



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Roadmap for Adult Educators on How to Transition to Learning Online

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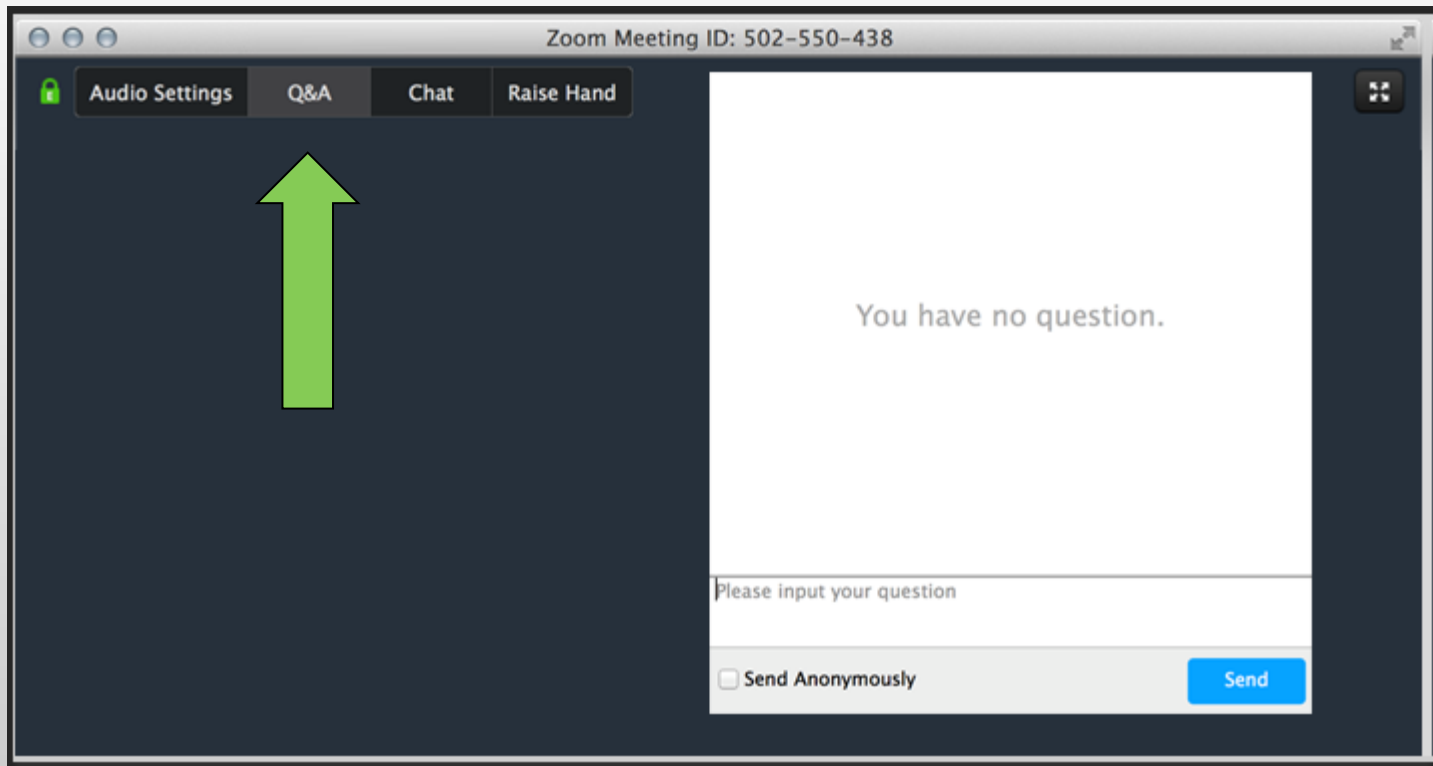
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

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.

