

Debera Flynn, QUILL Learning Network: I would like to welcome everyone to the fifth webinar in the Online Community of Practice: Tips and Tools From the Front Line.

I want to give you some information about the committee for the Online Community of Practice. It's made up of staff from regional networks across Ontario as well as Joanne Kaattari from Community Literacy of Ontario, Arlene Cronin from ACE Online, and our facilitator today, Sarah Stocker, who is the behind the scenes expert for all of us. She gets all of this laid out for us and keeps us on top of things. She is an excellent resource for our committee. The Online Community of Practice has been coordinating webinars for the LBS field for three years. It came about because we understand that it's hard for practitioners to attend training when they're busy helping clients increase their literacy skills. We decided to bring training to your desk. Each committee member has suggested in their business plans to keep this committee going, so we're hoping to be back in September with more webinars. Feel free to suggest topics for next year's series in the evaluation that will be available at the end of the webinar.

As always, this webinar is being recorded, and Sarah will send a link to the recording after today's session. We are also having the webinars transcribed, and the transcriptions will be available on the Learning Networks of Ontario's website.

I would like to thank all of the eChannel providers who have presented the first four webinars in this series.

Now, for today's presenter! For the past 16 years, literacy instructors in the Niagara Region have been meeting every two months through a forum called the Common Front Line Focus Group. This group is comprised of at least one representative from each of the EO-funded LBS programs in the Niagara Region: Anglophone, Francophone, and Native. This past year, the group focused on digital literacy and developed a list of online websites, resources and tools that they commonly use with their learners. The webinar will highlight these digital resources and share practical strategies that the group uses in service delivery.

Our presenter today is Jacky Cattarick. Jacky has been working in the LBS field since 1999. She has taught for 15 years at the District School Board of Niagara and she also served as the Ontario Works Client Assessor for Literacy Link Niagara for three years. Currently, Jackie supports learners with mental health challenges. Jacky creates a warm and inviting atmosphere for her learners and enjoys finding new digital resources and tools for them to use. Jacky leaves work each day feeling she has made a small difference in the lives of those who really need her help. We are so appreciate to have Jackie here today to share with us those tools that you and the Common Front Line Focus Group have put together. We're looking forward to hearing all about it. Over to you, Jacky!

Today's webinar

- Background - Common Front Line (CFL) Group
- How do we use digital literacy in LBS?
- Assessment
- Instruction
- Our digital resources list
- Professional use
- CFL future focus
- Q&A

Jacky Cattarick: Thank you Debera. Welcome everybody, and thank you for joining us today.

The Common Front Line Focus Group started 16 years ago. We look at a lot of different things as front line instructors. We look at challenges we face in the classroom. We look at resources that are paper-based and digital. We talk about how to incorporate different learning strategies into our classrooms. We talk about the daily struggles of the paperwork, filing, and we complain a lot about CaMS. Our focus for this year is how we use digital literacy in LBS. All of our classes are very different. Like Debera said, we have members from school boards, we have members from community locations, we have people who organize tutors, we have instructors of small groups and of large groups, we have college, we have Deaf, and we have Francophone programs. So when we come together at the table, the focus is to help each other. We get lots of good topics going, but we like to keep our focus, so our focus this year was digital literacy and how we all use it differently. Today's webinar will look at some tools that we all agreed are very effective for assessment, for instruction and for professional use. We are also including our digital resource which isn't everything that is out there, but it is things we have talked about and promote. At the end, we'll talk about our future focus, which we think is exciting.

Background - Common Front Line Group

History/Function

- 2002 “Common understanding of assessment” – Robyn Cooke Ritchie
- Reps from each LBS agency began working together – evolved into CFL
- Diversity - 4 streams
- Information exchange
- Resource and strategy sharing
- Joint problem solving

Our Front Line Focus Group came out of the Common Understanding of Assessment project in 2002 by Robyn Cooke Ritchie. Like Debera said, we meet every two months, usually after the Literacy Service Plan meeting. We’ve really bonded; a lot of us have been on it since the beginning. It stretches outside of the meeting: we call each other, we text each other, we email each other as needed. It’s really a community.

