

Web 2.0 Advantages & Teaching Tips

by Lauren Evans Lang

"Web 2.0 is about revolutionary ways of creating, collaborating, editing, and sharing user-generated content online. It's also about ease of use. There's no need to download, and teachers and students can master many of these tools in minutes. Technology has never been more accessible to all."

[Discovery Education](#)

Advantages of Web 2.0 Tools

- Free (most tools)
- Cloud-based: Can be accessed anywhere, on any device; updates are automatic
- Simple and easy to use
- Foster project-based learning and creativity
- Allow easy collaboration on projects
- Build technology skills hand in hand with content and language learning
- Can be used and shared with classmates, friends and family around the world, and/or the public

Tips for Using Web 2.0 Tools

1. Start with student needs and learning objectives and find tools that will support these goals.

2. Reuse the tools. Choose a few favorite tools, and use them repeatedly in class. Using the tool will become easy and comfortable for students and allow for deeper learning. Collaborate with other teachers at different levels so students can use the same web tools year after year in class.

3. Explicitly teach tool use. Use whole group "think alouds," screencasts, or tutorials to scaffold student learning.

4. Prepare and have a backup plan. Try out the tool in your classroom before you use it with students, and have a backup plan to use if the technology does not work.

5. Build independence. Have students ask a classmate (and/or Google) before they ask you for help.

6. Here today, gone tomorrow: These amazing tools may disappear or become expensive – so don't place irreplaceable files on these sites without a backup. Download copies if you can, or take screenshots of projects. **"Date the tool, marry the idea."*** Marry the idea of using technology, but date the tools – they may not be around forever.

7. Look out for roadblocks. Does that free account expire in a month? Does your teaching site block the webpage you would like to use?

8. Accounts: Almost all Web 2.0 tools require the teacher to create an account – it's a pain, but worth it. Consider creating a username and password cheat sheet for your classroom web tools.

9. Remember the 10X/10X rule.^T The first time you use a tool to create something you used to do on paper, it may take up to ten times as long. Every time you and your students use the tool thereafter, it will be up to ten times faster and more powerful than your "old way" of doing things. ■ See references on page 9 ...

Educational Technology

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A Few Words on *Progress*

I have just gotten a MacBook Pro to replace my old PC, and I have spent the last hour beginning to learn about it. I started having problems with the PC about a month ago, and I discovered that I had the oldest PC at the Resource Center. It didn't seem that old to me! But I agreed that it was time for a replacement.

When I got my new Mac, I began familiarizing myself with Word. A short while ago, Katie Bratisax, VALRC's Technology and Support Specialist, came by to see how I was doing. I told her that back in the mid-1990s, I started using a program called Word Perfect, and, after a couple of years, I switched to Word. We remembered the different versions of Word and discovered that, between the two of us, we had used all of them. I told her that I didn't expect that learning another new version would be that difficult. I hope I wasn't being too optimistic.

Meanwhile, I am writing this letter on my old laptop while a VCU technology support person works remotely through TeamViewer to set up the browser and e-mail on my Mac. We are communicating using instant messaging.

Twenty years ago when I first started to use e-mail and word processing on a regular basis, I would never have imagined all of the ways technology would impact my work and life. I have learned to use a smart phone. I have had two iPads. Now I am learning about another kind of laptop. The learning never ends. That makes it exciting but somewhat scary as well. It is empowering to know that I can use these new technologies, but more importantly, I have to be confident that I can learn to use whatever is on the horizon.

This issue of *Progress* is devoted to exploring resources and approaches that can be used to support our work and help our students. While many of them are simple and easy to access, some require deeper understanding and practice. Lauren Lang's caution to "date the tool and marry the concept" is catchy but true. My own experience with technology has shown that phrase to be a very accurate way of describing how to cope with the ever-changing technological landscape by finding ways to embrace the concepts while keeping an eye on new and better technologies.



Calendar

October 28 - 29

VAACE Conference
Charlottesville, VA

30-31

National Center for
Workforce Education
(NCWE) Conference
Pittsburgh, PA

31 - November 2

ProLiteracy's USCAL
(U.S. Conference on
Adult Literacy)
Washington, DC

November

4-7

American Association for
Adult and Continuing
Education (AAE)
Annual Conference
North Charleston, SC

12 - 14

NCTN Effective
Transitions in Adult
Education Conference
Providence, RI

20-23

National Council of
Teachers of English
(NCTE) Conference
Washington, D.C.