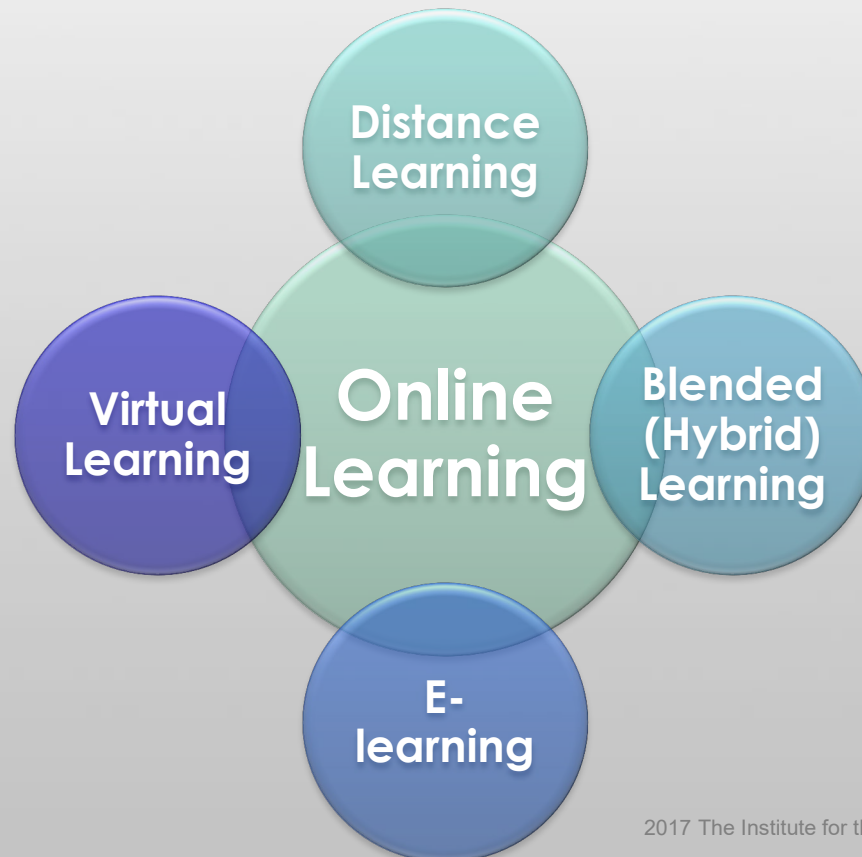
Roadmap for Adult Educators on HOW TO TRANSITION TO LEARNING ONLINE

Let's get started!

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

-George Couros

“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.”



Training Objectives:

1. Identify the characteristics of online learning, virtual learning, e-learning, distance learning, and blended learning.
2. List considerations for planning online resources and incorporating learning online in the classroom.
3. Use previously provided IPDAE resources to select an approach for learning online that incorporates these resources and best fits the goals of your program, instructors, and students.

Highlighting Previous IPDAE Webinars:

1. *Using the IISPs in a Virtual Setting*
2. *Creating a Virtual Student Orientation Course for Online Success*
3. *Keeping Students Connected with Engaging Activities for the Virtual ABE Reading & Language Classrooms*
4. *Instructional Rigor Online: Staying on the Path of Student Achievement*
5. *Administrative Best Practices for Monitoring Virtual Courses*

Roadmap for Adult Educators on How to Transition to Learning Online

- **PART 1** What is “learning online?”
- **PART 2** What are the key components for developing an accurate roadmap, and what does this roadmap look like?
- **PART 3** How can you establish a strong teacher presence online?
- **PART 4** How can you use technology to “transform” F2F to online learning?

WHAT IS LEARNING ONLINE?



PART 1

PART 1: WHAT IS LEARNING ONLINE?



These two terms are now synonymous.

