Welcoming Students and Teachers Online
How to Create Collaborative Digital Communities
Joey Lehrman

Program Effectiveness Coordinator
Adult Education at Delgado Community College

SkillRise Project Manager
International Society for Technology in Education (ISTE)

teachjoey.com  @joey_lehrman
Joey’s background

— **10+ years in Adult Education**
  6 years ABE classroom; 4 years ABE administration

— **Google Level 1 and Level 2 Certified Educator**
  And master trainer with Google Applied Digital Skills

— **Helped start first fully online adult education program in Louisiana in 2014**
  Now statewide initiative with 15 partners that serve >1,000 students annually
  2019 COABE State Innovation of the Year award

— **Board and advisory committee** member
  Executive board member [LAPCAE](#) (2015-18); advisory committee for [OTAN](#) (2020-2021)
A few digital literacy tips and tricks to get started

Press and hold **CTRL**
Windows/Chromebook

Press and hold **CMD**
Mac OS
<table>
<thead>
<tr>
<th>Shortcut</th>
<th>What it does</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTRL / CMD + T</td>
<td>Open a new tab</td>
</tr>
<tr>
<td>CTRL / CMD + K</td>
<td>Add a link in most applications</td>
</tr>
<tr>
<td>CTRL / CMD + F</td>
<td>Find on page</td>
</tr>
<tr>
<td>CTRL / CMD + ALT + M (in Chrome)</td>
<td>Add comment in Slides/Docs/Sheets</td>
</tr>
<tr>
<td>CTRL / CMD + Z</td>
<td>Undo</td>
</tr>
<tr>
<td>CTRL / CMD + SHIFT + T</td>
<td>Reopen last closed tab</td>
</tr>
<tr>
<td>CTRL / CMD + SHIFT + M (in Teams)</td>
<td>Mute/unmute microphone</td>
</tr>
</tbody>
</table>

Digital literacy tip

What’s your most commonly used shortcut?  
Add to chat!
Bonus tip - Transpose to more easily view Form responses

Intermediate skill (blue tabs)

Resources
- Sample class survey - Giving students voice in program design.
- Viewing responses in Google Sheets

Skills
- Create questions in Google Forms
- Viewing responses in a Spreadsheet
- Conditional drop down data validation
- TRANSPOSE data in Sheets
Today’s Agenda

Part 1 | What we learned building an **online model** in Louisiana

Part 2 | Evolving the **instructional model**

Part 3 | **10 strategies** to support online (and on-campus) community
Today’s Agenda

Part 1 | What we learned building an **online model** in Louisiana

Part 2 | Evolving the **instructional model**

Part 3 | **10 strategies** to support online (and on-campus) community
2014: Started as a pilot with 30 students and 1 staff
We retained 1 of those 30 students (3%)

2015: Introduced coaching in 2015
Retention increased to 50% session-over-session; 1 FTE and 4 PTE staff; 300 students served

2017: Partnered with LCTCS to scale statewide
Started with 3 regional partners to reach >500 students served; 4 FTE staff and 10 PTE staff; 90% of students that complete 1 session online show NRS gain

2019: COABE State Innovation of the Year award
15 local partners/community college; >1,500 students served annually; 30 fully distributed FTE/PTE
## Retention rates*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for Reading</td>
<td>Strategies for Writing</td>
</tr>
<tr>
<td>80%</td>
<td>72%</td>
</tr>
<tr>
<td>Mathematical Mindsets</td>
<td>Number Systems</td>
</tr>
<tr>
<td>80%</td>
<td>65%</td>
</tr>
<tr>
<td>Intro to Coaching</td>
<td>Practice Testing</td>
</tr>
<tr>
<td>76%</td>
<td>66%</td>
</tr>
</tbody>
</table>

n = 158

Retention after Level 1 = 87%

n = 138

Retention after Level 2 = 61%

*Pre-COVID
Scaling eLearn
Partner Sites
- Intake
- Orientation
- Coaching
- Pre and Post-Testing

Delgado
- Curriculum development
- Instruction
- Data and IT Systems
- Technical and Program Support
Curriculum

All courses are CCRS-aligned
Each lesson tied to measurable learning outcomes
Lessons are interactive and **emphasize revision**. Students learn through personalized feedback.
Synchronous and asynchronous
How curriculum is revised

Rubrics  Learning outcomes  Student surveys  Staff surveys
All students paired with a coach

Weekly and monthly check-in

Wraparound support

- Supporting the online experience
- Time management
- Motivation and developing routines
- Barriers to completion
- Soft skills
- Success beyond the classroom
Questions about eLearn or scaling model?
Today’s Agenda

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Me: Omg online classes are so hard! I literally have no idea what’s going on!

