

# PD Connection

LINKING PRACTITIONERS AND RESOURCES

[www.kyvae.org](http://www.kyvae.org)



Welcome to the first edition of the **PD Connection**, a professional development newsletter that links practitioners and resources.

The purpose of this newsletter is to share information that will assist you in helping learners achieve their goals. In addition, we want to foster a strong partnership between practitioners and our professional development colleagues: *Kentucky Virtual Adult Education; Kentucky Adult Educators Literacy Institute (KAELI); the Kentucky Institute for Family Literacy (KIFL); and the Adult Education Academy for Professional Development*—to enhance training opportunities for you, Kentucky's

## Welcome!

adult educators. This issue of the *PD Connection* focuses on technology and its link to instruction, learning, and professional development. The newsletter will be offered quarterly (Spring, Summer, Fall and Winter) and will be theme-based with articles to give you ideas on professional development activities to use with your staff: technology tips, teaching and learning tips, and teaching ideas from practitioners in the field. We hope you enjoy this new link to your professional development.

*Sandra Kestner, Branch Manager Professional Development, Department for Adult Education and Literacy [sandras.kestner@mail.state.ky.us](mailto:sandras.kestner@mail.state.ky.us)*

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## GED 2002 Self-Study Guides used for Staff Development

*by Joan Flanery Ashland/Boyd Adult Basic Education, [jflanery@ashland.k12.ky.us](mailto:jflanery@ashland.k12.ky.us)*

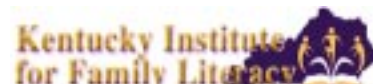
Anticipation, study, and preparation filled the weeks and months prior to the introduction of the new 2002 GED Tests. So many questions! What would the new tests be like? How different would the new tests be from the old? Our students were anxious as well. How could we best support their preparation?

Some of the most helpful tools to prepare our staff, and therefore our learners, for the new tests

were KET's Self-Study Guides covering language arts, writing; social studies, science, and reading (critical thinking and graphics literacy); and mathematics. When we met to examine and review the booklets, each staff member answered preview questions about each test. Their responses indicated to me how much or how little was known about the tests and how much preparation was needed before really delving into the

content of each booklet. Each booklet provided valuable information along with examples and illustrations in each content area.

Even though the 2002 Tests are now being used and the practice tests are available, these booklets can still be very helpful. They offer valuable information for new instructors as well as instructional strategies to be used by experienced instructors.





## Liven Up Lessons: Use Videotapes

by Jacqueline Korengel  
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Postsecondary Education  
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### Did you know?

According to research, educational technology can:

- **Improve educational attainment**
- **Reduce the educational disparities** created by race, income and region
- **Improve** the relationship between **learning, assessment and effectiveness**
- **Provide a relevant context** for learning
- **Accommodate differences** in learning
- **Motivate and sustain** learning
- Provide **greater access** to learning opportunities
- **Empower learners.**

(Hopey, 1998)

### Did you also know?

KET has recently produced two comprehensive video series for adult learners: "Workplace Essential Skills" and the "GED Connections". Both series were purchased by DAEL for all contracted adult education programs in Kentucky.



**Advantages** to using instructional videotape include:

- Its cost effectiveness.
- Adaptability and flexibility.
- Its rich content.

## So why aren't you using instructional videos?

Complaints from instructors are that learners "didn't like the tapes" or "got bored after a few sessions" or "the tapes were too fast for my class".

These reactions are often the result of learners not being properly prepared to watch an instructional video.

Says KET's Enterprise:

"Unlike entertainment television programs, instructional videos have been carefully designed and produced to teach. They do it best when you make them as meaningful and relevant as possible to the learner".

"Technology is not a means to an end. We must know how to use this technology and use it to better meet the needs of our learners."

*Noreen Lopez, PBS*

Jerome Johnston cautions that "video is not the best medium for providing explanations of complex concepts or targeted practice of particular skills." Therefore, a "blended" approach to learning, using accompanying workbooks, online activities, and other instructor-led activities is recommended.

