Planning and Collaboration for LBS Virtual Delivery

January 13th, 2022

CSC
COLLEGE SECTOR COMMITTEE FOR ADULT UPGRADING + ACE

QUILL Learning Network
Where Skills, Learning & Opportunity Connect

Literacy Link South Central

CONTACT NORTH NORD
Supporting Rural & Remote Ontario
Soutenant l'Ontario rural et éloigné

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Introducing…

Presenters:	**Barb Glass**
	Executive Director, College Sector Committee for Adult Upgrading
	Heather Robinet
	Executive Director, QUILL Learning Network
Supporting Cast:	Tamara Kaattari
	Executive Director, Literacy Link South Central
	Sarah Stocker
	Literacy and Basic Skills (e-Channel) Coordinator, Contact North | Contact Nord

Welcome and Statement of Land Acknowledgement

I would like to begin by acknowledging the Indigenous Peoples of all the lands that we are on today. While we meet today on a virtual platform, I would like to take a moment to acknowledge the importance of the lands, which we each call home. We do this to reaffirm our commitment and responsibility in improving relationships between nations and to improving our own understanding of local Indigenous peoples and their cultures. From coast to coast to coast, we acknowledge the ancestral and unceded territory of all the Inuit, Métis, and First Nations people that call this land home.

Outline for Today's Webinar

1. Background Information
2. Online Learning? Remote Learning?
3. LBS e-Channel (Online) Programs
4. Some Considerations for Ongoing Virtual Delivery
5. Checklist and Workbook for Planning
6. Blended ("Shared") Learners with e-Channel
7. Summary/Q&A

1. Background Information

Webinar Series 2021-22:
Considering Virtual Delivery in LBS

"To assist LBS programs in thinking critically about the role of virtual learning given the nature of their clients, their resources, their in-house expertise, and the rest of the LBS landscape.."

Webinar 1: June 18, 2021
LBS Virtual Delivery in Community-Based Agencies: Where Do We Go From Here..?

Webinar 2: November 22, 2021
Digital Learning in My LBS Program: Here to Stay?

Webinar 3: January 13, 2022
Planning and Collaboration for Virtual LBS Delivery

LBS Virtual Delivery in CB Agencies

Where do we go from here?

https://www.youtube.com/watch?v=USLhzi_ieY0

DIGITAL LEARNING IN MY LBS PROGRAM: HERE TO STAY?

November 22nd, 2021

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Literacy Link South Central

MLTSD's LBS Digital Capacity Building Project

Project Managers: AlphaPlus and Contact North | Contact Nord
External Consultant: Cathexis Consulting Inc.

Timeline: November 2021 to March 2022

Objectives:

- ❑ Engage and collaborate with the Literacy and Basic Skills (LBS) Stream and Sector Support Organizations and educators, tutors, and learners to identify gaps and priorities for digital services and tools for learners, educators and organizations.
- ❑ Provide a roadmap for enhancing the LBS system's capacity to deliver more services remotely and expanding blended learning opportunities to serve more learners.

If your program has been delivering virtual programming:

What are you proud of or happy with?

What's been going well?

If your program has been delivering virtual programming:

What are the ongoing struggles or concerns?

What would you like to change?

2. Online Learning? Remote Learning?

Dr. Darcy Hardy, PhD

Associate Vice President for
Academic Affairs, Blackboard Inc

Planning and Collaboration for LBS Virtual Delivery

"To successfully organize and implement online education, one must understand technology is only part of the solution.

In addition to powerful platforms, a successful program is based on solid strategy, strong policies, quality oversight, administrative support, faculty buy-in, an excellent student support infrastructure, and the ability to see the big picture."

Darcy W Hardy, PhD

~ thought leader, strategist, dreamer

Source: https://www.darcywhardy.com/

Remote Learning? Consider this…

*"**Remote Learning** in the era of COVID-19 is fast, minimal, and primarily synchronous. It rarely includes any instructional design elements or support. The goal of remote learning is to duplicate as much traditional teaching as possible, complemented with readings and assignments.*

Training and professional development are focused on the use of technology and little (if any) on pedagogy.

The use of discussion boards and other asynchronous, interactive activities is limited. Student support structures (help desk, online tutoring, etc.) may or may not exist. Remote learning does not necessarily include an LMS."