Background - Common Front Line Group

Past Focus/Projects

- Referral protocol
- Culminating tasks
- Learner Celebration
- Formal terms of reference with revolving Chair but relationships/communications are organic - call as needed

Some of our past work includes a referral protocol that reached across the Niagara Region. We would actually sit and review a case study and decide, "You have Joe, and this is his history. Where is he best served in the Niagara Region?" We would talk about it and then map it out.

We also looked at the culminating tasks, and we grouped learning activities that move the student forward towards being successful with a culminating task.

We also have a learner celebration every other year that the members of the Front Line Group organize. We bring together learners from across the region from all the different programs, and we celebrate.

We are a formal group with terms of reference. We have a revolving chair. Communication is very open and natural. Sometimes we go off topic and do what's needed for any instructor who may be struggling with an issue.

Current CFL members

College: Branne Plitnikas

School Boards: (including Deaf):

Jacky Catterick, Laura Prinsthal, Tina De Luca,

Native: Yvette Boutcher, Jessica Durand, Theresa Gillis, Marie Belliveau

Francophone:

Nathalie Carriere, Lorraine Beaudoin

Anglophone:

Ingrid Friesen, Piera Palmieri, Arlene High, Gail Whiteside

Currently, Branne Plitnikas from Niagara College is our college rep. Our school board reps are myself and Laura Prinsthal, and from the Catholic board Tina De Luca. I also have a Deaf program alongside mine, so I also represent them. We have the Native stream, Yvette Boutcher, Jessica Durand, Theresa Gillis and Marie Belliveau. We have the Francophone stream covered with Nathalie Carriere from ABC Communautaire, and Lorraine Beaudoin from Collège Boréal. For our community locations, we have Ingrid Friesen from the Learning Centres of Niagara, Piera Palmieri and Arlene High from Niagara West Learning Centres, and Gail Whiteside from the Learning Centres of Niagara.

The past 18 months

- How do we use digital literacy in LBS?
- Assessment
 - Intake
 - Ongoing
 - At exit
- Instruction
- Professional use

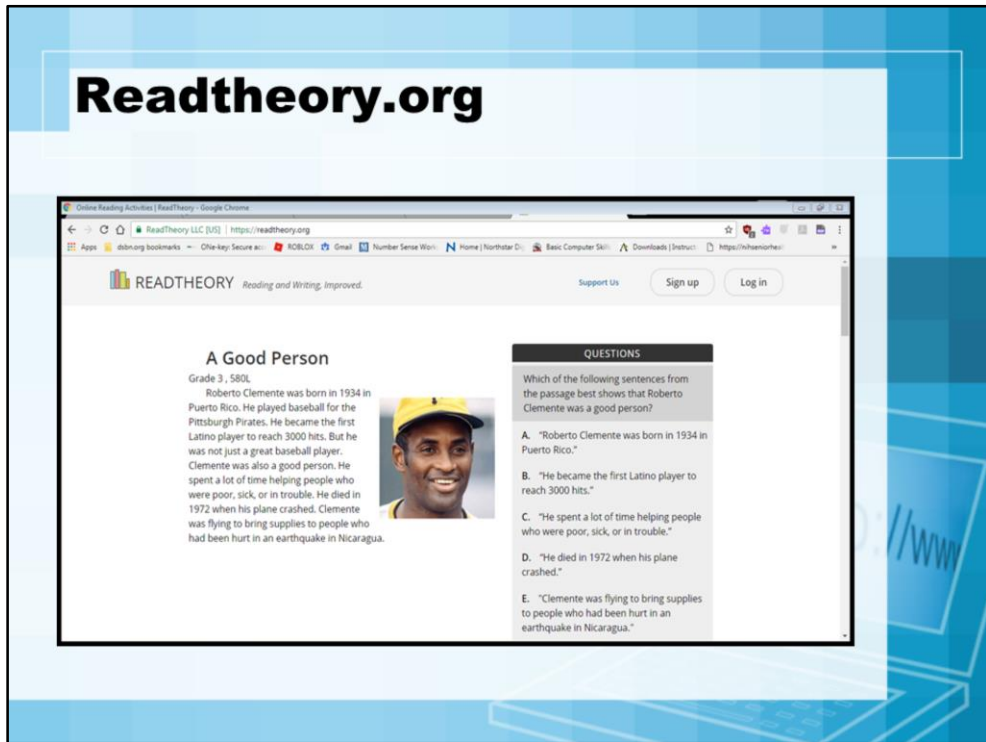
In the past 18 months, we have had this focus, and today's presentation will be about how we use digital literacy during assessment: intake, ongoing, and at exit. We will also talk about how we use it for instruction and dabbling a bit into how we use it professionally.

