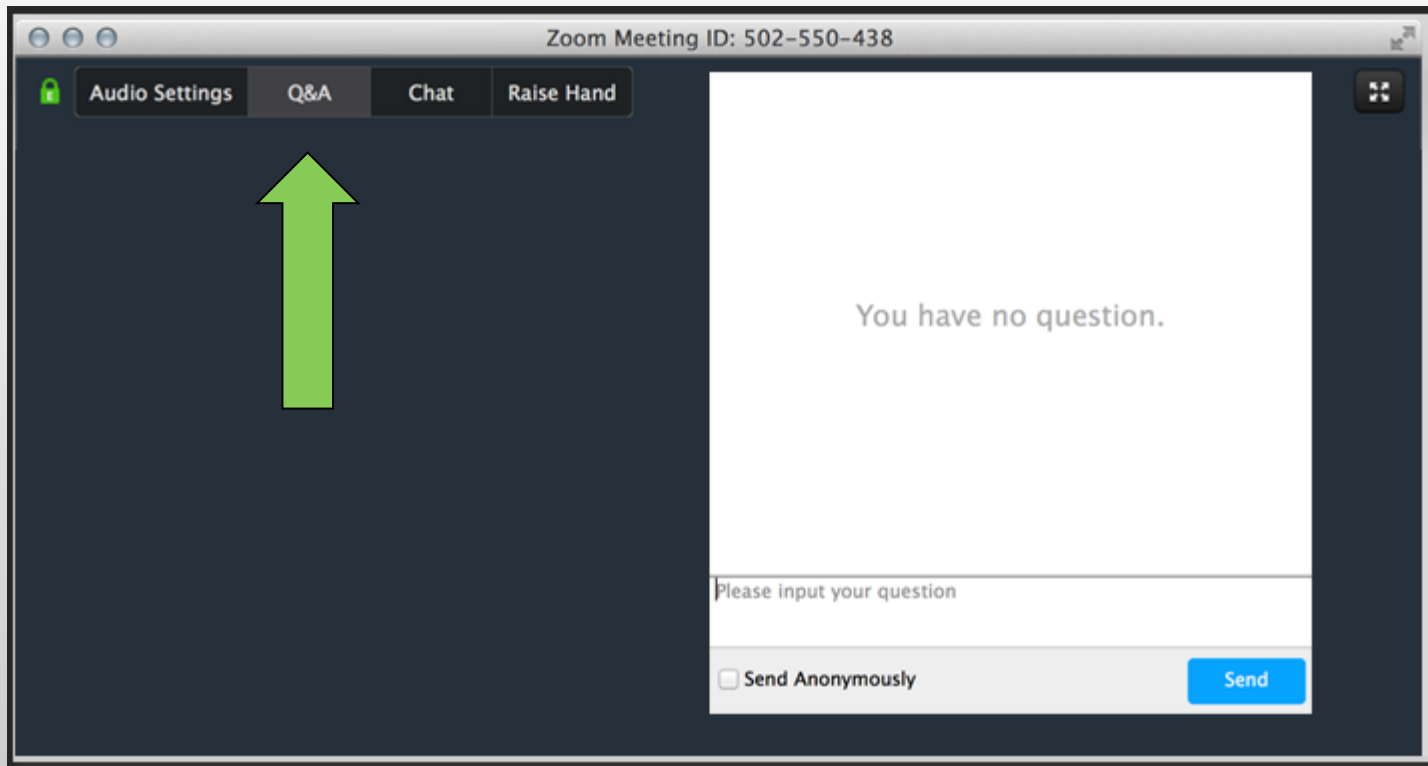
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!



Maria Gutierrez
Miami-Dade County Public
Schools, Administrator

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

Keeping Students Connected: ENGAGING ACTIVITIES FOR THE VIRTUAL ABE READING & LANGUAGE CLASSROOMS



Let's get started!

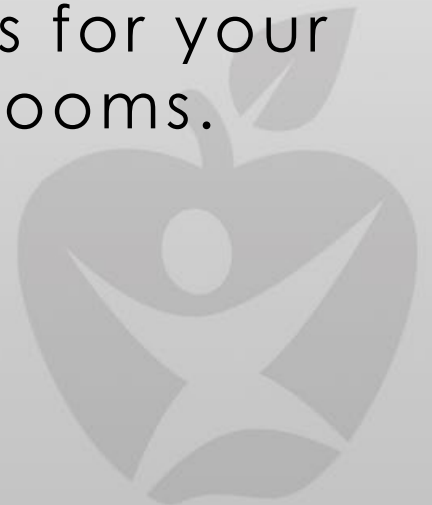
Guiding Questions

As adult educators transitioned to virtual instruction, many very quickly became painfully aware of the difficulty in maintaining their students actively engaged in a virtual setting.