February 2015

26-27

VLF Conference
Richmond, VA



Technology and Adult Education

the future is bright

by Maurice Oliver

How many of us, of a certain level of maturity, can remember the thrill of walking into an elementary school classroom and seeing a filmstrip projector set up? The earliest filmstrips I remember were silent with written subtext or accompanied by an LP album played on a portable, industrial gray school record player that probably weighed 30 pounds. Later the audio was supplied by cassette tapes. When it was time to advance the frame, the record player or cassette played a beep to indicate that it was time to move to the next static frame. Nothing was more frustrating than having the teacher nod off and forget to click the corded remote control (only on the fancy models).

If we were really lucky, we got to watch actual films played on 16mm projectors. Sadly, because the films were shared from a central location, they arrived at our schools when available, not necessarily when the teacher needed them, so the content often didn't match what we were studying. It didn't matter much to us. We enjoyed being the one who got to turn off the lights or shut the blinds. We made shadow puppets in the glow of the projector lamp when the films ended. I truly had arrived when I became a library and media assistant in the seventh grade and got to set up equipment for other classes during my study hall.

Fast forward to today. The world is at the tips of our index fingers. Although we don't have robot servants – unless you count roombas – or flying cars, finally we can video chat like the Jetsons did in the cartoon series. We are wireless, and our devices are smart. Watching a video, educational or not, can happen on demand through our tablets and phones. Research does not require a trip to the library. The proliferation of smart devices is thrilling but can be daunting when considering ways to harness their power and embrace them in the adult classroom. What a great problem to have.

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Check out these incredible 2013 numbers from [digitalbuzz](#):

- **91%** of all people on earth have a mobile phone.
- **56%** of people own a smart phone.
- **50%** of mobile phone owners use mobile as their primary Internet source.
- **80%** of time on mobile is spent inside apps.
- **72%** of tablet owners purchase online from their tablets each week.

What are other implications of rapidly changing technology for adult educators? Leveraging the five key areas of the National Education Technology Plan (NETP) for Adult Education to maximize the potential of technology in adult education throughout Virginia, VALRC is working closely with the Office of Adult Education and Literacy to design professional development that supports Virginia's adult educators in five key areas.



“Potential uses of technology in adult education include adding relevant context to instruction; making it more meaningful and engaging to learners; giving students the power to identify skill deficits and develop a plan of study based on that information; providing targeted professional development; helping educators and program administrators make data-driven instructional and learning decisions; and tying outcomes such as job placement and high school completion to early academic indicators and other measures of student growth and learning.” (NETP Recommendations Report, May 31, 2013, p. 3)



Continued on page 12 ...

Separating the Best ABE Apps from Cr-app

by Victoire Gerkens Sanborn

Apps are small, specialized software that are downloaded onto mobile devices. Many apps are free or quite affordable. In a 2011 article, *The New York Times* estimated that around 15,000 new apps are released each week. Over two million are currently offered by both the Apple app store and Google Play, an oversupply by any stretch of the imagination. This means that a majority of older or less well-designed apps are bound to fail or become inactive over time. Given the situation, how can a busy basic adult ed (ABE) teacher determine which apps are appropriate for their students or for a particular lesson plan?

Benefits of Apps in Instruction

ABE teachers are pressured to incorporate technology into instruction to extend their students' learning outside the classroom in order to practice the critical thinking and technology skills they are expected to have in the workplace or in college or technical training programs. State-of-the-art computer labs with high speed internet connections are often inaccessible. Yet, over 73% of adults below the poverty line use cell phones, and 64% of African-Americans access the internet from their mobile devices. Teachers and administrators might want to examine how mobile technology can aid in instruction. One affordable solution is apps.

Apps are not only inexpensive (and quite often free), they are student-centered, portable, and can be accessed over many devices - tablets, cell phones, smartphones, laptops, and desktops. Apps help students to:

- Work independently at their own pace.
- Practice newly acquired skills or learn another approach to problem solving.
- Keep actively engaged in the learning process by acquiring new material in an exciting, visual, and interactive way.
- Use critical thinking skills at different levels of higher order thinking.