Source: Dr. Darcy Hardy,. How to Ensure Success in Online Learning. Programs. [webinar]. [https://teachonline.ca/webinar/how-ensure-success-online-learning-programs]

Online Learning? Consider this…

*"**Online learning** is strategic, thoughtful and deliberate. It involves data-driven processes that evolve around quality – in both design and delivery.*

It includes an ecosystem that addresses vision, strategy, governance, faculty development, instructional course design, technology, and student support. It is not haphazard nor is it dependent upon either synchronous or asynchronous delivery.

Courses are not simply repositories for files, and curricula is developed to include highly engaging and interactive elements. Online teaching and learning makes the most of offering programs via the Internet."

Source: Dr. Darcy Hardy,. How to Ensure Success in Online Learning. Programs. [webinar]. [https://teachonline.ca/webinar/how-ensure-success-online-learning-programs]

What does existing online learning look like in LBS?

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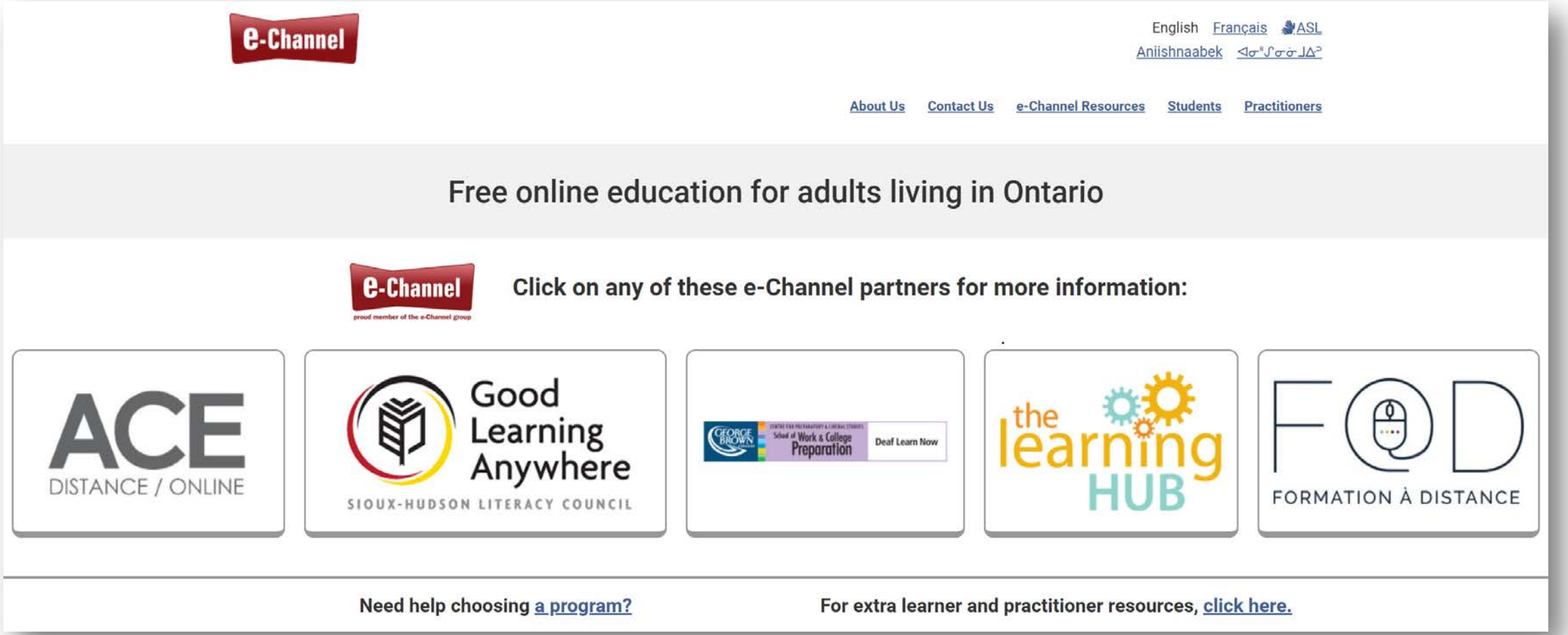
3. LBS Online: e-Channel Programs



https://e-channel.ca/

https://e-channel.ca/

More to follow on blended delivery!