- How can we keep students engaged during online lessons?*
- What activity types work best to engage students in a virtual environment?*
- How can I continue to increase the level of active student engagement in my online course?*

Training Objectives:

1. Define active learning.
2. Identify 3 ways in which students can interact online.
3. Explore engaging online activities for your ABE reading and language classrooms.



Keeping Students Connected:

Engaging Activities for the Virtual ABE Reading & Language Classrooms

- **PART 1** What is “active learning?”
- **PART 2** Student-Teacher Interaction
- **PART 3** Student-Student Interaction
- **PART 4** Student-Content Interaction
- **PART 5** Easy-to-Implement Engaging Online Activities for ABE Reading & Language

WHAT IS ACTIVE LEARNING?



PART 1

PART 1: DEFINING ACTIVE LEARNING

Top Techniques:

1. Generate	Students generate connections, questions, and solutions.
2. Integrate	Students integrate new information with pre-existing knowledge.
3. Retrieve	Students have repeated opportunities to retrieve learned information.

Interactions:

1. Student-Teacher	Refers to the climate of communication between the teacher and students in a class. <i>Example: Lecture</i>
2. Student-Student	Refers to how well students communicate with each other in class. <i>Example: Group project/assignment</i>
3. Student-Content	Refers to how students interact with course content through learning activities. <i>Example: Reading or writing activities, using software</i>

STUDENT-TEACHER INTERACTION



PART 2

PART 2: STUDENT-TEACHER INTERACTION

Part 2 Objectives:

- A. Define student-teacher interaction and how it relates to active learning.
 - *What is student-teacher interaction?*
 - *What is its significance with regard to active learning?*
- B. List specific activity types that fall under this type of interaction.
 - *What specific activities address this type of interaction?*
 - *What online medium can be used for each?*

PART 2: STUDENT-TEACHER INTERACTION

What is student-teacher interaction and what is its significance with regard to active learning?

- The way students and teachers interact in their classroom relationship.
- Substantive student-teacher interaction required for online courses
- How teachers interact differently with students based on need in order to make greatest impact on student learning
- Focus on learning a skill or content that reflects desired consequences of that interaction

PART 2: STUDENT-TEACHER INTERACTION

What specific activities address student-teacher interaction, and what is/are the suggested online medium(s) for each activity?

- Participating in discussion forums or chats via chat rooms, discussion forums, or social networks
- Providing feedback on assignments via emails, using journals, etc.
- Providing support or office hours via chat rooms or web conferencing
- Mentoring/tutoring students individually via web conferencing
- Peer teaching via web conferencing
- Announcements
- Guest speakers (experts) providing info. via discussion boards, web conferencing, or chat rooms.

STUDENT-STUDENT INTERACTION



PART 3

PART 3: STUDENT-STUDENT INTERACTION

Part 3 Objectives:

- A. Define student-student interaction and how it relates to active learning.
 - *What is student-student interaction?*
 - *What is its significance with regard to active learning?*
- B. List specific activity types that fall under this type of interaction.
 - *What specific activities address this type of interaction?*
 - *What online medium can be used for each?*

PART 3: STUDENT-STUDENT INTERACTION

What is student-student interaction and what is its significance with regard to active learning?

- The way students interact with other students in their classroom relationship
- Formal course-driven or course-related collaboration
- Informal social interaction
- Increase in level of comfort between students as well as with the online environment



PART 3: STUDENT-STUDENT INTERACTION

What specific activities address student-student interaction, and what is/are the suggested online medium(s) for each activity?

- Group projects where students present via discussion boards, web conferencing, etc.
- Peer teaching
- Peer review where students edit each others' assignments via group discussion boards, text, class chat room, email, or even Google Docs
- Role playing via web conferencing or discussion boards
- Synchronous/asynchronous discussions or debates
- Social networking
- Collaborative brainstorming
- Polls/surveys
- Games

STUDENT-CONTENT INTERACTION



PART 4

PART 4: STUDENT-CONTENT INTERACTION

Part 4 Objectives:

- A. Define student-content interaction and how it relates to active learning.
 - *What is student-content interaction?*
 - *What is its significance with regard to active learning?*
- B. List specific activity types that fall under this type of interaction.
 - *What specific activities address this type of interaction?*
 - *What online medium can be used for each?*

PART 4: STUDENT-CONTENT INTERACTION

What is student-content interaction and what is its significance with regard to active learning?