The last bullet represents skills that ABE students should master in order to find higher paying jobs or embark on postsecondary education. Kathy Shrock's [App for That](#) page provides an overview of Bloom's Revised Taxonomy and digital methods. She encourages teachers to send information about apps they recommend and why and records the data in downloadable MS Excel spreadsheets for each of the following categories: remembering, understanding, applying, analyzing, evaluating, and creating.

The Virginia Adult Learning Resource Center (VALRC) provides lists of apps that are relevant to adult education instruction on a WordPress page entitled [Apps and Websites for Teachers and Students in Adult Education and Literacy Programs](#). The apps chosen by Resource Center specialists have the following characteristics in common:

- They do not crash.
- The graphics are excellent.
- They are customizable for individual users, where relevant.
- The content is appropriate for adults and follows adult education principles.
- The app is easy to use and intuitive (frustration in learning to use the app is low for both the teacher and student).
- Each level provides feedback. (The student is informed about right or wrong answers, for example.)



How to Separate Good Apps from Cr-app

VALRC's recommendations barely begin to describe all the apps that are suitable for ABE instruction. In order to sort through the many new offerings, teachers and administrators will have to learn how to evaluate and rate apps on their own. VALRC's introductory page links to a number of evaluation matrixes, including Tony Vincent's easy-to-use checklist. He oversees the blog [Learning in Hand](#), which links not only to the checklist but also to a long and excellent list of evaluation matrixes, including those recommended by VALRC. The higher the score you can assign to an app, the better it will be for use in instruction. Learning to rate apps will give teachers and programs the independent means to analyze new apps as they become available and decide when an old app has lost its value. After evaluating an app, educators might want to find a repository online or in the "cloud" to share their ratings with other teachers and ABE programs.

Tips for Teaching with Apps

Once it is determined that an app is suitable for instruction, i.e., that it is relevant to the learning purpose, teachers should become familiar with using the app before assigning it to their students. They should also:

- Find out what their learners are actually doing on mobile devices and how they use these and other technologies.
- Teach them to use the best app based on the device they are using.
- Set goals for learning and determine how to evaluate an app's success.
- Choose the apps that go best with their lesson plans, keeping in mind that most ABE students own Android devices and that only a modest percentage of apps are designed for both Android and IOS products.

Conclusion

With so many choices available and so much to learn about apps and how they can aid a student in goal attainment, the easiest way to find new apps is on a recommended list like VALRC's or from other trusted sources, such as those listed below. The notion that mobile technology is beyond most ABE, ESL, and GED® adult students' skills is incorrect. As previously stated, a majority of ABE students already use mobile devices or have access to them. Most adults at or below the poverty level and

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Hispanics access the internet via their mobile devices and are comfortable using them in a variety of situations. Apps are here to stay, and so is technology in instruction.

More Apps Recommendations

Keep in mind that most of these lists recommend apps for K-12 instruction. You will need to think about adult education principles as you evaluate the app that seems most promising for your students' learning goals.

- [The 50 Best Education Apps for Android](#)
 - [The Top Education iPhone/iPad Apps](#)
 - [GoogleAppsInClassroomsandSchools](#)
- VALRC: [Lists of Apps by Teachers and Other Reviewers](#) .:

Victoire Gerkens Sanborn is Literacy Specialist with the Virginia Adult Learning Resource Center.

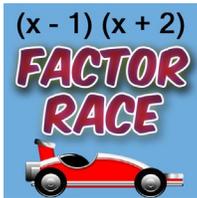


Algebrator – developed by Zoo Town Technology LLC: This is another free app, an algebra calculator which not only solves several different types of algebra problems, but also keeps track of the solutions and organizes them by date and time on virtual notebook paper. There is a more advanced version for 99 cents, but the only addition is square matrix operations including determinant and inverse. The free version is probably adequate for the needs of most GED® students. *contributed by April Tinkham*



PLUGGED IN VA IT Readiness Cohort presents

A Selection of iPad Apps for GED® Students and Instructors



Factor Race – developed by NRCC Games: This is actually an iPhone app which works very well on the iPad. It features a game format which provides a fun way to learn (or review) how to factor trinomials. Factor Race

is available as a free download from the App Store. *contributed by Michael Carden*



