

*Report of  
Southern LINCS Mini-grant Project*

*Alabama Adult Literacy Resource Center  
Adult and Community Education  
Alabama State Department of Education*

## **Documenting How States Use Technology**

August 31, 1999

**Project Purpose:** Documentation of the ways states in the southern region use technology.

**Activities:** Contact state and regional partners to inquire how technology is integrated into teaching, learning, staff development and program management. Document the activities of each state and give examples. Write report and publish on state website and catalog in LINCS.

**Survey development.** Sources for research to support survey instrument included the following:

- NIFL Technology listserv and its archives
- ERIC
- NCAL
- Literacy Assistance Center and numerous other web sites
- Western/Pacific LINCS Science and Technology Special Collection

Survey instrument was developed and placed on the web, URL <http://www.auburn.edu/~smithej>. See Attachment A.

**Survey dissemination.** Survey was disseminated using email on July 15, 1999. See Attachment B for copy of email message. Names for survey recipients and e-mail addresses were originally secured from Southern LINCS consortium partners accessed at bottom of Southern LINCS home page. See Attachment C for original list of 19 survey recipients. A group list was used for the first dissemination. Four survey replies were received following the first dissemination.

A second round of survey disseminations was conducted on August 13, 1999. Individual e-mails were used for this second round of disseminations. Messages were sent to 15 recipients from the original list that had not responded to the survey. One survey response was received from the second dissemination.

A third dissemination of the survey instrument was done by telephone on August 23, 1999. Voice or in person messages were left with all survey recipients who could not be directly reached on this date by phone requesting that they respond to the survey and leaving the URL address. Three additional responses were received after the phone calls.

See Attachment D for listing of all survey responses received. These e-mail addresses should serve to update those that were in error in the original round of dissemination.

**Survey results.** A summary of how technology is used in teaching, learning resources, staff development and program management by those responding to the survey is presented in Table 1.

**Table 1**  
**Technology Survey Responses by Number and Percentage of Programs**  
**N=8**

<b>Technology</b>	<b>Teaching Methods with Adult Learners</b>	<b>Learning Methods and Resource for Adult Learners</b>	<b>Staff Development</b>	<b>Program Management</b>
World Wide Web	5(63%)	4(50%)	7(88%)	4(50%)
Electronic Mail	3(38%)	3(38%)	6(75%)	6(75%)
FTP			1(13%)	3(38%)
Telnet		1(13%)	1(13%)	
Listservs		2(25%)	6(75%)	4(50%)
Satellite	1(13%)		1(13%)	
Video		1(13%)	4(50%)	1(13%)
Teleconferencing	1(13%)			
PC Software	6(75%)	5(63%)	6(75%)	6(75%)
Other	Video - 1(13%)	Video - 1(13%)		Desktop Conferencing - 1(13%)
	<i>Target Audience</i>  Literacy: 7(88%) Basic Skills: 6(75%) ESL: 5(63%) Family Literacy: 5(63%) GED Prep: 5(63%) Workplace: 5(63%) Incarcerated: 4(50%) Homeless: 3(38%) Disabilities: 2(25%)	<i>Target Audience</i>  Basic Skills: 5(63%) ESL: 5(63%) GED Prep: 4(50%) Literacy: 4(50%) Workplace: 3(38%) Family Literacy: 3(38%) Homeless: 2(25%) Incarcerated: 2(25%) Disabilities: 1(13%)	<i>Personnel</i>  F/T Teachers: 8(100%) P/T Teachers: 7(88%) Admin: 6(75%) Volunteers: 4(50%) Clerical: 4(50%) Para: 3(38%)	<i>Purposes</i>  Collect Student Data: 7(88%) Electronic Data Transfer: 6(75%) Collect Staff Data: 5(63%) Communication: 5(63%) Publicity: 4(50%) Financial Mgt: 3(38%) Data Analysis: 3(38%)

Table 1 reflects that the World Wide Web has the highest reported usage rate of the indicated technologies. Table 1 also shows that more different technologies with a higher percentage of usage is evidenced in the area of staff development than the other reported areas.