- The way students interact with course content and materials
- Also includes abstract interactions with concepts and ideas



PART 4: STUDENT-CONTENT INTERACTION

What specific activities address student-content interaction, and what is/are the suggested online medium(s) for each activity?

- Tutorials
- Quizzes
- Web links to external sites
- Text/video discussions or reflections
- Simulations
- Mobile learning
- Mini-lectures



EASY-TO-IMPLEMENT ENGAGING ONLINE ACTIVITIES FOR ABE READING & LANGUAGE



PART 5

**PART 5: EASY-TO-IMPLEMENT ENGAGING ONLINE
ACTIVITIES FOR ABE READING & LANGUAGE**

Sample Activities:

1. Student-teacher interaction activities
2. Student-student interaction activities
3. Student-content interaction activities

Active Learning Techniques Included in Each:

1. Generate
2. Integrate
3. Retrieve



PART 5: EASY-TO-IMPLEMENT ENGAGING ONLINE ACTIVITIES FOR ABE READING & LANGUAGE

Summary Overview:

- All sample activities are related to the topic of social media influencers.
- The activities incorporate TABE tested reading and language skills.
- Activities address student-teacher, student-student, and student-content interactions.
- They also incorporate the following three active learning techniques: (1) generate, (2) integrate, (3) retrieve.

**PART 5: EASY-TO-IMPLEMENT ENGAGING ONLINE
ACTIVITIES FOR ABE READING & LANGUAGE**

Sample Activities:

Activity #1: Close Reading: “What do you meme?”

Activity #2: “One-minute Opinion”

Activity #3: Short Read & Brainstorming Activity

Activity #4: Activity on “Combining Sentences”

Activity #5: Quiz

Activity #6: Journaling Activity Using You Tube
+ Journaling Extension Activity

**PART 5: EASY-TO-IMPLEMENT ENGAGING ONLINE
ACTIVITIES FOR ABE READING & LANGUAGE**

ACTIVITIES OVERVIEW:

Subjects: Reading & Language

Lexile: 940L

TABE Levels: D-A

Text Level: 5-6

TABE Reading Skills:

- Make an inference connecting ideas in a text.
- Make an inference based on explicit details.
- Determine the central idea of a moderately complex text.
- Use inference to summarize a section of text.
- Summarize a slightly complex informational text.



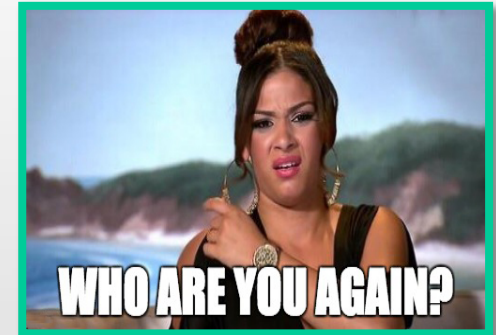
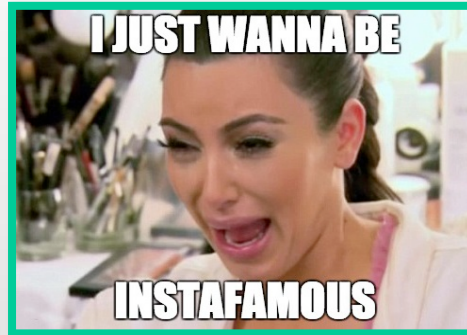
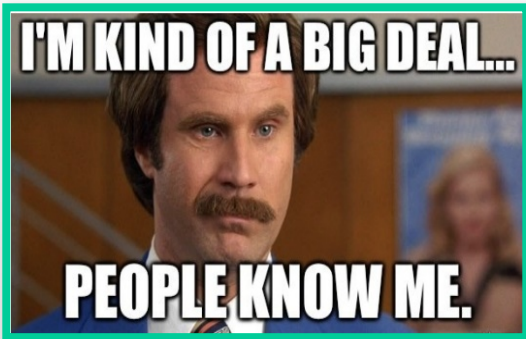
**PART 5: EASY-TO-IMPLEMENT ENGAGING ONLINE
ACTIVITIES FOR ABE READING & LANGUAGE**

...continued

TABE Language Skills:

- Use commas in longer compound sentences.
- Use commas to set off nonrestrictive clauses.
- Use & identify correct usage of semicolons in compound-complex sentences.
- Identify prepositional phrases.
- Use conventional adjective order in more compound sentences.
- Combine multiple sentences maintaining parallel structure.
- Combine sentences with prepositional phrases & dependent clauses while maintaining style.
- Revise sentences to correct usage errors.
- Use transitional words or phrases

Activity #1 – Close Reading: “What do you meme?”