4. Some Considerations for Ongoing Virtual Delivery

For this part of the discussion, we'll use the term "virtual" delivery to mean the following:

- Programming for learners that allows them to engage remotely for some components of their learning
- Not "fully" online (as in e-Channel)

The information in this section will be available as a checklist/workbook resource.

Some things to think about…

a) Organizational strategy for virtual delivery

b) Plans for purchasing/accessing/maintaining technologies

c) Policies and processes for virtual delivery

d) Virtual delivery plan

e) Staffing model

a) Strategies for virtual delivery could include…

- Planning for growth
- Targeting learner population(s)
- Identifying content to be available virtually
- Planning to include shared materials/resources created by other organizations
- Integrating asynchronous and/or synchronous delivery

Growth &Target Groups

Increase virtual learning ?

Program innovations?

Existing learner profile?

New profile?

Content/Courses

What content?

How much? What length?

Open source?

Shared content?

Delivery

Synchronous?

Asynchronous?

Both?

b) Plans for purchasing and maintaining technologies may involve…

- LMS or collaboration tools, e.g. Zoom, MS Teams, Moodle, D2L
- Document sharing sites, e.g. Google Docs, OneDrive
- Reliable hardware, software, & internet access (staff/learners)
- Technical support (staff/learners)

LMS/Collaboration Tools/Document Sharing

Platforms

Access

Training

Upgrades

Costs

Devices and Connectivity

Minimum specs

Access

Staff

Learners

Costs

Tech Support

Who?

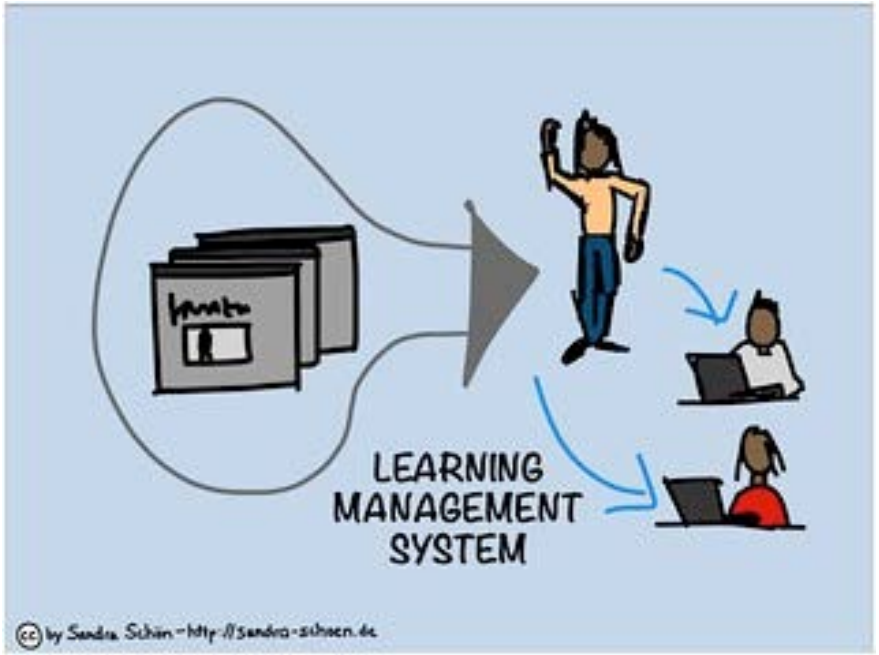
When?

How?

Cost?

Fully Online (e.g. e-Channel) also need

- LMS platform (Moodle, Blackboard, D2L, etc.) and upgrades
- Authoring software (H5P, Articulate Rise, Captivate, etc.)
- Instructional design/development support



c) Policies and processes for virtual delivery could include…

- ☐ Code of conduct (“netiquette”) for learners and staff
- ☐ Expectations for learner participation
- ☐ Expectations for instructor response time
- ☐ Accessibility/accommodations for virtual learners
- ☐ Data-driven evaluation plan for measuring success

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If your program has been delivering virtual programming:

What are some challenges you have had with communication with learners? With colleagues?