Examination of individual areas from Table 1 reflects the following:

#### Teaching Methods with Adult Learners

- PC Software with 75% of programs reporting usage ranks the highest in usage of the technologies for teaching adults.
- Literacy programs (88%) are reported to be the greatest users of technology for teaching adults.

#### Learning Methods and Resources for Adult Learners

- Here again PC Software with 63% of programs reporting usage ranks the highest in usage of the technologies for learning methods and resources for adult learners.
- Basic Skills and ESL programs (63%) are the greatest users of technology for learning methods and resources for adult learners.

#### Staff Development

- More programs (88%) use technology for staff development than for any other purpose.
- The World Wide Web ranks first as the most used technology for staff development purposes.
- Electronic mail and PC Software rank second.
- 100% of the programs reported that full time teachers were the participants in the staff development opportunities presented through technology.

#### Program Management

- Electronic mail and PC Software were the two technologies used the most (75%) for program management purposes.
- Technology was used by most programs (88%) to collect student data through electronic data transfer (75%).

### **Specific examples in each area as reported through surveys**

#### Examples of Technology used as Teaching Methods with Adult Learners

- Use of CAI to teach basic skills. Commercial software such as GED Prep and Pre-GED Prep are two specific examples of instructional software used to instruct adults.
- Developed and offered a live, interactive satellite broadcast for literacy students. Most recently, completed an adult literacy supplemental series, comprising 10 video tapes, 2 CD-ROM and 3 workbooks. Best used with student needing to understand parts of speech through to paragraph development and independent writing.
- Teachers publish lesson plans on the web and access lesson plans from the web for use in their classroom (SLINCS site - Workplace LAB).
- Local programs teach computer literacy classes which focus on basic computer skills.
- Several community colleges have GED prep and PLATO on line. Some volunteer programs make broad use of computers and internet.
- A family literacy program at the YWCA permits parents to check out laptop computers for a week to use on the internet or for CDs with their children at home.
- Using Rosetta Stone PC software to instruct ESL learners.

- A program has established email address for their students and has searched out other programs that are incorporating email into their curriculum, allowing their student to develop keypals.

#### Examples of Technology used as Learning Methods and Resources with Adult Learners

- Use of CAI to teach basic skills. Commercial software such as GED prep and Pre-GED Prep are two specific examples of instructional software used to instruct adults.
- Local programs make a variety of CBT courseware products available to adult learners.
- Local programs also make a variety of instructional videos available to adult learners especially at the GED level.
- Learners can access resources on the WWW (SLINCS and other sites).
- One learner from a volunteer program is active in VALUE. He gets most of his information via e-mail.
- Many programs utilize PC software to increase students' basic skills.

#### Examples of Technology used for Staff Development

- Teleconferencing is used to provide staff development courses (credit courses) from Auburn University to adult education staff throughout Alabama.
- We developed and offered four staff development courses:
  - 1) Integrating Database Technology into Your ABE Program (Database uses for teachers)
  - 2) Recordkeeping for Directors (Student tracking and data management).
  - 3) Desktop Publishing (Recruitment and Marketing)
  - 4) Traditional Teaching with a Technological Twist (word processing, database, spreadsheet uses in curriculum).
- We have a statewide listserv for the ABE field in TN which is our main vehicle for disseminating information and ideas relating to best practices.
- We also offer a graduate classes for ABE supervisors and we operate a listserv in conjunction with these classes.
- We also publish a lot of information on our websires (CLS website and TN ABEOnline website) for use by ABE practitioners in TN.
- Our Families First (TN's welfare reform initiative) teachers have participate in statewide staff development videoconferences. These were co-hosted with the TN Department of Human Services.
- We have conducted workshops with teachers and volunteers focusing on uses of Internet technology with adult learners. We suggest different ways of using the Internet (e.g. teachers finding materials and printing them, teachers and learners searching the Internet together, learners doing searches on their own).
- We've conducted other workshops (several years ago) to help teachers and administrators learn how to access the Internet and to use it in their work.