Read 1:

1. Tell students you are going to show them a meme.
2. Show them the meme for 5 seconds.
3. Remove the meme.
4. Ask the students to provide info. on what meme is about.

Read 2:

1. Repeat steps 1-4.
2. Show the meme for 10 seconds the 2nd time.
3. Remove the meme.
4. Ask the students for specific details:
 - *What's happening in the meme?*
 - *What do you see that makes you say that?*

Read 3:

1. Again, repeat steps 1-4.
2. Show the meme for 15 seconds the 3rd time.
3. Remove the meme.
4. Ask the students to dig deeper and analyze the meme :
 - *What more can you find?*
 - *What can you infer?*

Activity #2 – “One-minute Opinion”

You may wish to share/discuss the information below with students prior to conducting this & subsequent activities:

Social Media Influencers: Influencers in social media are people who have built a reputation for their knowledge and expertise on a specific topic. They make regular posts about that topic on their preferred social media channels and generate large followings of enthusiastic, engaged people who pay close attention to their views.

These individuals have

- the power to affect the purchasing decisions of others because of their authority, knowledge, position, or relationship with their audience
- a following in a distinct niche with whom they actively engage

These individuals are not merely marketing tools, but rather social relationship assets with which brands can collaborate to achieve their marketing objectives.

Activity #2 – “One-minute Opinion”

Steps:

1. Provide a question/situation on the topic.
Are social media influencers worth the cost?
2. Group students into break out rooms.
As students work on this activity in the break out rooms, be sure to pop in and out to ensure that everyone is on task and contributing to the activity. Also, provide guidance and corrective feedback as necessary.
3. Give clear instructions on providing an opinion on the topic.
 - a. Each group is to discuss the question.
 - b. Every person in the group must provide an opinion/response.
 - c. Students discuss opinions & responses and select one for the group.
 - d. Students then come up with 3 reasons to support their selection.
4. Assign 5-10 minutes for this activity.
Be sure to let students know that they will not be allowed to speak for more than one minute when sharing out the group’s opinion/response.
5. Only one person from each group will share out.
Be sure to rotate speakers so that every student has an opportunity to share out on behalf of the group (whether in this activity or subsequent activities throughout the day.

Use “break out rooms”!

Activity #3 – Short Read & Brainstorming Activity

Steps:

1. Read the article.

“What does social media influencer marketing involve?”

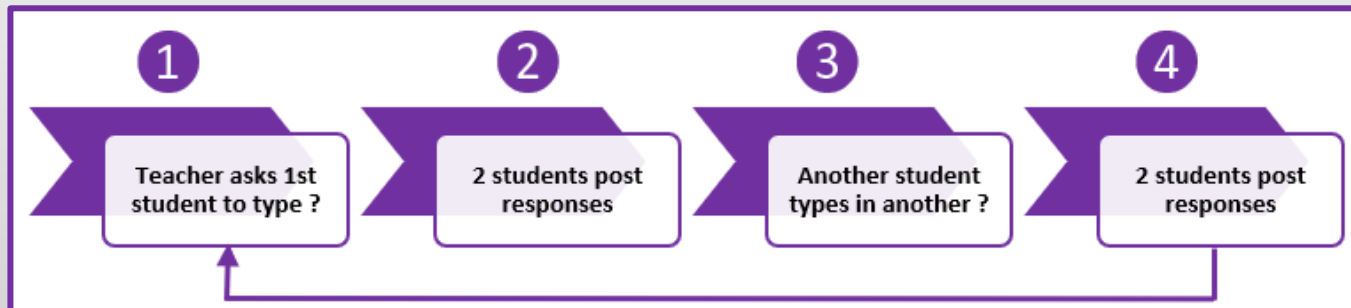
In 2020, social influencer marketing certainly isn't new, and it doesn't appear to be going away any time soon. In fact, a report by Business Insider indicated that it's likely to become \$15 billion industry by 2022. And while celebrities frequently double as social media influencers and get paid to promote their “favorite” products, most people starting out working for themselves won't have the capital to have someone famous serve as a social spokesperson.