Code of Conduct for Learners

Email, messaging, discussion forums, live classes, attendance

Academic integrity

Expectations for Staff

Response time, marking time, availability, interventions

Accommodations

Software?

Hardware?

Alternate document formats?

Scribes/tutors?

Measuring Success

Data driven

Learner/staff input

Incremental improvements

Fully Online (e.g. e-Channel) must also consider

- Quality standards for online content development, including AODA compliance and universal design for learning (UDL) principles
- Guidelines for online instructional design best practices (branding, layout, navigation, assessment, etc.)

"UDL gives all students an equal opportunity to succeed. This approach to teaching and learning offers flexibility in the ways students access material and show what they know. UDL also looks for different ways to keep students motivated."

Source: https://www.understood.org/articles/en/universal-design-for-learning-what-it-is-and-how-it-works

d) Virtual delivery plan

- ☐ Online learner readiness checklist
- ☐ Intake process, assessment, orientation
- ☐ Placement appropriate to learner's needs/level
- ☐ Learner retention strategy (for program and courses)
- ☐ Learner support services
- ☐ Multi-channel communications plan

Learner Readiness

Digital skills

Self-management

Time management

Communication skills

Academic skills

Virtual Processes
(Different from F2F?)

Intake

Assessment

Placement

Orientation

Retention

Supports/Tools

Multi-channel Communication

Email?

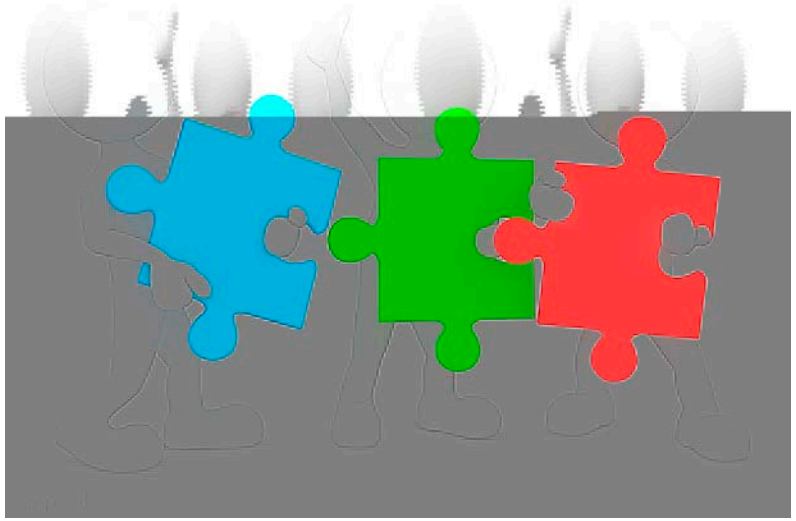
Phone?

Texting?

Course messaging ?

Response time?

e) Staffing model



- Qualifications/job description(s) to reflect virtual delivery requirements
- Differentiation between staff and/or duties for virtual and in-person delivery
- Opportunities and resources for professional development for virtual teaching/learning (paid release time, adequate funds, etc.)

Recruiting

Qualifications

Job description

Differentiation of duties

Availability

Onboarding

Access to technology

Orientation

Training

Professional Development

Current staff needs

Release time

Technology upkeep

In-house/external

(Not so different from any other hiring, but staffing needs and skillsets may be affected by virtual delivery…)

5. Checklist and Workbook for Planning

Checklist and Workbook for Planning and Collaboration

Introduction

Today, January 13, 2022, during the *Planning and Collaboration for Virtual LBS Delivery* webinar, we are introducing a checklist and workbook to support LBS programs in strategizing and planning for virtual LBS delivery.

These materials are not provided by the MLTSD. They are adapted for LBS from a March 2021 webinar entitled, *How to Ensure Success in Online Learning Programs,* delivered by Dr. Darcy Hardy, Associate Vice President for Academic Affairs at Blackboard Inc (part of Contact North's online professional development series).

Checklist and Workbook for Planning and Collaboration

Using the Checklist and Workbook

The items included in the checklist are intended to be a **guideline** for discussion and planning for your LBS program. The checklist is the “short version”; the workbook contains all items from the checklist but also provides extra space to make notes.