- Four hours is most common, usually back to back so participants who travel into town can take two courses for the day (8 hours of training); offering 3 days in the lab next month with the second half of the course a "virtual classroom" for credit toward adult ed certification from LSU (tuition reimbursement from adult ed state Leadership funds).
- Using the world wide web to train all types/levels of personnel on the use and application of the Internet.
- Staff development in basic Internet using the WWW and workplace education for staff using the WWW.
- This fiscal year instructors will have the opportunity to participate in an On-line learning experience for college credit.

#### Examples of Technology used in Program Management

- Using Literacy Ledger software to collect learner/staff data. Data will be transferred using FTP from the local programs to the department of Education.
- We have developed a WWW based reporting system consisting of two parts: (1) statistical performance report and (2) class information report.
- We have developed a WWW based Program/Staff Directory which contains details on all of our local service providers statewide.
- We have developed a website entitled "Tennessee ABEonline" which serves as a one-stop location for information for practitioners in the field. Right now this is a password protected website.
- We make an Excel Spreadsheet with budget form available to all out local program supervisors.
- Community colleges have used electronic data transfer of program data for several years, volunteers will begin this year. We've used Internet mostly for communication and for teaching.
- Louisiana has a student information system for all state funded programs -- data base in Access-- most programs send on floppy disc to be "dumped" into state data base.
- Conference calls and electronic discussion groups are utilized as a medium for routine communication (i.e. staff/management meetings).
- A database has been developed to track staff professional development sessions/hrs attended. This database is also the means for tracking addresses (for mailing purposes), and pre-service training.

#### Examples of Other Uses of Technology

- We must be vigilant regarding the use of technology. Wherever and whenever it can appropriately take the place of human effort, it must be allowed to do so.
- We created a hardcopy statewide directory this year (1999) based on the data in the WWW based Program/Staff directory. We distributed 700 copies of this directory to local programs.
- Our WWW based statistical performance report automatically aggregates data from local programs and compiles a statewide statistical performance report.

- We plan to generate a "Local Program Fact Sheet" and a "Local Program Performance Report" this year based on the local program's statistical performance reports, class information reports and other local data. We see this as part of 'giving something back' to local programs who collect and send us all these data.
- Maintain a partnership with LA Department of Labor accessing PLATO software over the Internet for workplace programs using laptops.

**Table 2**

<b>Technology Based Activities in Use</b>	
<b>N=8</b>	
<b>Activity</b>	<b>Number/Percentage</b>
Newsletter for supervisors/instructors using either the web or electronic listservs.	2(25%)
Newsletter for learners using either the web or electronic listservs.	1(13%)
Tracking system for learners using a management information system	4(50%)
Electronic transmission of MIS data	5(50%)
Electronic field trips for learner instruction	2(25%)
Computer assisted instruction	6(75%)
Instruction in technology usage as part of curriculum	7(88%)
Technology based stand alone GED preparation	6(75%)
Webliography of adult education resources furnished supervisors and instructors	4(50%)
Web based teacher training	6(75%)
Lap top computers available for check out for home study	3(38%)

Table 2 reflects that:

- The most (88%) respondents use instruction in technology as part of the curriculum for adult learners.
- Ranking second with 75% of responding programs using was (a) computer assisted instruction, (b) technology based stand alone instruction for GED and (c) web based teacher training.

**Table 3**

<b>How Technology is Viewed</b>	
<b>N=8</b>	
Technology as Curriculum	7(88%)
Technology as Delivery Mechanism	6(75%)
Technology as a Complement to Instruction	8(100%)
Technology as an Instructional Tool	7(88%)

Table 3 reflects that:

- Technology is viewed as a complement to instruction by 100% of responding programs.
- The other responses are quite high (75-88%) which indicates that technology is an integral part of adult programs and carries a positive connotation with these responding programs.