Instead, these business owners target people who are not otherwise famous beyond social media (except maybe in their specific area of expertise), but have substantial influence over their followers. In exchange for some type of fee—in the form of actual payment, discounts, donations made to charities, or other perks—these influencers will post about and talk up your work. But is it worth the investment?

Activity #3 – Short Read & Brainstorming Activity

Steps: ...continued

2. Have every student come up with two questions on the reading.
3. Start a discussion post by selecting one student to type in a question.
4. Two students respond to the discussion post.



5. Repeat steps 3 & 4 until all students have participated.
6. Teacher keeps tabs on student participation.

Student Name:	Question Submitted	Response Provided
Student 1	X	X
Student 2	X	
Student 3		X

Activity #4 – Combining Sentences



Influencers: The modern entrepreneur

By National Geographic Society, adapted by Newsela staff on 06.05.19
Word Count 754
Level 940L



Image 1. Influencers Ethan and Grayson Dolan, known as the Dolan twins, at MTV Studios in New York City, November 30, 2017. Photo by: MTV/TRL/Getty Images

Social media influencers use social media to build their brand. They may get their followers to buy products, support a cause or vacation in a certain place. It might seem like it's something people do just for fun, but some influencers make large amounts of



Activity #4 is our “long” activity. This activity emphasizes multiple TABE skills that fall under “combining sentences.”

I have selected an appropriate article from Newsela that correlates to the TABE reading levels D-A and that is consistent with the topic at hand.

www.Newsela.com

Activity #4 – Combining Sentences

Part 1: Emphasis on TABE Language Skills

TABE Language Prerequisite Skills:

- Use commas in longer compound sentences.
- Use commas to set off nonrestrictive clauses.
- Use & identify correct usage of semicolons in compound-complex sentences.
- Create prepositional phrases.
- Use conventional adjective order in more compound sentences.
- Combine multiple sentences maintaining parallel structure.
- Combine sentences with prepositional phrases & dependent clauses while maintaining style.
- Revise sentences to correct usage errors.
- Use transitional words or phrases

Activity #4 – Combining Sentences

Part 1: Steps

1. Tell students that they will be reading an article on social media influencers, and that they are to pay close attention to certain sentences that have been highlighted.
2. Students are to combine all of the information in a highlighted group of sentences into one single sentence.
3. Students are to combine the sentences following the suggested format which is provided within brackets []. They are to type their revised sentence after each bracket.
4. This activity is to be completed on the provided Word document and is to be submitted as an assignment.
5. Students have 15-20 minutes to complete the assignment.

Let's look at an example on the following slide.

Activity #4 – Combining Sentences

Part 1: Example

Social media influencers use social media to build their brand. They may get their followers to buy products. They may get their followers to support a cause. They may get followers to vacation in a certain place.

[ITEMS IN A SERIES] They may get their followers to buy products, support a cause, or vacation in a certain place.

It might seem like it's something people do just for fun, but some influencers make large amounts of money. Not every social media influencer is an entrepreneur. Still, many of them have much in common with traditional entrepreneurs.

Activity #4

Part 2: Emphasis on TABE Reading Skills

TABE Reading Prerequisite Skills:

- Make an inference connecting ideas in a text.
- Make an inference based on explicit details.
- Determine the central idea of a moderately complex text.
- Use inference to summarize a section of text.
- Summarize a slightly complex informational text.

Close reading is an integral component of Part 2.

For additional training/information on Close Reading, access IPDAE's recorded webinar training and workbook titled "Three Times a Charm: Engaging ABE/ESOL Students in Close Reading."

Activity #4

Part 2: Steps

1. Tell students that we will be doing a close reading of the original article that was used in Part 1.
2. Provide students with specific steps for each read. Explain the purpose for each read and provide a guiding question.
 - a. **Read 1:**
 - Purpose/Explanation: for general understanding. What does the text say? Who is speaking, and what happened in the text?
 - Guiding Question: What is the topic? What is the central idea?

Use "web conferencing" and "quiz"!

Activity #4

Part 2: Steps ...continued

b. Read 2:

- Purpose/Explanation: opportunity to analyze text structure, looking for further understanding of how the text works. Are there any text features or organizational patterns that the author used in the selected passage (such as cause/effect, compare/contrast, poetic or dramatic devices)? Notice the author's use of word choice and figurative language. This is also a good time to review new or important vocabulary words and phrases.
- Guiding Questions: What are some key vocabulary words that you don't understand?

c. Read 3:

- Purpose/Explanation: builds on the first and second readings to determine the meaning of the text. What is the author trying to say? What is the author's purpose for writing the text?
- Guiding Question: What is the author's purpose for writing this article? Be sure to include key points to support your response.