Also me during an online lecture:
What does work

Source = The 2 Sigma Problem, Educational Researcher (1984)
What does work

Source = The 2 Sigma Problem, Educational Researcher (1984)
What are some of the things you want to do with students but never have time?
“While percent of students currently learn through traditional lectures, only percent want to learn that way.”

Source = “Learn Now, Lecture Later,” CDW
“While 53 percent of students currently learn through traditional lectures, only 38 percent want to learn that way.”

Source = “Learn Now, Lecture Later,” CDW
“While 53 percent of students currently learn through traditional lectures, only 38 percent want to learn that way.”

Source = “Learn Now, Lecture Later,” CDW
The lecture challenge

The Challenges of the Traditional Lecture

- On Grade Level and Present
- Absent
- Below Proficient in Math
- Below Proficient in Math and English

"This is too easy" (20% of students)
"I’m out" (20% of students)
"I’m lost" (60% of students)
“How content is delivered”
Let’s use technology to **build relationships*** and to empower adults as **self-driven learners**.
What can this look like?

- **Text** students a video to watch before class/Zoom
e.g. YouTube, Edpuzzle

- Provide **guiding questions** / note-taking guide
e.g. Hyperdocs

- **Make it simple** to understand how and where to go
e.g. Google Classroom, Sites, Canvas
The stretch

**Blended instruction**
Students access content before and after class

**Self-paced**
Students learn at their own pace

**Mastery-based**
Students progress when they demonstrate mastery

Learn more at modernclassrooms.org
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When is a time you were **excited** to talk to someone online?
When is a time you were **not excited** to talk to someone online?
1 | Start with the culture
“In an ordinary organization, most people are doing a second job no one is paying them for...Most people are spending time and energy covering up their weaknesses, managing other people’s impressions of them, showing themselves to their best advantage, playing politics, hiding their inadequacies, hiding their uncertainties, hiding their limitations.”

Source = Robert Kegan, An Everyone Culture: Becoming a Deliberately Developmental Organization
1 | Start with the culture

**Mindset**

Carol S. Dweck, Ph.D.

*Updated Edition*

- How we can learn to fulfill our potential
- parenting
- business
- school
- relationships

https://amzn.to/3mtvSwC

**An Everyone Culture**

Robert Kegan, Lisa Laskow Lamey

- Becoming a Deliberately Developmental Organization

https://amzn.to/33tWXXO
2 | Talking partners

- 15 minute chat (weekly or bi-weekly)
  - students:students
  - staff:students
  - staff:staff
- Partners are shifted periodically
Let’s reboot talking partners!

**Purpose**
To stay connected with our remote colleagues while creating opportunities to collaborate.

**Process**
Connect with our talking partner once weekly via video chats.

<table>
<thead>
<tr>
<th>Partners</th>
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<tbody>
<tr>
<td>Alex R.</td>
<td></td>
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<td></td>
<td>Tiffany</td>
</tr>
<tr>
<td>Nikisha</td>
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<td></td>
<td></td>
<td></td>
<td>Shandi</td>
</tr>
<tr>
<td>Donan</td>
<td></td>
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<td></td>
<td></td>
<td>Ashlee</td>
</tr>
<tr>
<td>Lea</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Keah</td>
</tr>
<tr>
<td>Jenny</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evelyn</td>
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<tr>
<td><strong>joey</strong></td>
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<td></td>
<td></td>
<td></td>
<td>Olin</td>
</tr>
<tr>
<td>Liz</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ayat</td>
</tr>
<tr>
<td>Esme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Jessica</td>
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</tbody>
</table>
3 | Collaborative updates

Warm-down. Tell a story with exactly 4 emoji.

<table>
<thead>
<tr>
<th>Joey</th>
<th>Angelle</th>
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</thead>
<tbody>
<tr>
<td>🌐📝✍️</td>
<td>🌐📝✍️</td>
</tr>
<tr>
<td>Tiffany</td>
<td>Liz</td>
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<td>🌐📝✍️</td>
<td>🚁🌟🥤</td>
</tr>
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<td>🌐📝✍️</td>
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<tr>
<td>Eliza</td>
<td>Megan</td>
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<td>🌐📝✍️</td>
<td>🌐📝✍️</td>
</tr>
<tr>
<td>Jenny L.</td>
<td>Esme</td>
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<tr>
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<td>🌐📝✍️</td>
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<tr>
<td>Evelyn</td>
<td>Ryan</td>
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<td>🌐📝✍️</td>
</tr>
</tbody>
</table>
Dahlia El-Shafei 12:48 PM
Amber Blanchard passed Science!