## ATTACHMENT A

### TECHNOLOGY SURVEY

*A PROJECT SPONSORED BY SOUTHERN LINC'S IN COOPERATION WITH THE ALABAMA STATE DEPARTMENT OF EDUCATION, ADULT AND COMMUNITY EDUCATION*

smithej@auburn.	Feedback from	http://www.aubu
Responding Site:		<input type="text"/>
State:	<input type="text" value="AL"/>	Email: <input type="text"/>
Phone Contact:		<input type="text"/>

#### Teaching Methods with Adult Learners

**Technology:** Select one or more form of technology used as Teaching Methods with Adult Learners.

<input type="checkbox"/>	Electronic Mail	<input type="checkbox"/>	Satellite
<input type="checkbox"/>	FTP	<input type="checkbox"/>	Telnet
<input type="checkbox"/>	Listservs	<input type="checkbox"/>	Videoconferencing
<input type="checkbox"/>	PC Software	<input type="checkbox"/>	World-Wide Web
<input type="checkbox"/>	Other (specify)	<input type="text"/>	

**Program:** Select program(s) in which the selected technology/technologies was/were used. This will identify the target learners.

<input type="checkbox"/>	Basic Skills	<input type="checkbox"/>	Homeless
<input type="checkbox"/>	Disabilities	<input type="checkbox"/>	Incarcerated
<input type="checkbox"/>	ESL	<input type="checkbox"/>	Literacy
<input type="checkbox"/>	Family Literacy	<input type="checkbox"/>	Workplace
<input type="checkbox"/>	GED Prep		
<input type="checkbox"/>	Other (specify)	<input type="text"/>	

**Example:** Give a specific classroom example of the technology at use in the identified program area.

<input type="text"/>
----------------------

#### Learning Methods and Resources for Adult Learners

**Technology:** Select one or more form of technology used as Learning Methods and Resources with Adult Learners

<input type="checkbox"/>	Electronic Mail	<input type="checkbox"/>	Satellite
<input type="checkbox"/>	FTP	<input type="checkbox"/>	Telnet
<input type="checkbox"/>	Listservs	<input type="checkbox"/>	Videoconferencing
<input type="checkbox"/>	PC Software	<input type="checkbox"/>	World-Wide Web
<input type="checkbox"/>	Other (specify) <input type="text"/>		

**Program:** Select program(s) in which the selected technology/technologies was/were used. This will identify the target learners.

<input type="checkbox"/>	Basic Skills	<input type="checkbox"/>	Homeless
<input type="checkbox"/>	Disabilities	<input type="checkbox"/>	Incarcerated
<input type="checkbox"/>	ESL	<input type="checkbox"/>	Literacy
<input type="checkbox"/>	Family Literacy	<input type="checkbox"/>	Workplace
<input type="checkbox"/>	GED Prep		
<input type="checkbox"/>	Other (specify) <input type="text"/>		

**Example:** Give a specific classroom example of the technology at use in the identified program area.

**Technology:** Select one or more form of technology used in Staff Development of adult education personnel.

<input type="checkbox"/>	Electronic Mail	<input type="checkbox"/>	Satellite
<input type="checkbox"/>	FTP	<input type="checkbox"/>	Telnet
<input type="checkbox"/>	Listservs	<input type="checkbox"/>	Videoconferencing
<input type="checkbox"/>	PC Software	<input type="checkbox"/>	World-Wide Web
<input type="checkbox"/>	Other (specify)   <input type="text"/>		

**Personnel:** Select type(s) of personnel who participated in the staff development.

<input type="checkbox"/>	Administrators	<input type="checkbox"/>	Paraprofessionals
<input type="checkbox"/>	Full Time Teachers	<input type="checkbox"/>	Volunteers
<input type="checkbox"/>	Part Time Teachers	<input type="checkbox"/>	Clerical
<input type="checkbox"/>	Other (specify)   <input type="text"/>		

**Example:** Please give an example(s) of types of staff development using technology ie on line training for a spcific need, college credit courses, short seminars, etc.