Distance Learning (Distance Education)	Online Learning (e-Learning)	Virtual Learning (LMS)	Blended Learning (Hybrid Learning)
<ul style="list-style-type: none"> Occurs when students and their instructors are in different geographical locations and the instruction occurs on an electronic device, such as a computer or mobile phone. The learning can occur in a synchronous environment, in which all participants are connected at the same time or in an asynchronous environment, when participants are engaged in learning at different times. 	<ul style="list-style-type: none"> Is an umbrella term that includes any type of learning accomplished on a computer and usually over the Internet. Users can learn anytime, anywhere, with few, if any, restrictions. It is learning supported through technology and may be blended with traditional learning or delivered entirely online. Can include any type of electronic means, such as the Internet, CDs or downloaded software At least 80% of all related activities are done over the internet. Is a type of distance learning. 	<ul style="list-style-type: none"> With virtual learning, all-in-one software solutions that facilitate online learning create the online learning environment. All types of digital media are used, including videos, chats, audio and podcasts. Assignments are submitted through the software package and users can communicate with one another. Services provided by the administrator include controlling access, communications monitoring and provision of the learning content. Also referred to as a learning management system (LMS) or a learning platform. 	<ul style="list-style-type: none"> Is the combination of traditional, face-to-face classroom experiences with online learning. Is also referred to as hybrid learning. For example, students can complete online self-paced assignments by a certain date and then meet on-site or online for additional learning activities.

PART 1: WHAT IS LEARNING ONLINE?

Factors to consider

- Course objectives
- Intended student outcomes
- Student needs
- Student access to technology
- Student digital literacy

Success depends largely on the teaching environment!



WHAT ARE THE KEY COMPONENTS FOR DEVELOPING AN ACCURATE ROADMAP & WHAT DOES IT LOOK LIKE?