My Script Calculator – developed by Vision Objects: This is a calculator that solves the problems you write on the virtual whiteboard, providing the same experience as writing on paper and the advantages of a digital device. It is free from the App Store. *contributed by Sandra Green*

contributed by Sandra Green



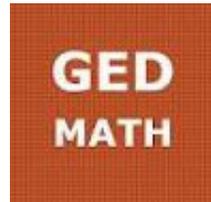
How to Write an Essay - developed by Classroom Complete Press Ltd.: This app was designed for instructors, but is also very useful for students. There are two versions. How to Write an Essay, the free edition, features the first chapter of How to Write an Essay – Common Core. The full version is available for purchase for \$1.99 and contains four additional chapters. *contributed by Potonya McMurray*

contributed by Potonya McMurray



Your Teacher Math – developed by Your Teacher.com: Would you like to have your own private math teacher? This app features an instructor at the whiteboard. There is a very limited free edition featuring instruction on integers. The complete version costs \$9.99 and is well worth the price. Purchasing the app is far less expensive than the \$159.50 price of an annual subscription to the online version. *contributed by Carole Marti*

contributed by Carole Marti



GED Math Lite – developed by honeHead: This free app provides sixty sample GED® Math questions and one sample quiz. An upgrade to the full version which contains 1400 practice questions, step by step solutions, and six practice quizzes is available for \$4.99. *contributed by Marcella Miles*

contributed by Marcella Miles



Algebra Pro Complete Workbook – developed by Learnbat, Inc.: Algebra Pro features Algebra questions in 14 different skill areas, ranging from The Language of Algebra to Rational Functions and Equations. Problem explanations are complete with audio and whiteboard. It is free from the App Store. *contributed by Norma Miles*

contributed by Norma Miles



Geometry: Volume of Solids Lite – developed by Wei Chong: Again, this is a free, limited version of a more inclusive app which sells for \$1.99. It uses animated videos to provide a quick and simple way to learn and calculate the volume of solid figures. *contributed by Selena Ramey*

contributed by Selena Ramey



Percent Diff – The Shaolo Percent and Percentage Calculator – developed by Shaolo, LLC: This free app will calculate percent increase, decrease, percent difference between two numbers, and what percent one number

is of another – all at once. *contributed by Britta Rash*

contributed by Britta Rash

See page 5 for a description of the Algebrelator app, *contributed by April Tinkham.* ■

Search. Save. Share.

by Jeffrey Elmore

Are you ready for learning in the 21st century? Are you ready to be a 21st century lifelong learner?

Here's a quick quiz:

1. Can you quickly and efficiently find answers to your questions and resources to enhance instruction?
2. Are you able to store all of those resources, organize them in a meaningful way, and access them anytime, anywhere?
3. Do you share those resources with your immediate peers and the larger adult ed teaching community?

For 21st century lifelong learners, I hope that "search, save, share" will become a common motto for all of us.

We know there's a cornucopia of information available to us on the internet, and the common first step to answering any questions has become, "Google it!" Having tried this, though, most of

If you want videos, add "vid," "mpeg," or "tube" to your search. Want more than just reading or video? Try adding words such as "activity," "project," or "lesson."

us also know that with so much information, there is also LOTS of "information" that we don't want to encounter in our searches. So, how can we search better, avoiding some of the junk and getting directly to what we need? Let's say there's been some interest in your class around environmental issues. You'd like to use this momentum to build a few lessons, but you know your students will need some background information, and you want to be sure that what you are teaching is directly related to what is on the GED® test. Start by looking at GEDTS' *Assessment Guide*. You'll see that, on the GED®

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test, many environmental issues are tied to energy flow. In your search, use language that comes directly from the *Assessment Guide's* Science Content Topics and Subtopics such as "flow of energy in ecosystems," "conservation of energy," "carrying capacity," and "symbiosis." If you are looking specifically for reading materials, adding the letters "pdf" or "doc" will filter in many of those specific file types. Likewise, if you want videos, add "vid", "mpeg," or "tube." Want more than just reading or video? Try adding words such as "activity," "project," or "lesson." Do you need to target a specific reading level or grade equivalency? One option is to add the specific term to your search: "9th grade." Another option is to add a designation from a set of standards such as the *College and Career Readiness Standards for Adult Education (CCRS)* or Common Core State Standards.* In this case, we would add "RST 9.1" (this would be Reading for Science and Technology, beginning 9th grade). I know that in adult ed we often have an aversion to using K-12 designations, but in the case of finding level appropriate material, these seem to work best. I advise against adding the term "adult" to your search!