Gallet, Olin D. 9/8 3:19 PM
I have a student named Elizabeth Newman, and she keeps saying lessons are only in view only mode. I also have another student named Gavin Beasley, and he keeps sending in blank lessons despite doing the work. What are some possible solutions to their problems?

2 replies from you and Evelyn

Jackson, Evelyn M. 9/10 6:23 AM
I would also ask Gavin about what device he is using. If he is on the phone/tablet, it may be the issue of needing to download the Google Slides and Google Classroom apps. If that does not seem to be the case, let me know. Thanks Gallet, Olin D!

Bonneau, Nicole 9/10 11:23 PM
anyone know how I can get a google form response to a student that put their email in wrong? There’s gotta be a simple way I am not seeing 😞

Bonneau, Nicole 9/10 11:45 PM
JK I solved it... Just save it as a pdf and email it directly... duh 😞 😄
5 | Check-ins

**feedback ‘n praise**

- what are you doing well?
- what is something you can improve?
- what is the coach doing well?
- what can the coach improve?

Keeping PE Tasks and Accomplishment Focused. Being available and supporting systemic change. Taking an active rather than passive role in PE’s future (e.g. committees, evan talks, etc).

What opportunities exist to ensure all team members can attend all meetings? How are you feeling about your imposter syndrome?

Pushing for completion on certain tasks and taking a more “act-like an owner” role - reflections on Handbook

**action items**

- 11.18.19
- 12.16.19
- 1.6.20
- 1.20.20

Setting and accomplishing goals; getting PE foundation established feels good.

Confidence as a leader; still feels like “I’m doing (some) stuff” to not get criticized by you and shane tbh.

Thanks for taking the lead on tutorials dashboard.

Pulse check - how’s @ryan feeling about DCCAEP? about PE? about balance with other work? what will feel meaningful given what @joey understands to be @ryan’s priorities?
6 | Surveys

Did you enjoy this class?

- 0 (6%)
- 1 (9%)
- 2 (9%)
- 3 (4%)
- 4 (25%)
- 5 (16%)
- 6 (2%)
- 7 (2%)

Do you feel that this class helped you to develop your writing skills?

- 0 (0%)
- 1 (15%)
- 2 (4%)
- 3 (4%)
- 4 (2%)
- 5 (16%)
- 6 (9%)
- 7 (7%)

Do you feel that this class helped you to develop your math skills?

- 1 (1%)
- 2 (2%)
- 3 (2%)
- 4 (22%)
- 5 (14%)
- 6 (17%)
- 7 (94%)

65 responses

65 responses

91 responses
Overarching Themes and Agreement

- 100% of respondents rated 4 or 5/5 when asked if the craft framework will benefit students
- Anything we build we have to use and commit to (e.g. supporting materials, rubrics) etc. or the system will fall apart
- There needs to be clear "owners" of metrics and shared metrics need to be discussed in more detail
- Terms need to be clearly defined (e.g. "What does Attending Classes" mean? This came up in several forms of feedback from different candidates)
- How do we measure difficult to measure items? (e.g. Feedback to staff)
- October 2020 Launch of Systems is Ideal
360° reviews
Credibility Questions
This person is open to feedback
This person actively seeks out feedback
This person actively seeks out personal development
This person actively seeks to develop others.

Self-Orientation Questions
I trust this person
This person is mission aligned to our organization
This person embodies our organizational values
This person believes all students can succeed

Intimacy Questions
This person cares about me personally
This person cares about students personally
This person engages in tactful communication with colleagues
This person celebrates small wins to maintain momentum of change initiatives.

Reliability Questions
This person is effective at their job.
This person has an "all-hands on deck" mentality
This person asks for help when they need it
This person makes our organization better.