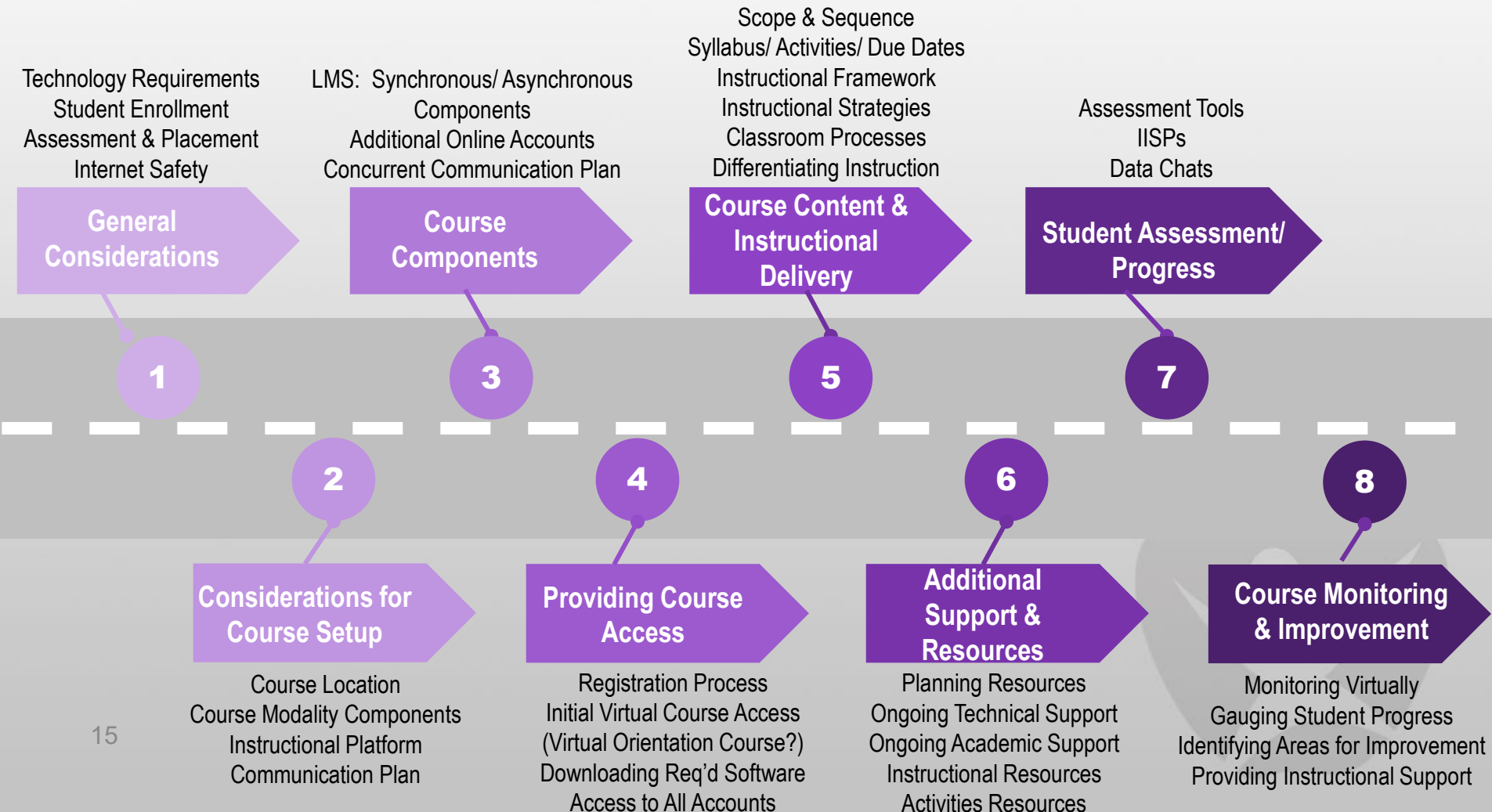
PART 2

PART 2: WHAT ARE THE KEY COMPONENTS FOR DEVELOPING AN ACCURATE ROADMAP?

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 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"> ▪ Using provided monitoring tools to evaluate your online programs.

PART 2: WHAT ARE THE KEY COMPONENTS FOR DEVELOPING AN ACCURATE ROADMAP?



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	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

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	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

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	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 Info. & Procedures in Course Syllabus

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	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?
Virtual Orientation Course?	Will you require students 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?

Course Content & Instructional Delivery

5

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.*

WEBINAR REFERENCE: *Creating a Virtual Student Orientation Course for Online Success*
RESOURCE(S): Virtual Course Syllabus & Chart: Discussion Points for VSO Development
 Use VSO Course Chart to identify essential course components.

BEST PRACTICE(S):

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.

Target	Components/Description
Scope & Sequence	Identify non-mastered content from IISPs Create linear calendar emphasizing said content throughout available instructional days Use Common Planning Tool for Multi-level Class
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)

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	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?
Ongoing Academic Support	Tutoring hours, weekly reviews & virtual lab hours CAI programs
Instructional Resources	You Tube, Ted Talks, blogs, online articles, web links, digital study guides
Activities Resources	Project-based activities

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	Components/Description
Assessment Tools	What is the teacher using to regularly assess mastery of tested content? Used regularly for ongoing monitoring of student progress
IISPs	All students have IISPs IISPs are regularly updated to reflect mastery
Data Chats	Data chats are held to discuss progress/lack of Instruction, assignments & activities to address non-mastered content