All of this searching represents a significant time investment, and for teachers the real payoff comes when we can use each lesson the second or third time around. We need to save our lessons, but a binder full of printed material is no longer the answer. For the 21st century we need digital solutions. When looking to find a good digital way to save work there seems to be an overwhelming number of options (I see another theme emerging). Here are a few things to consider when deciding about the right digital storage vehicle. We need accessibility. When that teachable moment occurs, we need to tell students, "Hey, I've got that right here." And we need to be able to do it in any environment, whether it's our familiar classroom, a borrowed classroom, a conference room in a community building, or the dining room at McDonald's.

Continued on page 12 ...

* The CCRS document includes references to corresponding Common Core State Standards (CCSS) used by many K-12 programs nationwide.

Teaching and Listening through M-Learning

by Lauren Evans Lang

This article suggests ways ESOL and EL/ Civics teachers can use m-learning (mobile phone learning) to encourage students to practice listening and speaking using phones and smartphones. **Before planning for m-learning, find out:**

- How many of your students own smartphones.
- Whether students are willing to use their phones in class (one phone per small group or pair can be used).
- Whether students are on a “pay as you go” plan or contract. This may limit how and how often students are willing to use phones in class.

Three Branches of the Federal Government

Students practice the names of the three branches with this mobile phone activity.

- Have students work in three small groups. Give each the written name of a branch cut into syllables, and video the correct pronunciation of the name of the branch on one of the student’s cell phones.
- Students watch the pronunciation, practice the pronunciation, and put together the word.
- Then, one person in each group will record the spelling of the branch on a cell phone.
- The person with the cell phone will rotate to another group. The new group listens to the spelling, writes it down, then watches the video and practices the pronunciation.
- As homework, have students take a picture or video on their phones that represents something the federal government does. (Students with no cell phone can bring in a picture or news article.)

1. Phone Calls

- Pair students, and have one of each pair move to a different room (or the hall, or a different corner of the room). Have students call each other to complete an information gap activity, interview each other, or complete a telephone role play such as calling in sick to work or making a (simulated) 9-1-1 call.
- Have students call a store or government agency such as the library or post office to ask for information.
- Have students call a business with an automated answering system and navigate through the choices to locate specific information.

2. Giving Directions

- Have students give each other simple instructions for doing something on their phone – setting the alarm, adding a contact, writing a memo, or sending a text message.

3. Voice Recorder or Video Recorder

- Record audio or video of teacher’s correct pronunciation of a word or phrase on students’ smartphones for review at home. Students can record themselves and compare their recordings with the teacher’s.
- Record short presentations, discussions, interviews, or role plays. View and analyze as a class or in small groups or pairs. This could be used by pairs or small groups as a preparation for speaking in front of a small group or the whole class.

4. Speech Recognition

- Record the learner’s voice and see how accurate the resulting text is. This provides good feedback for pronunciation and can help students develop strategies for communicating more clearly.

Police Interaction Role Play

Students practice what to do and what not to do during a traffic stop.

- Students will work in trios – 1 student plays the officer, 1 student plays the person being pulled over, and 1 student video tapes on his or her cell phone. Remind students to think about word stress for the 2-3 syllable words they say.
- Have students role play twice (changing roles), showing what *not* to do in a traffic stop the first time and what *to* do the second time.
- Place a strong emphasis on body language and tone of voice, especially with lower levels.
- If possible, show one video from each group on a large screen and discuss (or have each group choose one role play to do in front of the class while the other students will decide if this is what to do or what not to do during a traffic stop.)

5. Photos

- Have students take pictures on their phones and bring them in to share and discuss. Students enjoy sharing pictures of their countries, homes, churches, favorite foods, work, road signs, something they have a question about, etc.

6. Voicemail

- Have students leave voicemails for each other. Then have the receiver listen to the voicemail for specific information. For example, students can leave a message with the date and time of an appointment.

7. Podcasts

- A wide range of podcasts at different language levels can be found on the internet. These can be downloaded to listen to at home or used as a class activity to listen for specific information.