## So how can you successfully use videos for instruction?

Always prepare ahead of time, making sure you are acquainted with the material in the video—and how it addresses your instructional objectives and the learner's needs.

Often it is helpful to break your instructional activities into three parts - before, during and after.

### Before viewing:

- Arouse interest by engaging learners with previewing activities, questions, or comments.

### During viewing:

- Take an active, enthusiastic interest in the program.
- Observe learners' reactions.
- Pause and replay as needed.

### After viewing:

- Review and clarify points.
- Encourage discussion.
- Introduce follow-up activities.



## Control the viewing environment by:

- Keeping the lights on to avoid inattention or dozing.
- Keeping the environment active.

The effectiveness of video instruction depends not on the medium, but on its instructional content.

... consider the same criteria you use to judge face-to face instruction including appeal, comprehensibility, pacing and clarity of graphics.

(Johnston, 1999)

This is the charge to Kentucky's ABE teachers — **use technology as one tool in the toolbox of excellent teaching.**

*Hopey, C., "Making Technology Happen in Adult Education." In Technology, Basic Skills, and Adult Education: Getting Ready and Moving Forward, Information Series, no.372, edited by C. Hopey, pgs. 3-9.*

*Johnston, Jerome, "Enhancing Adult Literacy Instruction with Video," University of Michigan, v.0.9, Spring 1999.*



## Blended eLearning Is the Best of Both Worlds

by Jane Martel, DAEL  
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Isn't it great when experts confirm what you already know?

I recently finished reading a book called **Blended eLearning** by Larry Bielawski and David Metcalf. In it, the authors state clearly that electronic teaching is not a "substitute for real teachers and real classrooms." Say the authors, "We believe that eLearning will realize its true value as a *supplement* to and *enhancement* of traditional methods." It is an important *part* of the solution, not the *entire* solution.

**What is blended elearning?** In terms of professional development opportunities made available by DAEL, it is training that is delivered both in a traditional, face-to-face workshop setting and also delivered via the Internet using our Web site, [www.kyvae.org](http://www.kyvae.org). Why did we move in this direction (that is, away from just workshops to adding online components to PD)? We had many reasons.

- **More time in the classroom**—Online learning allows us to minimize the amount of time that educators are required to be out of their programs to attend workshops.
- **Reduced expenses**—Travel expenses for both trainers and participants are reduced when some of the content is covered online instead of at a workshop. In the case of *Orientation to Adult Education*, for example, we have modified what was a two-day workshop to one day supplemented by online course work. Given the State's budget situation, this is a very critical benefit of online learning.
- **Strengths of both forms**—We use the online courses primarily for information presentation and the workshops for development of skills that are best mastered with practice and interaction.
- **Just in time**—Our online courses can be started at any time of year using any computer connected to the Internet. This means that instructors no longer have to wait for our next scheduled face-to-face session to be introduced to their roles and responsibilities. Orientation can begin on the day of hire, not months later!
- **Knowledge level increases**—Requiring completion of online modules in advance of a workshop has raised the incoming level of knowledge to our training sessions allowing for higher quality interactions there.

*"We believe that eLearning will realize its true value as a supplement to and enhancement of traditional methods."*

*Bielawski & Metcalf*

DAEL's professional development branch now uses **blended eLearning** (both instructor-led workshops and online courses) as a format to deliver nearly all of its professional development topics. Consistent with national findings, participants seem to prefer having access to informational material online and to practice skills in a classroom environment. With careful monitoring and researched planning, our PD opportunities are on a continuous improvement path.

*Bielawski, D., & Metcalf, D. (2003) Blended eLearning: Integrating Knowledge, Performance Support, and Online Learning. Amherst, Massachusetts: HRD Press Inc.*



## Using Technology to Help Your Learner Get a Job

by Tonya Crum, DAEL  
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Many learners have an employment goal and the **Kentucky Employability Certificate (KEC)** allows adult learners to showcase their skills to employers in a new way.



