Pivoting to an Institutional Blended Learning Adult Education Program in Three Months

City Colleges of Chicago

Rich Powers, Adult Education Project Coordinator
Juanita Buss, Director of Adult Education--Instruction
Julie Kalsow, Adult Educator, Wright College
Holly Parker, Adult Educator, Kennedy-King College
Dave Cooper, Adult Educator, Wright College

September 24, 2020
How We Did It

1. Theoretical Framework & Quality Standards
2. Training
3. Design Teams of In-House Educators
4. Structured Deliverables with Project Reports
5. Review Phase

Backdrop: Encouragement, Motivation, Respect, Teamwork, Advice, Leadership Support
Background: Set Up for Success--Pre-Pandemic

1. Changed LMS from Blackboard to Brightspace in summer 2018
2. Required “Foundations Training”
3. Zoom license in February 2020
4. Developed and piloted Adv ESL Hybrid fall 2019
5. Blended Learning Instructional Designer & Faculty Trainer Expert on special assignment
Why Blended Learning?

1. Spring Term “stop and go” rush
2. Time to plan for rest of term & summer
3. Traditional: 50% onsite/50% online
4. **COVID-19 Reality:** “synchronous” now **distance learning** replacing onsite/classroom in all courses.

5. Before April 13: **one** hybrid course. After April 13-May 9: **all** “blended learning courses” (Zoom, phone, e-mail, Brightspace, text)
Summer Term: The Scramble to Distance Learning!

Low enrollments led to fewer classes

Instructors still paid for courses ("Y" hours)

**Plan:** create “master” courses for NRS Levels 1-6 for ESL, Language Arts, Math, Bridge

Small window of opportunity:  **May 18-August 7**

23 experienced classroom educators with total of 3K hours:
Develop blended learning instructional design training

Establish progress report process for updates
Graham et al: Rapid BL growth, but no research about BL policy and adoption

Interviewed 6 institutions to identify key issues and stage markers (case-study methodology)

Created a framework to adopt BL

Training

1. Brightspace classroom; all 23 summer non-class instructors enrolled.

2. **Three parts** over summer for total of 21 “Y” hours

3. Graduate-level interaction with theory as we work in teams to build courses over the summer (readings, discussions, quizzes: model for online course)

4. **Five modules**—each module 2 hours sync/3 hours async

- Graham’s Framework & Matrix
- Reviewing & Evaluating Blended Learning Courses
- Planning & Alignment for Course Design
- Brightspace Tools & External Apps for Your Courses
- Course Delivery
Sample Course
Team

Language Arts Levels 2-5
ESL Levels 2-3
Math Levels 1-6
Computer Skills
Bridge ECE 1 & 2
Course Drafting in Brightspace

- June 16: Weeks 1-4
- June 23: Weeks 5-8
- June 30: Weeks 9-12
- July 9: Weeks 13-16
Review & Eval Phase (July 20-Aug 14)

Alignment
- Internal Reviews
- Tweaking by Team
- Leads and PM look at courses for SLOs, activities, course materials & assessments

Consistency
- Design
- Navigation
- First Week Module
- Tech Requirements
- Privacy & Access Statements
- Student Academic and Support Services
- Nav Bars & Homepages

Standard Parts
- Welcome announcement
- Awards
- Checklists
- Syllabi
- Lesson Plans
- Topical Outlines
- End of Course Survey
Quality Review

Conducted by Director of Adult Education – Instruction at end of Summer term (August 4 – 14)

Created review doc based on Quality Matters rubric, identifying key elements for this review

A tool for continuous improvement

Part of an iterative process
Quality Review

- Identified items ready for start of Fall 2020 term (in green)
- Identified items to be modified for start of Fall 2020 term (in red)
- Identified items for further development during Fall 2020 (in yellow)

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<table>
<thead>
<tr>
<th>QUALITY MATTERS STANDARDS</th>
<th>JB &amp; RP - KEY ELEMENTS for SU20 courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Standard 1 – Course Overview and Introduction:</strong> The overall design of the course is made clear to the learner at the beginning of the course.</td>
<td>Start Here/Welcome section helps students begin to navigate the course.</td>
</tr>
<tr>
<td></td>
<td>Overview of Course is provided to help orient students to the course.</td>
</tr>
<tr>
<td></td>
<td>Hybrid syllabus for course is posted on Sharepoint.</td>
</tr>
<tr>
<td></td>
<td>1st Announcement is set up.</td>
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<tr>
<th>General Standard 2 – Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.</th>
<th>Course-level Student Learning Outcomes are included in Syllabus.</th>
</tr>
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<tr>
<td>Module-level Student Learning Objectives (by unit or week) in Course and Lesson Plan are aligned with the course-level SLOs, are measurable, and clearly define what SWBAT do.</td>
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# Quality Review

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<td><strong>General Standard 3 – Assessment and Measurement:</strong> Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.</td>
<td>Assessments (formal and informal) measure achievement of SLOs</td>
</tr>
<tr>
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<td>Gradebook is set up to provide feedback to students on their performance in the course.</td>
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Quality Review