### Program Management

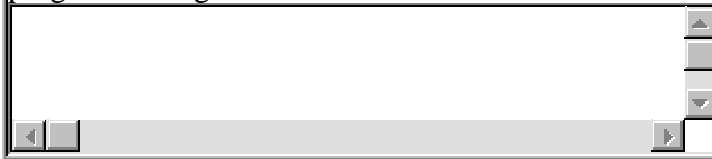
**Technology:** Select one or more form of technology used in Program Management in Adult Education.

<input type="checkbox"/>	Electronic Mail	<input type="checkbox"/>	Satellite
<input type="checkbox"/>	FTP	<input type="checkbox"/>	Telnet
<input type="checkbox"/>	Listservs	<input type="checkbox"/>	Videoconferencing
<input type="checkbox"/>	PC Software	<input type="checkbox"/>	World-Wide Web
<input type="checkbox"/>	Other (specify)   <input type="text"/>		

**Purposes:** Select purpose(s) for which technologies were used for program management.

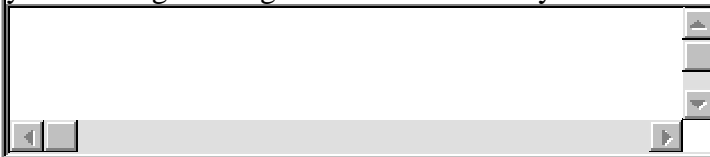
<input type="checkbox"/>	Collection of Student Data	<input type="checkbox"/>	Routine Communication
<input type="checkbox"/>	Collection of Staff Data	<input type="checkbox"/>	Publicity and Public
<input type="checkbox"/>	Electronic Transmission of	<input type="checkbox"/>	Relations
<input type="checkbox"/>	Data	<input type="checkbox"/>	Financial Management
<input type="checkbox"/>	Analysis of Data for Continuous Program Improvement		

**Example:** Please give one or more specific examples of how technology is used in program management.



### Other Usage of Technology

**Example:** Give example(s) of any other usages of technology in adult education that you feel might be significant to this survey.



### Check any of the following that you use:

- |                          |    |   |
|--------------------------|----|---|
| <input type="checkbox"/> | ON | Newsletter for supervisors and instructors using either the web or electronic listservs |
| <input type="checkbox"/> | ON | Newsletter for learners using either the web or electronic listservs                    |
| <input type="checkbox"/> | ON | Tracking system for learners using a management information system (MIS)                |
| <input type="checkbox"/> | ON | Electronic transmission of MIS data   |
| <input type="checkbox"/> | ON | Electronic field trips for learner instruction  |
| <input type="checkbox"/> | ON | Computer assisted instruction   |
| <input type="checkbox"/> | ON | Instruction in technology usage as part of curriculum                                   |
| <input type="checkbox"/> | ON | Technology based stand alone GED preparation  |
| <input type="checkbox"/> | ON | Webliography of adult education resources furnished supervisors and instructors         |
| <input type="checkbox"/> | ON | Web based teacher training  |
| <input type="checkbox"/> | ON | Lap top computers available for check out for home study                                |
| <input type="checkbox"/> | ON | Other (please list)   |



### Indicate how you see technology at use in your state or organization:

ON
ON
ON
ON
ON

Technology as Curriculum

Technology as Delivery Mechanism

Technology as a Complement to Instruction

Technology as an Instructional Tool

Other (please specify)

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Reset	Submit
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## ATTACHMENT B

Dear Southern LINCS Consortium Partner:

The Alabama Adult Literacy Resource Center, Alabama State Department of Education, Adult and Community Education has been awarded a minigrant through Southern LINCS. The purpose of this project is to document how states integrate technology into adult education programs in teaching, learning, staff development and program management. Southern LINCS partners are being contacted and asked to complete a Technology Survey which should provide the needed documentation as to the role technology currently plays in our adult education programs.