Adult Education instructors can assist learners in reaching this goal by using online resources to:

- **Provide WorkKeys related instruction,**
- **Administer the WorkKeys assessments, and**
- **Submit applications for the KEC.**

Students can learn and practice job-related skills in the classroom or from any Internet accessible computer.



### LEARN MORE!

Sign up for the new online course for educators, **WorkKeys and the KEC**

[www.kyvae.org](http://www.kyvae.org)

## Up, Up, and Away: A Virtual Field Trip Will Open New Doors for Students

by Sandra Kestner, DAEL  
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Would you like to help your adult learners build skills in reading, writing, numeracy, and critical thinking while integrating technology into instruction? Consider taking an electronic field trip to Mars; visit <http://quest.arc.nasa.gov/lfm/>.

While on this trip, you can bring together real world content and new information in the various disciplines. The site offers many enjoyable online activities for your learners. Other electronic destinations can be found at <http://www.pbs.org/teachersource/>.

Electronic field trips provide top quality visuals and graphic information, and there are Web sites for nearly every significant event and location covered in the news.

Bon Voyage!

*These suggestions were taken from "Captured Wisdom: Integrating Technology into Adult Literacy Instruction, 2000. The North Central Regional Education Laboratory. <http://ncal.literacy.upenn.edu/capturedwisdom.html>.*

## Tech Tips



Tired of having to scroll horizontally and vertically to see your Web pages? "Maximize your real estate" by pressing F11 at the top of your keyboard. This will temporarily hide your menu bars at the top of your screen. You may "toggle" to return to your original setting. That is, click on F11 again to reveal your menu bars. **Try it right now!** I promise that you'll love it. It's far less expensive than buying a 21" monitor!

Jane Martel, DAEL

Submit your own tech tips for future editions of this newsletter by e-mailing [JaneS.Martel@mail.state.ky.us](mailto:JaneS.Martel@mail.state.ky.us). See you online!

## Plan for Your Professional Growth

by Sandra Kestner, DAEL  
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*“Professional development can be guided by leaders, tied to standards and learning goals, built around...improvement plans. But the engine that drives it all, ultimately, is each individual’s commitment to self-reflection and self-improvement.”*

This quotation from the *Journal of Staff Development, Spring 2002* (p.50) mirrors DAEL’s philosophy behind professional development – that to be successful, statewide strategies depend on program managers who take some responsibility for employee professional growth, and on instructors who assume responsibility for their own growth.

To assist practitioners in making these connections, DAEL has developed an online course on creating an Individual Professional Development Plan (IPDP). An IPDP is developed cooperatively between a supervisor and an instructor as they identify training needs and schedule professional development activities that will build competencies. IPDPs are useful in that they provide:

- A logical and structured framework for assessing the needs of the individual,
- A method for organizing developmental experiences, instead of haphazardly committing both time and money on what may or may not be useful,
- A merger of individual goals and organizational needs, and
- A method for focusing limited resources in areas of greatest need.

If you are interested in using the IPDP, go to [www.kyvae.org](http://www.kyvae.org) to register for the online professional development planning course (PDP100) and follow the simple steps to creating an IPDP.

## Hot Sites



“Are you too busy to surf the Internet to find good, adult education sites? Then use the following short cut: Visit <http://www.nifl.gov/lincs/hotsites/hotsites.html>. HOT Sites, considered the “best” Web-based resources in and for the adult basic education and literacy community, are identified three times a year. Take a few minutes to explore. It’s worth the trip!”

**Example: Read TV News** - With this site, learners can use real television news stories to build their listening and reading skills. Learners can choose a news story to watch, read a written version of that story, and take a quiz or do activities at <http://www.readtvnews.org>.