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8. Video and Film Clips

- Have students watch videos or film clips for information. Videos or podcasts could be presented as a jigsaw activity. Pairs or small groups could each listen/watch a different video or podcast, then form new groups to share the information they learned. ■

Lauren Evans Lang began her teaching career as a Learning Disabilities Specialist and a Reading Specialist. She has been working in adult ESOL for 15 years, currently focusing on teacher training and curriculum development.

Quick Response (QR) Codes

QR codes are barcodes that can be read by free apps on a mobile phone. The codes contain embedded information the phone can decode. Free and easy QR code generators can create QR codes that link to:

- Text messages (available offline).
- Voice messages (QRvoice.net).
- Websites for language practice.
- Websites for government or local services or news stories.
- Online photos, videos, or podcasts.
- Online quizzes.
- Calendar events.

You can use QR codes to create a scavenger hunt to practice following directions; pose questions; easily provide links to students; or use a photo, video, or website as a springboard for a class discussion or activity (e.g., to introduce a role play scenario).

References for Web 2.0 Advantages and Teaching Tips (continued from front page)

*Quote from Ozarks Education Research Initiative (OERI) Teacher Technology Conference at Willard High School (MO).

^T10X/10X rule is taken from <http://teachers-first.com>.

Web 2.0 Classroom Tools

by Lauren Evans Lang

Web Tool	Description and Link	Strong Points	Weaknesses
<u>Jog the Web</u>	Create an easy to navigate, annotated list of internet links.	<ul style="list-style-type: none"> • Very easy to set up, re-arrange, and add comments, questions, or directions about each site • Keeps the links organized; easy to follow • Viewers can progress at their own pace and revisit sites. • Free 	<ul style="list-style-type: none"> • A jog ends with a page of advertisements.
<u>Flipgrid</u>	Teacher poses a question and students video their response (up to 30 seconds in the free version). Students can view others' responses. Flipgrid is a great way to assess speaking.	<ul style="list-style-type: none"> • Students can listen to the responses again and again. • Students do not need an account; the teacher gives them a password to access a flipgrid. • Accessible via iPad; Flipgrid plans to provide iPhone and Android access in 2015. • Free 21-day trial 	<ul style="list-style-type: none"> • \$65/year for 10 groups or classes with unlimited questions and videos
Online Venn Diagram	Venn diagrams are great graphic organizers to structure and stimulate conversation and writing. This tool creates the diagram for you.	<ul style="list-style-type: none"> • Very easy to use • Can resize and label up to 3 circles • Can save work in progress as a draft • Free 	<ul style="list-style-type: none"> • No option to incorporate clip art or photos
<u>Glogster</u>	Glogs (graphic blogs) are online interactive posters with links and, often, embedded audio or video files. Glogs are a great way to deliver content to students or have students create a published piece of work.	<ul style="list-style-type: none"> • Engaging materials • Allows for differentiation: higher level students can delve deeper via links. • Free limited version 	<ul style="list-style-type: none"> • \$39/year for up to 30 students • No access to old versions unless you save as a different name
<u>Google Forms</u>	Easily create a quiz, survey, or self-assessment. Question types include multiple choice, text, paragraph, scale (ranking), and choose from a list. You can set your form to direct a wrong answer to a specific page that prompts the student to try again.	<ul style="list-style-type: none"> • Easy to use • Can embed quizzes onto a blog or website • Responses are organized on a Google spreadsheet • Free 	<ul style="list-style-type: none"> • Not very exciting