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<tr>
<td><strong>General Standard 4 – Instructional Materials:</strong> Instructional materials enable learners to achieve stated learning objectives or competencies.</td>
<td>Core Materials support achievement of SLOs.</td>
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<td>Supplementary Materials support achievement of SLOs.</td>
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<td>General Standard 5 – Learning Activities and Learner Interaction: Learning activities facilitate and support learner interaction and engagement.</td>
<td>Mix of Synchronous &amp; Asynchronous activities is clear and supports achievement of SLOs</td>
</tr>
<tr>
<td></td>
<td>Checklist is provided to help students track completion of learning activities.</td>
</tr>
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<td>Awards are set up to engage and motivate students to complete learning activities.</td>
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<td>General Standard 6 – Course Technology: Course technologies support learners’ achievement of course objectives or competencies.</td>
<td>Appropriate Brightspace tools are used for learning activities, which support achievement of SLOs</td>
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<tr>
<td>General Standard 7 – Learner Support: The course facilitates learner access to institutional support services essential to learner success.</td>
<td>Clearly accessible links to information about CCC student support services are provided in the course.</td>
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<tr>
<td>General Standard 8 – Accessibility and Usability: The course design reflects a commitment to accessibility and usability for all learners.</td>
<td>Course is easy to navigate.</td>
</tr>
<tr>
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<td>Instructions are clear and are provided at an appropriate reading level.</td>
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<td></td>
<td>Images have alt-text, and videos need to be captioned.</td>
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<tr>
<td>N/A</td>
<td>Tips for Teachers are provided to orient them to the course/resources.</td>
</tr>
<tr>
<td>N/A</td>
<td>Intelligent Agent is set up to provide automated emails to students.</td>
</tr>
<tr>
<td>N/A</td>
<td>End of Course Survey is provided to collect student feedback on the course.</td>
</tr>
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</table>
LA Level 4 Course Goals

- **Connection:** Brightspace & 1 of the 3 lesson sets – Science/S.S provided by the college

- **Community in Brightspace:** Course shell- 3 parts- Reading, Discussion, and Writing Assignments

Julie Kalsow, Wright College & Holly Parker, Kennedy-King College
Considerations

► **Population:** visual & most lack the experience with learning on an online platform, so the material had to be engaging for adults

► **Materials:** ‘printouts’, we needed more interactive, SLOs chosen based on

► **Our platform (Brightspace):** access to websites, journaling, eportfolio, discussions
Welcome to the Brightspace!

- Brightspace.ccc.edu
Best Practices

➤ **Navigation** to the course & Brightspace

➤ **Online class routine:** Discussions, Writing, Reading

➤ ‘**Student friendly**’ – by giving a sense of “sitting down and having a cup of coffee“

➤ ‘**Instructor friendly**’ – resources are flexible & in one place: lesson plans, teacher tips,
Welcome to Hybrid Level 5 Language Arts!

Posted Jul 10, 2020 8:40 AM

Greetings!

This is the master course for the hybrid version of Level 5 Language Arts. Please customize the course for your students by following this Checklist.

This course was designed by Dave Cooper (WR), Frank Carey (DA), and Juan Hinojosa (DA) in summer term 2020.
<table>
<thead>
<tr>
<th>Name</th>
<th>Modified</th>
<th>Modified By</th>
</tr>
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<tbody>
<tr>
<td>NRS 1 - Literacy ABE Language Arts</td>
<td>August 7, 2019</td>
<td>Juanita Buss</td>
</tr>
<tr>
<td>NRS 2 - Beginning ABE Language Arts</td>
<td>August 7, 2019</td>
<td>Juanita Buss</td>
</tr>
<tr>
<td>NRS 3 - Low Intermediate ABE Language Arts</td>
<td>August 7, 2019</td>
<td>Juanita Buss</td>
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<tr>
<td>NRS 4 - High Intermediate ABE Language Arts</td>
<td>August 7, 2019</td>
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</tr>
<tr>
<td>NRS 5 - Low ASE Language Arts</td>
<td>August 7, 2019</td>
<td>Juanita Buss</td>
</tr>
<tr>
<td>NRS 6 - High ASE Language Arts</td>
<td>August 7, 2019</td>
<td>Juanita Buss</td>
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</tbody>
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Lesson Sets Became the “Central Text” for Weeks 3-4, 5, 7-8, 10, 11-12, 13

- Week 1: Goals, Motivation, Challenges, and Strategies for Success
- Week 2: Active Reading
- **Weeks 3-4**: Heredity and Environment
- Week 5: Cell Structure and Functions
- Week 6: Writing
- **Weeks 7-8**: Diet and Nutrition and Extended Response #1
- Week 9: Test Taking
- **Week 10**: Corporal Punishment and Extended Response #2
- **Weeks 11-12**: Equality and Inclusion
- **Week 13**: Work and Minimum Wage and Extended Response #3
- Weeks 14-15: Employment
- Week 16: Review and Reflection
Weekly Module Content (What students see)

- Introduction
- Objectives (Student Learning Outcomes)
- Instructional Material (reading, viewing, listening) – varies by module
- Discussion and / or other Learning Activities
  - Usually: 1 discussion and 1 writing assignment
  - Sometimes: 2 discussions
- Checklist
Welcome to Week 7!