Checklist and Workbook for Planning and Collaboration

Using the Checklist and Workbook

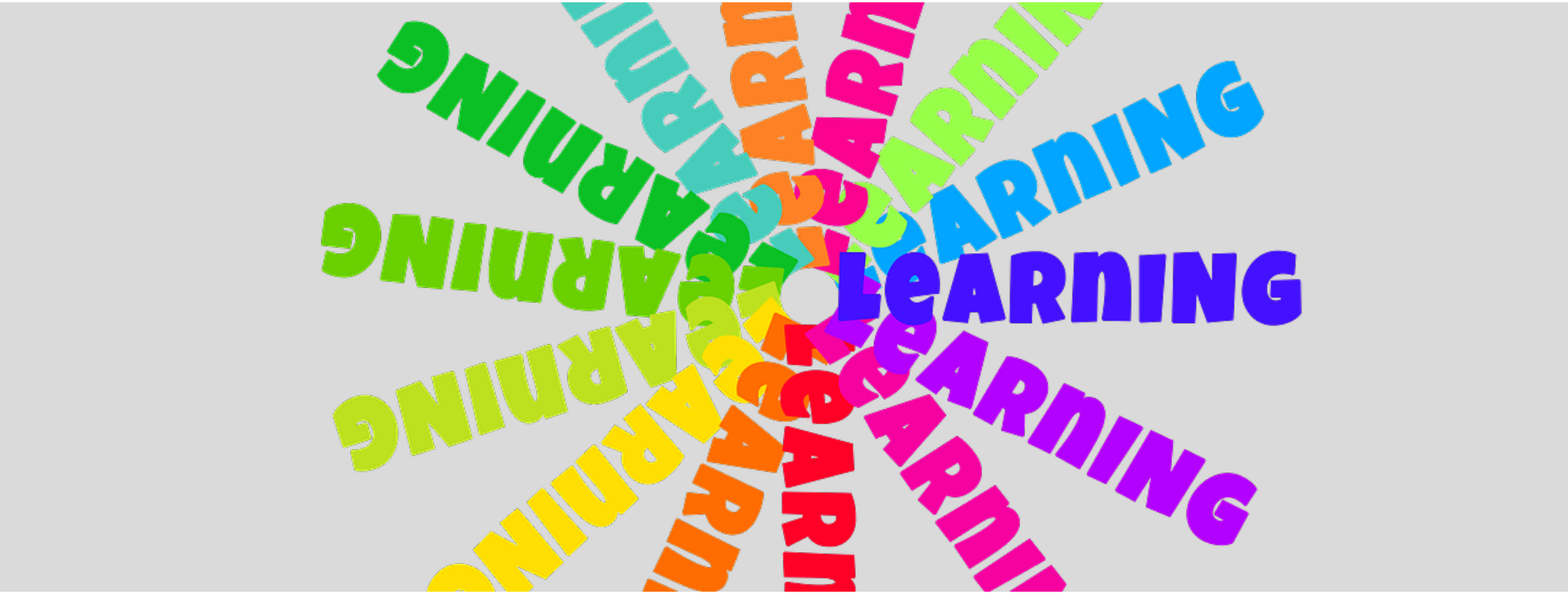
The extent to which the checklist items apply to your LBS organization depends on how much of your program delivery you wish to offer in a virtual model. It also depends on the resources (financial and human) that you can commit to virtual delivery.

Part 1: Checklist - Planning for LBS Virtual Delivery

1. **Does our organization have strategies for delivery of a virtual model that include the following?**
   - ☐ Planning for growth (not just more learners, but program innovation)
   - ☐ Targeting learner population(s) - current, new, specific group
   - ☐ Identifying content to be available online (specific courses/curriculum)
   - ☐ Planning to include shared materials/resources created by other organizations
   - ☐ Integrating asynchronous and/or synchronous delivery

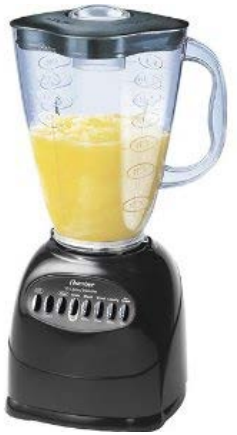
Part 2: Workbook - Planning for LBS Virtual Delivery

1. Does our organization have strategies for delivery of a virtual model that include the following?	
□ Yes □ No □ Needs work	a. Planning for growth (not just more learners, but program innovation)
Notes	



6. Blended/Shared Learners

“Blended” Learning in LBS Programs



“Blended learning [in LBS] combines “face-to-face” learning at an on-site program and online learning through an e-Channel program.