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

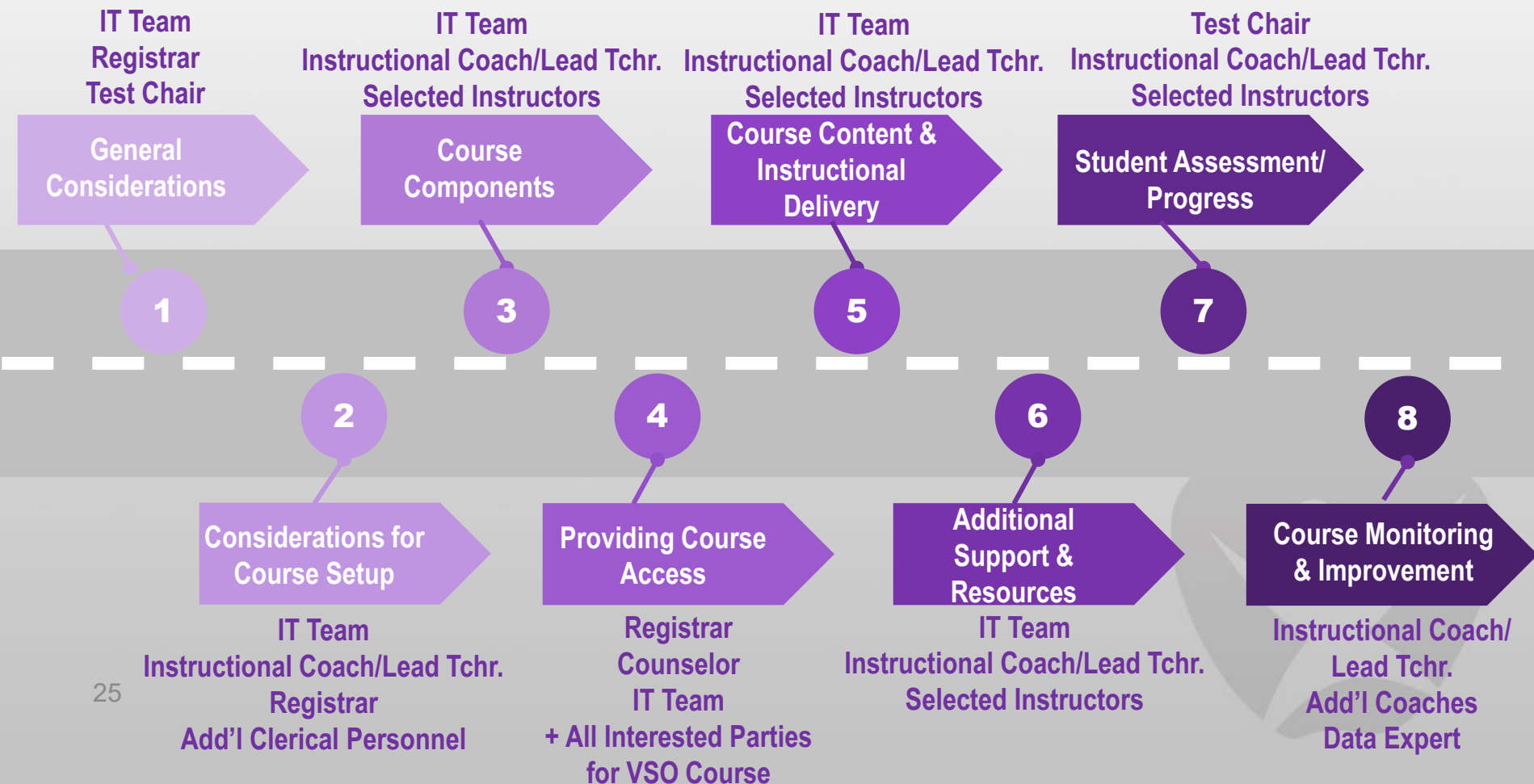
Tips for Teachers: Sharing Best Practices & Expectations for Teachers in the Virtual Classroom

Use provided monitoring tools to evaluate your online program, provide

BEST PRACTICE(S): necessary support, and make improvements to the operational and instructional components of your virtual classes.

Target	Components/Description
Monitoring Virtually	Visitation Calendar (Synchronous/Asynchronous) Delivery of Instruction Student Engagement
Gauging Student Progress	IISPs & additional assessments
Identifying Areas for Improvement	Sticking to the visitation calendar Using the Administrative Monitoring Tool Providing teachers with feedback (Virtual Visit Feedback Tool)
Providing Instructional Support	Teacher Action Plan Instructional coaching model (support)