The technology survey is located at <http://www.auburn.edu/~smithej>. Please take a few minutes and respond to this survey online. Survey results will be compiled and made available through LINCS. This product should be a valuable resource for referencing how other adult education programs are using technology and possibilities for other programs.

Thank you in advance for sharing with all of us and contributing to the many resources of LINCS. You may contact me by email with any questions or concerns.

Jo Smith, EdD  
Adult Education Specialist  
Auburn University

## ATTACHMENT C

Recipients of the Technology Survey  
7-15-1999

<b>STATE/ORGANIZATION</b>	<b>CONTACT</b>	<b>EMAIL</b>
Alabama	Joe Macaluso, SDE	<a href="mailto:macaluso@sdenet.alsde.edu">macaluso@sdenet.alsde.edu</a>
Arkansas	Janie Johnson, AALRC	<a href="mailto:jjohnson@se.sesc.k12.ar.us">jjohnson@se.sesc.k12.ar.us</a>
Florida	Leatrice Williams, Div of Workforce Development	<a href="mailto:willial@mail.doe.state.fl.us">willial@mail.doe.state.fl.us</a>
Florida	Valerie Bryan, ACENET	<a href="mailto:Bryanv@fau.campus.mci.net">Bryanv@fau.campus.mci.net</a>
Georgia	Kim Lee, GLRC	<a href="mailto:klee@dtae6k.dtae.tec.ga.us">klee@dtae6k.dtae.tec.ga.us</a>
Kentucky	Sandy Delgado, LRC	<a href="mailto:sdelgado@mail.state.ky.us">sdelgado@mail.state.ky.us</a>
Louisiana	Pamela Wall, LRC	<a href="mailto:pdwall@aol.com">pdwall@aol.com</a>
Mississippi	Judy Williams, LRC	<a href="mailto:judy@gol.state.ms.us">judy@gol.state.ms.us</a>
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Oklahoma	Linda Young, State Director	<a href="mailto:linda_young@mail.sde.state.ok.us">linda_young@mail.sde.state.ok.us</a>
South Carolina	Ramona Carr, LRC	<a href="mailto:rw carr6774@aol.com">rw carr6774@aol.com</a>
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Texas	Don Seaman, LRC	<a href="mailto:dseaman@acs.tamu.edu">dseaman@acs.tamu.edu</a>
Virginia	Susan Joyner, LRC	<a href="mailto:sjoyner@saturn.vcu.edu">sjoyner@saturn.vcu.edu</a>
West Virginia	Kathi Polis, State Director	<a href="mailto:kpolis@access.k12.wv.us">kpolis@access.k12.wv.us</a>
Literacy South	Loren McGrail	<a href="mailto:litsouth@vnet.net">litsouth@vnet.net</a>
Workforce Improvement Network	Diane Foucar-Szocki	<a href="mailto:foucardl@jmu.edu">foucardl@jmu.edu</a>
Lifelong Learning Network	Elizabeth Bryant McCrary	<a href="mailto:beth.bryant@arch.gatech.edu">beth.bryant@arch.gatech.edu</a>
National Center for Family Literacy	Barbara Qualls, VP, Operations	<a href="mailto:bqualls@famlit.org">bqualls@famlit.org</a>

## ATTACHMENT D

**Technology Survey**  
Survey Respondents  
August 31, 1999

SITE	
AL	macaluso@sdenet.alsde.edu
GA LIFELONG LEARNING NETWORK	beth.bryant@arch.gatech.edu
TN CENTER FOR LITERACY STU	crosse@cls.coe.utk.edu
NC LITERACY RES CTR	mdsiedow@ncccs.cc.nc.us
LA LITERACY RES CTR	pdwall@aol.com
VA WORKFORCE IMPROV NET	drwitt@eudoramail.com
VA ADULT ED	smclair@vcu.edu
WV	lbmiller@access.k12.wv.us