Web Tool	Description and Link	Strong Points	Weaknesses
<u>PowerPoint on Google Drive</u>	Saving PowerPoint presentations on Google Drive will give you online access to the presentations and provides opportunities to edit them collaboratively.	<ul style="list-style-type: none"> • Access presentations anywhere • Give access to colleagues and students 	<ul style="list-style-type: none"> • Need a Google account to sign in • Editing is more limited than with the online version of PowerPoint
<u>Prezi</u>	A presentation tool similar to PowerPoint; instead of separate slides, add all the content to one canvas and determine an order. You can zoom in and out and navigate easily among the pieces of content. It is easy to embed video and links.	<ul style="list-style-type: none"> • Can easily be used with the whole class, in small groups, or individually • Free version for public presentations with enough space to make a few prezis 	<ul style="list-style-type: none"> • \$5/month for many prezis and the option to make them private
<u>Voxer</u>	This mobile phone app sends voice texts and photos in a list view. Students can listen to the message several times before responding.	<ul style="list-style-type: none"> • You can have a conversation with a single user or multiple users in a group chat. • No charge to use internationally 	<ul style="list-style-type: none"> • All users need the app. • The app shares your current location by default. (You can turn off this feature.) • Communication is data-based but doesn't use up a lot of data.
<u>Visual Ranking Tool</u>	This is a great tool that allows students to rank or order up to 14 items. You can upload a picture for each category. Students can comment to justify responses. You can set up different links for each student/pair/small group, and then students can view what others have done with the same activity.	<ul style="list-style-type: none"> • Students can also brainstorm their own list to rank. • Available as an app for iPhone and iPad • Password-protected space; does not require individual student accounts • Free 	<ul style="list-style-type: none"> • You can't share a teacher-created list/pictures for another teacher to use independently, though multiple classes could use the same tool.
<u>Voice Thread</u>	Upload a document, drawing, diagram, or photo as a centerpiece around which students comment via text, audio, or video.	<ul style="list-style-type: none"> • Students can retype or rerecord their comments as many times as they like, draw on the centerpiece to make a point, add many comments (moderation is possible), and view classmates' comments. 	<ul style="list-style-type: none"> • \$80/year for up to 50 student accounts, with secure sharing
<u>Wise Mapping</u>	WiseMapping is an online mind mapping tool for visually generating ideas and showing how they connect. The tool is great for activating background knowledge, reviewing what students have learned, or stimulating ideas for writing.	<ul style="list-style-type: none"> • Easy to use • Free, open source 	<ul style="list-style-type: none"> • Pictures can be added as links but are not directly visible as part of the mind map

Technology and Adult Education: The Future Is Bright

(continued from page 3)

The list below shows the five key areas VALRC will use as a framework for professional development that fosters technology integration.

- 1. Goal for Learning** – All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.
- 2. Goal for Assessment** – Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.
- 3. Goal for Teaching** – Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that can empower and inspire them to provide more effective teaching for all learners.
- 4. Goal for Infrastructure** – All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.



Adult learners will need digital literacy skills for employment, entry-level jobs, postsecondary education, communication and collaboration skills, and to advance in their careers.



- 5. Goal for Productivity** – Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.

“The future of technology will be trending toward the improvement of digital literacy skills for adult education program managers, instructors, and adult learners. This trend will intensify as adult education instructors will need to learn the technologies that support curriculum and instruction, and the changes in the GED. Adult education program managers will need to keep current with the digital literacy needs of staff and teachers to lead high quality

Search. Save. Share. (continued from page 7)

This means thumb drives and discs are out ... we can't risk accidentally leaving our best resources in another bag at home. We need the cloud! Storage that is accessible through an internet connection, a login, and a password. We need storage that doesn't get scratched, demagnetized, corrupted, or become otherwise unreadable. There are plenty of options out there. My favorite is [Symbaloo](#), but you might also look at [Pinterest](#), [iGoogle Portal](#), and [Google+](#). Take your time, try a few different products, and access them from different places. Try using them for more than just school. Use them to organize the other digital resources that you frequently access such as your email and favorite websites. By doing this you'll not only build your digital literacy but also your digital

presence, which brings me to our third point ...

As 21st century lifelong learners we are not only consumers of information, we are also producers. The reason there is so much information out there for us to consume is simply because so many others are contributing their work. We all have something to contribute in this environment, whether it is a newly developed lesson, a modification to something built by someone else, or critical evaluation of what you've "borrowed." John Dewey would love the community and democracy that is the online environment! This complete interaction creates your digital personality or digital presence. Communicating with others whom you have not met face to face and who likely live far beyond your geographically local community may take

programs that take advantage of advances in technology,” says Dr. Susan Clair, Director of the Office of Adult Education and Literacy at the Virginia Department of Education.

“Adult learners will need digital literacy skills for employment, entry-level jobs, postsecondary education, communication and collaboration skills, and to advance in their careers.”