3. Have students take and submit the online quiz.

(Quiz is provided in the Companion Resource Handbook.)

4. Review responses & provide evidence.

Use "web conferencing" and "quiz"!

Activity #5: Quiz

1. **Which sentence from the article would be MOST important to include in a summary of the article?**

- A. It might seem like it's something people do just for fun, but some influencers make large amounts of money.
- B. This money is called venture capital, and often the investors get part of the business in exchange.
- C. They don't have to spend money on renting an office, for instance, since many of them work from home.
- D. They have created a new way of making money on social media, and they also create new jobs because they need help creating new content.

2. **Which statement is a central idea of the article?**

- A. Many influencers like to use You Tube and Instagram to do their posts.
- B. Many influencers build a personal relationship with the people who follow them.
- C. Many influencers only need a social media account and a smartphone to start their business.
- D. Many influencers have a lot in common with traditional entrepreneurs.

3. **Which sentence from the section "Getting Started" BEST introduces startup costs to the reader?**

- A. Entrepreneurs and influencers start businesses in very different ways.
- B. They have to spend money to buy materials and equipment and rent an office.
- C. They sometimes are able to get money from investors.
- D. Influencers, on the other hand, usually have much lower startup costs.

4. **Read the selection below.**

Entrepreneurs see a need for a new product and start a business to make it. An influencer, on the other hand, has the power to affect people through social media, and they have a more personal relationship with their followers. Influencers who start their own business are definitely entrepreneurs, but are they fulfilling a need?

Why did the author include this idea?

- A. to explain how entrepreneurs sell their products using traditional methods
- B. to show that entrepreneurs make more money than influencers
- C. to show that influencers do not work as hard as entrepreneurs
- D. to clarify the differences between entrepreneurs and influencers

Activity #6: Journaling Activity Using You Tube

Steps

1. Play the You Tube video: "Inside the big business of being a social media influence."
2. Tell students they are to write a journal entry responding to the video. Encourage them to be creative.
3. Be sure to assign a minimum number of sentences (say 8-10). Then, add that at least 6-8 of the sentences must be complex sentences. Explain that this is an opportunity for them to practice combining sentences.

NOTE: Set the number of sentences required based on the course level. The higher the course level, the higher the number of sentences.

4. Assign no more than 10-15 minutes for this activity and be sure to let students know that they will not be required to share their journal entries unless they wish to do so.

use "web conferencing, assignments tab & discussion post" (optional)

Activity #6: Journaling Activity – Extension Activity

You may extend the journaling activity as follows:

1. After completing the journaling activity, have students submit their individual entries as Word documents.
2. Select 3-4 entries and post them during the following class meeting date. Be sure to post one entry at a time and keep the authors anonymous.
3. **PEER REVIEW:** Ask students to read each entry and provide corrective feedback. Place emphasis on the application of content and information learned during prior instruction.

Use “web conferencing” and peer review via “chat”!



CONCLUSION & REFLECTION

Time to Reflect

Growth Mindset: Taking It One Step Further

Change how you develop or select lessons for your virtual classes. Use the techniques and sample activity templates that were shared during this training to keep our students actively engaged!

Redesign your online activities. Ensure that you incorporate the suggested techniques into all activities. Also, incorporate a variety of activities that address student-teacher, student-student, and student-content interactions in order to provide students with a variety of opportunities to actively engage in your virtual setting.

Review all of the information provided in this training. Share this information with teachers, administrators and district personnel and become an expert on developing actively engaging activities/lessons for your virtual classes. Have round-table discussions with your administrative team and share the wealth to ensure all of your students remain actively engaged online.

Reflect and Make a Change. Finally, ask yourself, “What is working especially well in my virtual classroom, and what is not?” Develop a planning checklist to ensure that you incorporate best practices and techniques in the development of online activities as well as include activities that address all three types of interactions. Continuously evaluate the effectiveness of your online activities. Request feedback from students and use the feedback to make improvements. Share your students’ success with other teachers and be proactive in helping teachers implement changes that will support more active student engagement during their online instruction.



“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

*Stay
Connected*

Always here to assist!

The IPDAE Team



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