Recap: Be Sure To Include All Interested Parties

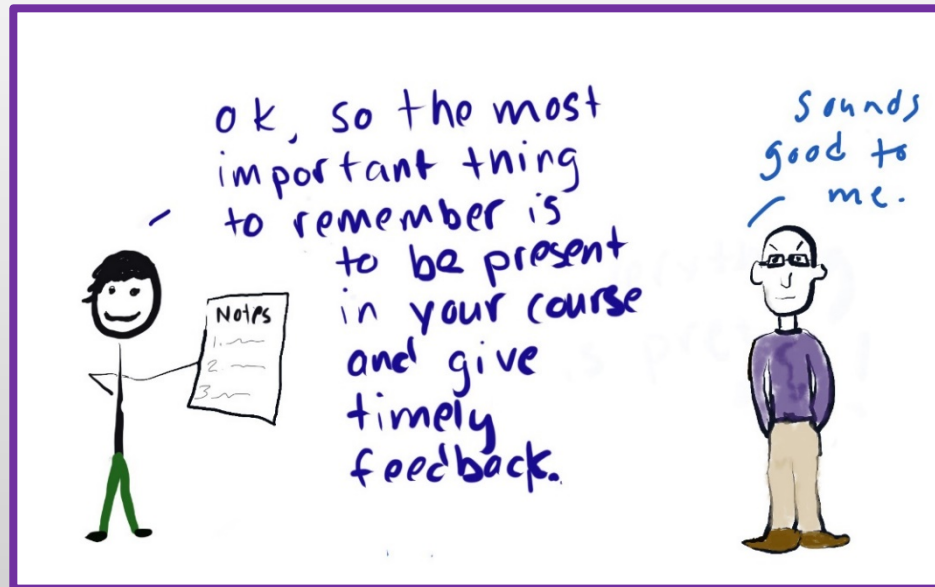


HOW CAN YOU ESTABLISH A STRONG TEACHER PRESENCE ONLINE?