"I need a break." "I'm ready to go." "I'm hungry as heck." "I'm satisfied."

Have you heard the expression, "You are what you eat"?

Let's explore this during Week 7 by thinking critically about nutrition.
Objectives

Course Objectives

- Reading: #9 Distinguish between facts, opinions, and judgments; #4 Use visual/graphic information to aid in understanding a written text; transcribe the graphic information into written text.

- Writing: #2 Use the writing process to make your writing stronger. This writing process should include prewriting, writing, revising, and editing.

- Speaking: #3 Synthesize information from multiple sources presented in different ways – visually, orally, or through numerical data – in order to make decisions and solve problems. Analyze the credibility and accuracy of each source.

Module Objectives

- Practice reading strategies by exploring topics related to nutrition – what we eat and why

- Practice writing strategies by exploring topics related to nutrition – what we eat and why

- Share and talk about our ideas and conclusions relating to nutrition – what we eat and why
Some people say that you are what you eat. Others disagree. In what way is the statement, "You are what you eat" both true, and false?

Post your thoughts. Then, read what others have shared and response to at least one of your classmates by asking a question and writing a comment about their work.
Analyzing Advertising

Discussion Topic

Directions:

1. **Read** the document, “Lesson 2, Activity 2: Analyzing Advertising”. **Notice** that this document contains a chart showing advertising techniques, an explanation of how to analyze these techniques in an advertisement, and a worksheet.

2. **Find an advertisement related to nutrition** (food, eating, dieting, dietary supplements, going to a restaurant, drinking a certain beverage, etc.) which catches your attention and which you think you pretty much understand.

3. **Complete** the Analyzing Persuasive Techniques in Advertising worksheet (third sheet of the “Analyzing Advertising” document). **Do this by either** posting numbered responses to the discussion board (for example, #1 for your response to question #1) or downloading the worksheet, filling it out by hand, and then uploading the completed sheet.

4. And – **post a picture of the ad you chose** – or a link to where the ad can be found on the internet.

5. When you are done, **read/look** at what others have posted and **respond** to at least one other person **by asking a question and writing a comment** about their ad and their analysis.
Other Modules:

- Instructor Resource Module for each week (see next 2 slides)
- HSE Resources Module for students
- History / Social Studies resources module
- Reading Resources module for students
- Writing Resources module for students
- Constitution Test Resources module
Instructor Note: Material in the Resource section of this module is from the NRS 6 High Language Arts Chew on This Lesson Set,
Possible Synchronous Lesson Plan - On Campus or Zoom

D. Cooper June 29, 2020

**Topic:** Week 7 - Nutrition

**Estimated Time:** 3 hours

**Activity #1** Topic Exploration and Inquiry: (1 hour)

1. Individual Activity: Brainstorm a list of topics related to the main topic.
2. Individual Activity: Select 3 topics from your brainstorm. For each, ask a question about that topic. Ask more if you'd like. Write your questions down. Use complete sentences.
3. Whole class creation of a mind-map or cluster to explore the main topic of this lesson. Think of and map out all the related topics, ways of thinking about the main topic.
4. Small Group to whole class activity: Small groups - Consider the map we just created.
Resources provide instructors with content options.
<table>
<thead>
<tr>
<th>Writing Assignments Offer a Range of Standards-Aligned Types of Writing</th>
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</thead>
<tbody>
<tr>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td><strong>WK 1 Letter of Introduction to Your Instructor</strong></td>
</tr>
<tr>
<td><strong>WK 3 Just a Part of Who I Am</strong></td>
</tr>
<tr>
<td><strong>WK 6 Revise Your In-Class Essay</strong></td>
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<tr>
<td><strong>WK 9 GED Study Guide</strong></td>
</tr>
<tr>
<td><strong>WK 11 &quot;Indian Education&quot; Journal Entry Revision</strong></td>
</tr>
<tr>
<td><strong>WK 16 Final Reflection: Goals and Language Arts Confidence</strong></td>
</tr>
<tr>
<td><strong>What Do You Do Well?</strong></td>
</tr>
<tr>
<td>WK 8 Extended Response - Sugary Foods In School Vending Machines</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>WK 10 Extended Response Practice - Corporal Punishment (Spanking)</td>
</tr>
<tr>
<td>WK 13 Extended Response Practice - Minimum Wage</td>
</tr>
</tbody>
</table>
The End? Questions for Further Consideration

► Did we meet our “Purpose” goal?
  ► What will teachers say?
► Did we meet our “Audience” goal?
  ► What will students say?
Fall 2020 Adult Educator and Student Surveys

- Developed by the Adult Education District Office team as a tool for **continuous improvement**

- Surveys to be **distributed at 2-week point, midterm, and end of term**

- **Questions** focus on use of and satisfaction with Brightspace courses and other online tools

- Plan to review Adult Educator and Student survey responses to **inform improvements to tools, materials, and professional development sessions**
Questions & Discussion

THANKS FOR ATTENDING!
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