## Share the Wealth!

by Jane Martel, DAEL  
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Are you using a Web site, computer program, lesson plan, videotape, book, or other resource with great success with some of your learners? Then share the wealth!



Your peers would love to know what works well for you. If every one of the nine hundred or so adult educators in Kentucky shared just one resource, imagine what a treasure trove that would be.

Practitioners plead for opportunities to share. You can share without having to leave your center by going to:

<http://lib.uky.edu/AESurvey/> and following the easy directions.

☛ **It’s simple!**

☛ **It’s fast!**

☛ **It’s important!**

Your learners will thank you.



## Improving Access to Adult Education: Using Instructional Technology Effectively

by Randolph Hollingsworth, KYVU  
dolph@kyvu.org

On behalf of the KYVU, I must tell you that it is very exciting to be a part of the DAEL's web-based initiative called **KYVAE.org**. Of all the wonderful work done by you, our local providers, this will be your most challenging and yet most rewarding. The nation is watching how Kentucky possibly can do this very ambitious work. Over the next few issues, I will share with you some pointers about using instructional technology effectively with your peers and your students.

Rule of Thumb: "Distance" in online education relates directly to the amount of dialog, collaboration and structure

- The more "distant" courses are those with low amount of dialogue and less structure leading to lots of miscommunication
- The least "distant" courses are those with high levels of dialog and constructive collaboration and have individualized, student driven activities.

Some technologies do better than others in certain situations in order to meet the high quality standards we expect in good online education. Here's a list of some reasons why and when you would want to use email, email distribution lists, message boards in Angel, or the Angel chatroom.

Technology	DO use it for...	DON'T use it for...
<b>Email</b>	immediacy, one-on-one communication, and ALWAYS respond promptly	long messages or complex directives; correcting a serious problem
<b>Email Distribution List</b>	small class (not listserv)	classes that get too chatty
<b>Angel Message Board</b>	subject-driven and student-centered discussions that can be archived; replacing chat or email lists lacking continuity/organization	quick and easy Q & As
<b>Angel Chatroom</b>	real-time conversations between a small number of students over a low-speed internet (20-90 minutes) about small ideas /brainstorming, allowing immediate reactions	lectures, one-on-one or more than seven participants, hunt-and-peck typists, anything deeper than spontaneous thoughts should go in a letter/email



**Rule of Thumb:**  
"Distance" in online education  
relates directly to the amount of  
dialog, collaboration and  
structure.



## Using Chat Rooms in Angel

by Randolph Hollingsworth, KYVU  
dolph@kyvu.org



Putting chat into the mix of your lesson content can strengthen the bonds between your learners and your center. It also lets you interact with your constituency more often and gives people a reason to return to your online classroom again and again. Chat can help make your classroom a desirable destination even when you haven't just added fresh content.

There are other ways for you to build community in your online classroom, of course, including team work and message boards, but only live chat creates real-time excitement and instantaneous interaction. The effect is almost instantaneous, and you soon forget that you are not face to face or on the phone with the participants. Chats can be used for:

- **virtual office hours**
- **in-class tutoring**
- **real-time group work**
- **guest "speakers"**



To make communication in your chat room quicker and easier, you may want to have your regular participants learn commonly used acronyms and emoticons such as the ones below:

### Some smileys and jargon:

:-) is a smiley face, tilt your head to the left to see it.

:-( is a frown. ;-) is a wink.

:~( is crying.

:-P is someone sticking their tongue out.

:-P ~~ is drooling.

(-: a lefty's smile, etc.

There are hundreds of these faces.



### To speed up your typing, use some common acronyms:

**brb** = be right back

**bbl** = be back later

**np** = no problem

**lol** = laughing out loud

**re** = hi again, as in 're hi'

**rotfl** = rolling on the floor  
laughing

**bbiaf** = be back in a flash

**tfn** = ta ta for now

**imho** = in my humble opinion

**j/k** = just kidding

**wb** = welcome back

In the next issue of *PD Connections*, learn more about using chat rooms in your online learning activities. Stay tuned!