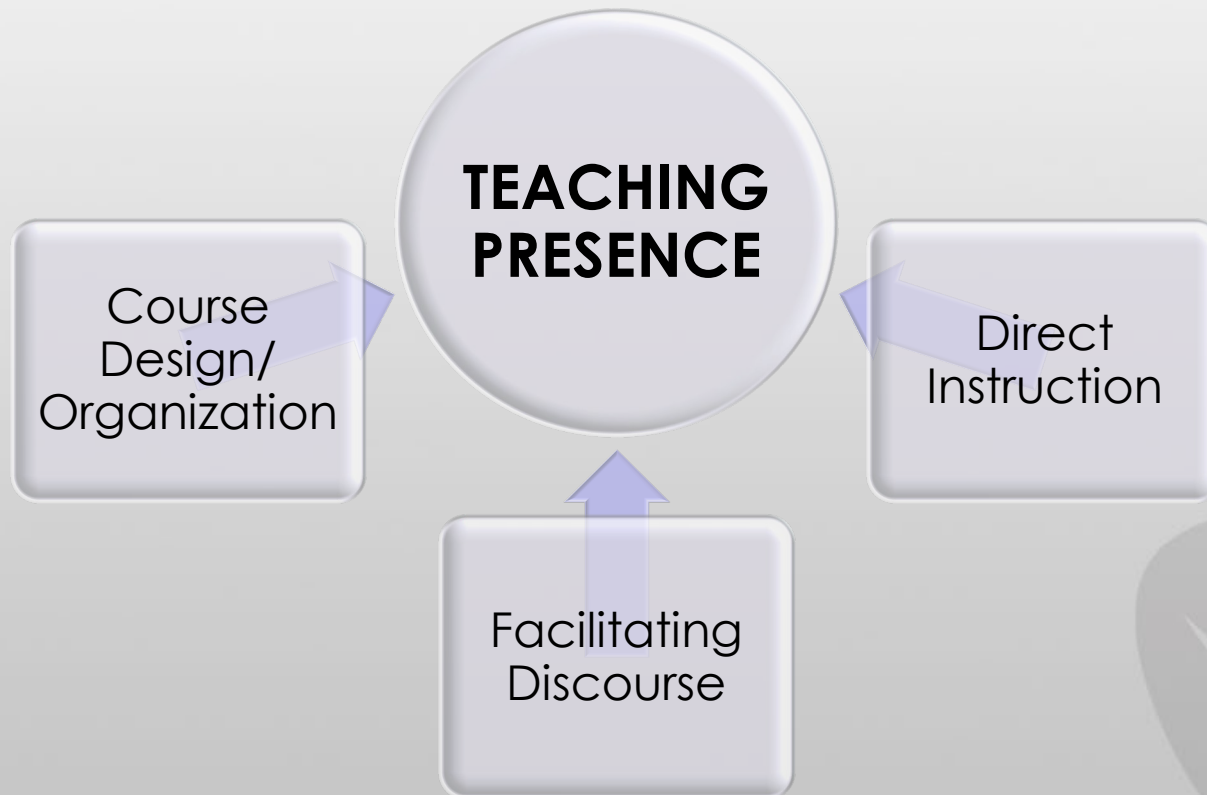
PART 3

PART 3: HOW CAN YOU ESTABLISH A STRONG TEACHER PRESENCE ONLINE?



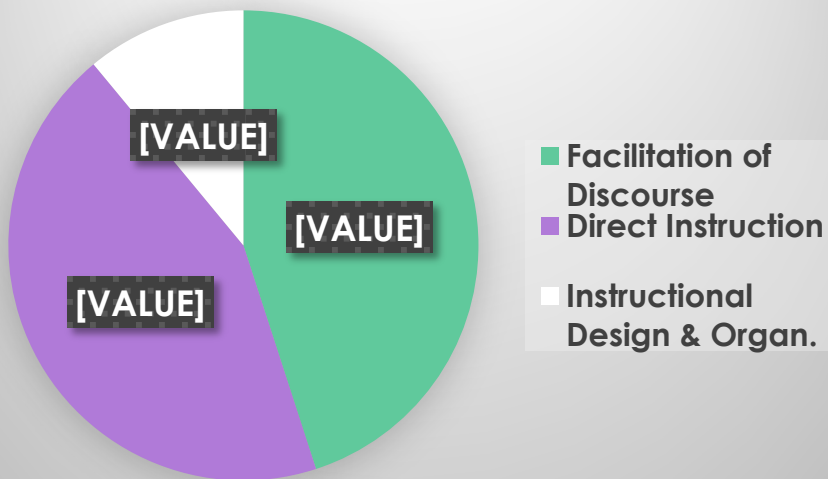
Research suggests that building a strong sense of connectedness in an online course promotes student success, engages students, and retains students. This requires that you establish a strong teaching presence within the course, and that you create structures for students to form a community.

**PART 3: HOW CAN YOU ESTABLISH A STRONG
TEACHER PRESENCE ONLINE?**



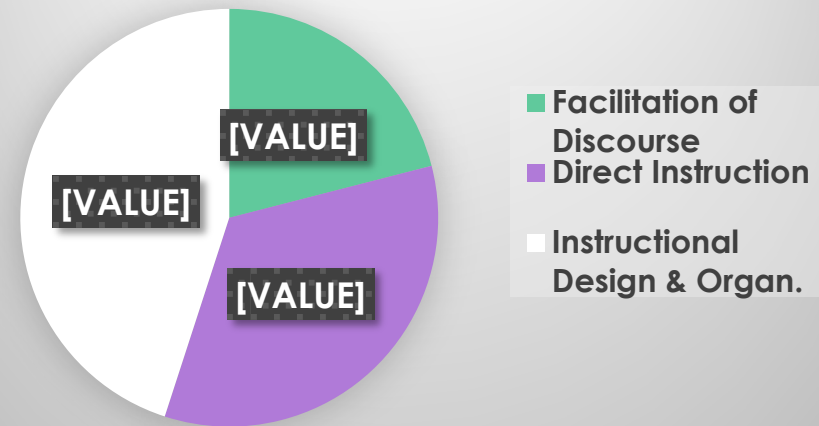
PART 3: HOW CAN YOU ESTABLISH A STRONG TEACHER PRESENCE ONLINE?

Perception of Factors Related to Success in Courses by Category



Responses from students who were “successful” in their online course.