The online portion may be done independently by the learner at an off-site location such as their home or a library, or it may be done at the on-site program, either independently or with support from an on-site practitioner.”

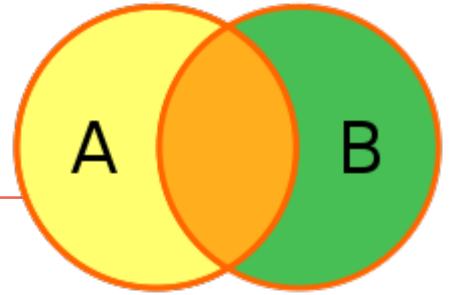
Source: Cindy Davidson et al., An Information and Referral Guide for Ontario’s Online e-Channel Program, p. 33, [online]. [https://www.learninghub.ca/sites/default/files/I%26R%20Guide%20English%20Revised%20Nov%2C%202016.pdf]

Some advantages of blended learning in LBS…

- Contributes to Learners Served targets
- Allows sharing of milestones and culminating task
- Enhances content and courses available to learners
- Provides a wider range of supplemental resources
- Provides scheduling options for learners
- Promotes digital skills development
- Offers a more diverse learning experience

Adapted from: Nicole Bombardier et al: Winning Strategies for Setting Up a Blended Training Program. p. 5. [online]. [https://e-channel.ca/sites/default/files/inline-pdfs/Winning_Strategies_blended_Training_Program.pdf]

The Concept of Shared Learners



When F2F LBS learners participate in blended learning with e-Channel, they become “shared learners”.

Both the F2F and the e-Channel program must have their own

- participant registration form;
- learner plan;
- service plan in CaMS;
- exit form and 3-6-12 month follow ups

Milestones and culminating tasks can be recorded by both programs if both contributed to the learning related to the MS or CT.

Referrals for shared learners are best accomplished when there is an established protocol between the programs.

Some Administrative Challenges…

- Duplicating documentation (PRF, LP, service plan, follow-ups)
- Ensuring learners are placed appropriately
- Coordinating shared milestone administration
- Establishing referral and communication protocols
- Multiple exit and follow-up surveys