KAELI is a professional development initiative that provides a yearlong graduate/undergraduate course in literacy for selected adult educators.

In 2003-2004 the course will be offered at four university sites –

- Eastern Kentucky University
- University of Kentucky
- University of Louisville
- Western Kentucky University.

The learning approaches include:

- Group learning and collaboration
- Statewide networking seminar
- Regional follow-up sessions
- Self-selected modules
- Practical application in the field
- WebQuest – web-based learning.

### How to apply:

1. Download application form from [www.kyvae.org/KAELI](http://www.kyvae.org/KAELI). Mail (101 Taylor Ed. Building, Lexington, KY 40506-0001) or fax (859 323 3963) the completed application form.
2. Have program manager complete endorsement form and email to [KAELI@coe.uky.edu](mailto:KAELI@coe.uky.edu).

The endorsement form is available from [www.kyvae.org/KAELI](http://www.kyvae.org/KAELI). For further information contact Toni-Ann Mills 859.257.6127 or email [tamill2@uky.edu](mailto:tamill2@uky.edu).

## New Faces to Support Professional Development



### Jacqueline Korengel

Senior Associate for Adult Education and Literacy,  
Council on Postsecondary Education

Jacqueline is well known to adult educators across the state where she served as division director for Program Services with DAEL (1996 to 1998) and director of training and development with KET (1998 to February 2003). Jacqueline started her new position on March 1, 2003 and she brings a wealth of experience to this position. We are delighted to welcome her "back" in this very important role.



### Susan Beswick

Project Manager, PLATO, Kentucky Virtual University

We are happy to introduce Susan Beswick, who will be working on Kentucky's PLATO implementation full-time in the coming year. She will be conducting orientation to Plato and follow-up training for instructors and managing our PLATO account. Susan lives in Florida and delivers training in Kentucky two weeks a month while offering online technical assistance for PLATO users from her home the other two weeks a month.



### Tracy Roberts

Administrative Assistant, Professional Development  
Branch, Department for Adult Education and Literacy

Tracy, who joined DAEL on October 15, 2002, is responsible for PD course registration and keeping the PD consultants on track. If you have any questions about registrations, contact her at 502.564.5114 or TracyL.Roberts@mail.state.ky.



### Maurice White

English as a Second Language (ESL) Professional  
Development Specialist, Adult Education Academy for  
Professional Development, Morehead State University

Morehead State University has made available to the Adult Education Academy the expertise of Maurice White, who was most recently director of the English Language Center at MSU. Maurice coordinates ESL training statewide. Previously he served as the assistant director of the English Language Institute in Guam, director of the American Language and Culture Institute at Clark University in Massachusetts, training coordinator for Saudi Arabian Airlines, and ESL instructor at Northeastern University and Roxbury Community College.

## Calendar of Events...

The complete PD Calendar at [www.kyvae.org](http://www.kyvae.org) has information about many opportunities including:

- English as a Second Language (ESL) Regional Workshops
- KAELI Statewide Networking Seminar April 14, Marriott's Griffin Gate Resort Lexington
- PLATO site visits
- PLATO orientation training

### COMING SOON!

- **Orientation to Adult Education Workshops**
- **Adult Education Conference**  
*Setting the Pace*, September 22-23  
Marriott's Griffin Gate Resort, Lexington

### NATIONAL

- National Council of Teachers of Mathematics 81st Annual Meeting  
April 9-12, San Antonio, Texas
- COABE, April 25-30  
Portland, Oregon  
[www.coabe03.org](http://www.coabe03.org)
- International Reading Association  
48th Annual Convention  
May 4-8, Orlando, Florida  
**302.731.1660**



**"Who dares to teach must  
never cease to learn."**

*John Dana Cotton*

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