VALRC is developing plans to achieve these goals and support the practitioners who will be responsible for achieving them. One way VALRC will help is through our transition from ERO to a more robust learning management system. Knowledge Center, a Meridian Knowledge Solutions product, is already used by the state. In addition to being a more affordable solution than ERO, it offers ease of use and a more seamless experience for registration and, especially, launching of online courses. Users’ course progress, online courses, and transcripts for online and classroom training and other professional learning can be maintained in the same system. Here are some features and functionality:

- Search and catalogs
- Authoring, managing, and displaying learning content
- In-person, place-based courses
- Webinars
- Registration
- Enrollment

- Managing continuing education and certification
- Assessments
- Evaluations
- Reporting

As always, VALRC will offer end user training and support. We are already using the system for fall training registrations, even while scaling up to full functionality.

We’ve come a long way from cutting out pictures from old magazines to add graphics to our school projects and actually having to learn a method to center a title on a page using a typewriter. I’m still waiting for those cool flying cars, but we live in incredible times because of technology. We owe it to our students to keep up with promising technology and its impact on teaching and learning. ■■

Maurice Oliver is Technology Implementation Specialist with the Virginia Adult Learning Resource Center.

a little getting used to. However, particularly as adult educators, we share many of the same learning and working environments. As an observer, I am surprised that among Virginia adult educators, online sharing of ideas and opinions has not become more popular. In feedback from conferences and training, participants regularly cite meeting their peers and sharing information as one of the most rewarding aspects. In the digital environment, we no longer have to wait until the next conference or training to make this exchange happen. As you are exploring all of our digital resources, I encourage you to look for opportunities to communicate with your peers. There are already lots of opportunities to make this happen. The first that I must mention is the [Virginia GED® 2014 web forum](#).

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I hope all of you are familiar with this already. Another great option is the professional network [LinkedIn](#). LinkedIn works like Facebook, but with a professional purpose. Visit and have a look at some of the groups and conversations related to education. More locally, we’ve got the [Virginia Adult Learning Resource Center Facebook page](#) and lots of [program websites](#) developed by local programs. Have fun SEARCHING through all of these for information you can use. SAVE the bits that will be useful to you. And most of all, SHARE your opinions and creations! ■■

Jeffrey Elmore is Training Coordination Specialist with the Virginia Adult Learning Resource Center.

Survey of Virginia Foreign Born Population

The *Survey of Virginia Foreign Born Population* contains pertinent data on the foreign born in each of 22 regions in Virginia as well as Virginia as a whole. Information on twelve variables, emphasizing educational and naturalization trends, was taken from 2009 and 2011 U.S. Census Bureau and American Community Survey data.

Click on a region's number to download that region's profile.

NOTE: * Colonial Heights data is included in Region 15 instead of Region 19.

[Introduction](#) [Appendices](#) [Virginia State Facts](#)

© 2014 This publication was prepared based on information gathered by VCU's Survey and Evaluation Research Laboratory (SERL), including the *Summary Report of Characteristics of Foreign Born in Virginia* prepared by Susan White, Ph.D., and Jennifer Reid, M.S. Published by the Virginia Adult Learning Resource Center.

New from VALRC

The **2013 Survey of Virginia Foreign Born Population** is now available on the Resource Center website. This publication includes reader-friendly regional profiles for each of Virginia's 22 adult education regions and aims to answer the questions: How is Virginia's foreign born population distributed across the state? Is it growing? What are some of the characteristics of foreign born Virginia residents, including education levels, origin, English speaking abilities, citizenship status, and employment?

PluggedInVA, Virginia adult education's groundbreaking career pathways program, has launched a vibrant enhanced website. The new site includes information on program outcomes, currently funded cohorts, partnerships, and the PluggedInVA model. Resources in the online implementation guide include a curriculum framework, industry-specific curriculum guides, and digital literacy modules. The site prominently features success stories and includes a new blog feature.

Don't forget to bookmark the "[Links by Topic](#)" extensive collection of online resources for adult educators. Visit VALRC on Facebook or Twitter (@VAELN) to get regularly updated news and links to useful websites like those featured below.

News ELA

This website features news stories with adjustable (by Lexile) reading levels; create a free account to access unlimited articles.

Tip: Search by "Reading Standard" and choose "8. Arguments and Claims" to find paired pro/con readings on controversial issues.

Illustrative Mathematics

This site provides free math problems and other resources, organized around the Common Core State Standards for Mathematics.

Tip: Look for problems and activities that build math practices such as perseverance and using math to model real-world scenarios.