Final Questions
What are this person’s top two strengths
What are this person’s top two opportunities for growth
A 360 review is a performance evaluation tool that solicits feedback about an employee from all directions: their managers, coworkers, and direct reports. A 360 review seeks to provide actionable feedback to an employee and gives them a better understanding of their contributions to an organization.

www.thebalancecareers.com › Human Resources › Glossary


fbr.org › 2012/09 › getting-360-degree-reviews-right

Getting 360 Degree Reviews Right - Harvard Business Review

Sep 7, 2012 - Of course a careful reading of the article describes an entirely flawed implementation of a 360 process, and we grudgingly concur that this does...

en.wikipedia.org › wiki › 360-degree-feedback

360-degree feedback - Wikipedia

A 360-degree feedback is a process through which feedback from an employee's subordinates, peers, and managers is collected, often in a anonymous manner. ... When 360-degree feedback is used for performance evaluation purposes, it is sometimes called a "360-degree review." There is a great deal of...

History · Issues · Accuracy · Results
<table>
<thead>
<tr>
<th>Class or Element</th>
<th>Relevant Links</th>
<th>Guiding Questions + Concerns</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://bit.ly/2Y7lyL-1">http://bit.ly/2Y7lyL-1</a></td>
<td>1. I want to make sure that the informational load progresses properly and that the students have ample time to familiarize themselves with new concepts and apply them in multiple situations. Taking a lesson-by-lesson approach while teaching made it harder to gauge whether what’s happening effectively. 2. Please also be on the lookout for opportunities to strengthen the lesson with visual aids, videos, or more effective questions. 3. Are the spelling exercises working? Sometimes felt they were a little too basic and that there wasn’t enough follow-up after the fact. 4. Is the assessment strong enough? If it allowing us to measure results properly? 5. Are there any points where the sequence of lessons or topics should be rearranged.</td>
<td>We will be doing a full review of this class, as it is now new and was run for the first time during the previous session. As such, while reviewing the lessons, please keep in mind the following general questions: - What works best about this class? - What could be improved in this class? - What steps could be taken to make this class more student-centered and/or better serve our students in general? Additionally, Alix - Please add in the box at the top-left any guiding questions or concerns you would like for us to take into consideration while reviewing the class.</td>
</tr>
</tbody>
</table>

**Context and Meaning in Literature**

<table>
<thead>
<tr>
<th>Relevant Links</th>
<th>Guiding Questions + Concerns</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>L7: <a href="https://bit.ly/3LPmfln">https://bit.ly/3LPmfln</a></td>
<td>1. Lesson 7 offers a final, unguided assessment of the concepts covered in the class and aims to reproduce the difficulty of the HiSET. Is that a good idea for a final lesson for this class specifically, and for students ELA more broadly? Or should this class aim for something else as a capstone? What do you all think? 2. Does the assessment in this lesson feel tough? Or too easy? Does the HiSET mark hit on too tough? Or too easy?</td>
<td>Jenny - Please identify 1-2 specific questions you would like to ask the group, and add them in the box to the left. These questions should be targeted to specific sections or elements within a lesson, not general questions about the class overall.</td>
</tr>
</tbody>
</table>
Encourage social media
This is probably my most used keyboard shortcut.
CTRL (or CMD) + K = Add a link
It works in @googledocs, @gmail, @Outlook.
#TuesdayThoughts #edtechchat #distancelearning #remotelearning #AdultEdu

What are your #favorite keyboard shortcuts?

Browser profiles are an easy way to use multiple #email accounts.

Game-changer for me with a personal, school, and 2 work accounts. Find them in @googlechrome, @firefox, @brave, @microsoftedge.

#EduGIF #edtech #edtechchat #adultedu #remotelearning #remoteteaching #techtuesdays
Where to get started

➔ Growth mindset culture.
   We are all teachers. We are all students.

➔ Move the lecture
   Re-thinking our time transforms what we can do with students in the classroom (and on Zoom)

➔ Start anywhere
   Research flipped and blended learning to find plenty of resources.

➔ Grow from there...
   Remember our “north star” is aspirational
Additional resources

- [www.modernclassrooms.org](http://www.modernclassrooms.org)
  Free online class, articles, sample units, mastery trackers, etc.

- [https://www.edutopia.org/article/getting-rid-lecture-bottleneck](https://www.edutopia.org/article/getting-rid-lecture-bottleneck)
  Why this is our #1 priority

  How technology transforms our time together into meaningful interactions

- [https://www.edutopia.org/article/use-live-class-time-center-relationships](https://www.edutopia.org/article/use-live-class-time-center-relationships)
  Use live class time to build relationships
Big thanks

- Amber Fornaciari
- Anita Kerr
- Dawn Hughes
- Christin Smith @ thechristin.com
Questions/comments/ideas?

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