Perception of Factors Related to **Lack** of Success in Courses by Category



Responses from students who were “unsuccessful” in their online course.

VS.

**PART 3: HOW CAN YOU ESTABLISH A STRONG
TEACHER PRESENCE ONLINE?**

Course Design / Organization

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?



PART 3: HOW CAN YOU ESTABLISH A STRONG TEACHER PRESENCE ONLINE?

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

PART 3: HOW CAN YOU ESTABLISH A STRONG TEACHER PRESENCE ONLINE?

Facilitating Online Discourse

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."

PART 3: HOW CAN YOU ESTABLISH A STRONG TEACHER PRESENCE ONLINE?

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

PART 3: HOW CAN YOU ESTABLISH A STRONG TEACHER PRESENCE ONLINE?

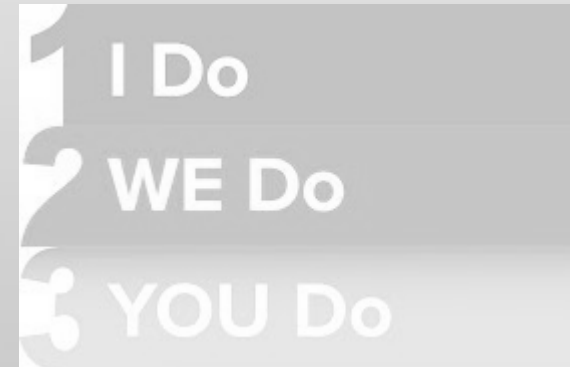
“Direct instruction is about academic and pedagogic leadership; that is, educational leadership that provides disciplinary focus and structure or scaffolding but also offers choice and opportunity for students to assume responsibility for their learning. This instruction is more than a ‘guide on the 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).

PART 3: HOW CAN YOU ESTABLISH A STRONG TEACHER PRESENCE ONLINE?

3 Main Components of Direct Instruction:

The Gradual Release of Responsibility for Active Learning!

Modeling
Guided Practice with Feedback
Independent Practice



PART 3: HOW CAN YOU ESTABLISH A STRONG TEACHER PRESENCE ONLINE?

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.

HOW CAN YOU USE TECHNOLOGY TO “TRANSFORM” F2F TO ONLINE LEARNING?



PART 4

**PART 4: HOW CAN YOU USE TECHNOLOGY TO
“TRANSFORM” F2F TO ONLINE LEARNING?**

“Converting”

1 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”

2 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.)

**PART 4: HOW CAN YOU USE TECHNOLOGY TO
“TRANSFORM” F2F TO ONLINE LEARNING?**

“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



PART 4: HOW CAN YOU USE TECHNOLOGY TO “TRANSFORM” F2F TO ONLINE LEARNING?

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.



CONCLUSION & REFLECTION

Time to Reflect

Growth Mindset: Taking It One Step Further

Change the way you think about transitioning from face-to-face to learning to learning online. Familiarize with the content shared during this training to create your own roadmap for making this transition.

Redesign your current transition plan for online learning. List considerations for planning online resources and incorporating learning online in your virtual classroom. Use online-specific, IPDAE resources to select an approach for learning that best fits the goals of your program instructors, and students.

Review the information provided in this training. Share the eight-step roadmap with teachers, other administrators and district personnel and become an expert on best practices for transitioning from face-to-face instruction to learning online. Use the provided checklists. Have round-table discussions with your administrative team and share the wealth to ensure all of your teachers receive the support and feedback to continuously strive toward developing online courses that scream teacher presence and support continued student engagement and success.

Reflect and Make a Change. Finally, ask yourself, “What is currently working in face-to-face classroom, and how can I transform this content rather than convert this content. What effective technology-based resources can I use to establish a meaningful instructor presence? After transitioning to learning online, continuously evaluate and re-evaluate your online class and share feedback with students and other teachers. Continue to search for technology resources to support continued improvement in the delivery of your 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

WE WANT
YOUR
FEEDBACK



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