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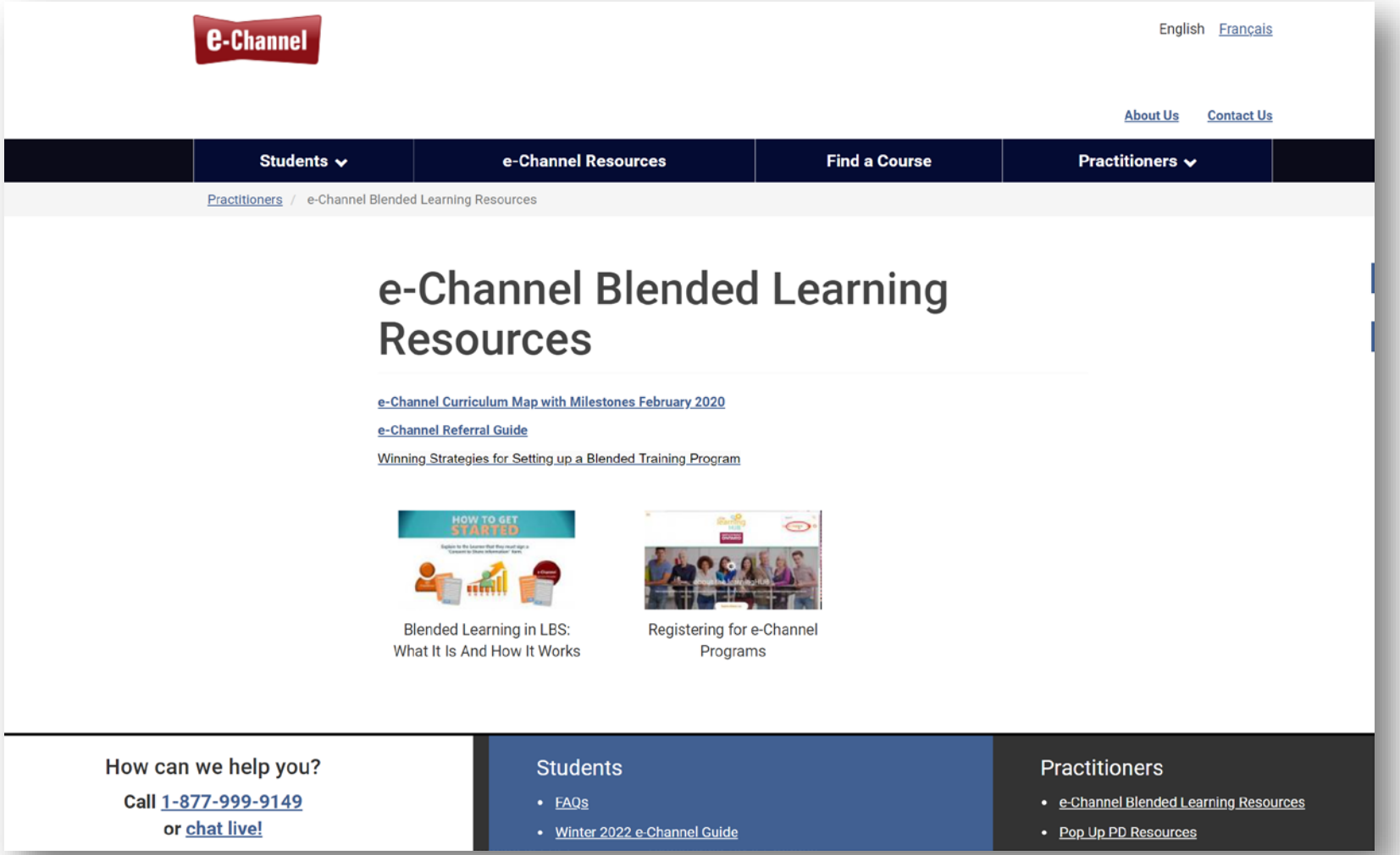
No Shame! No Body Snatching!

Think of e-Channel as a way to provide virtual delivery to your learners without having to create the content and evaluation components yourself.

Both programs benefit by counting shared learners toward their Learners Served target.

The learner benefits from access to the blended delivery format, content, and supports!

No Shame! No Body Snatching!



https://e-channel.ca/practitioners/e-channel-blended-learning-resources

7. Summary/Q&A

Recap of Today's Webinar

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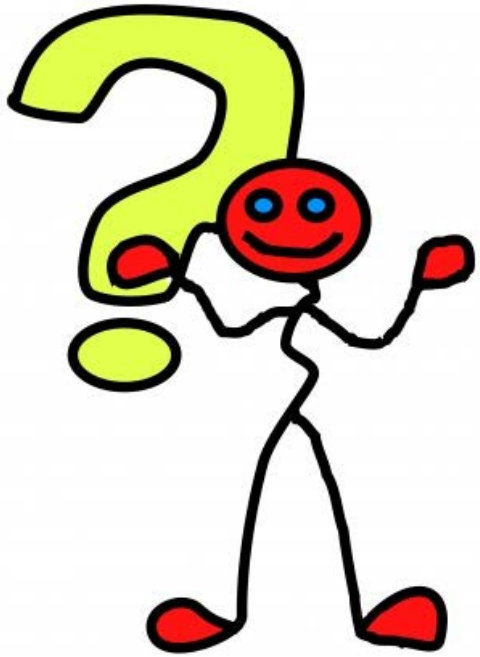
Some take-aways for today…

Ongoing, meaningful virtual delivery requires a commitment to organizational strategizing, planning, policy development and resource allocation.

The Checklist/Workbook resources may be helpful to your program planning.

LBS e-Channel programs can support blended delivery – don't reinvent the wheel!

MLTSD is supporting the LBS Digital Capacity Enhancement project – stay tuned for more information.



Please complete a short evaluation about today's webinar.

The link is in the Zoom chat:
https://tinyurl.com/2p99mmnv

Your feedback is valued!

Planning and Collaboration for LBS Virtual Delivery

Thank you for attending!