We would like to know more about you and how long you have been in LBS. Please complete the on-screen survey. The results show that 70% of the audience have been in LBS for more than 5 years.

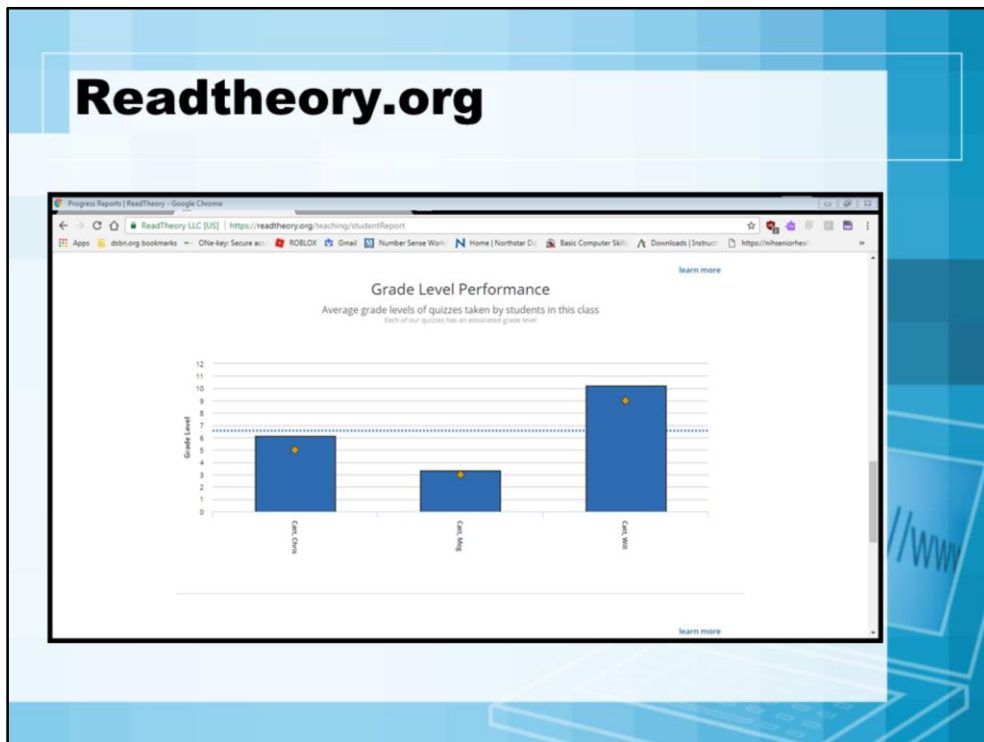


I'm going to move on, and hopefully some of the veterans in the audience will be able to chime in about how you use these tools.

Readtheory.org



The first one we chose was Readtheory.org. Readtheory offers learners a vast library of reading comprehension content. Readtheory's adaptive approach fosters improvement by automatically meeting learners at their own, individual ability levels. Signup takes seconds and no time is spent selecting assignments for learners. Progress is shown on a printable report, and the program is completely free.



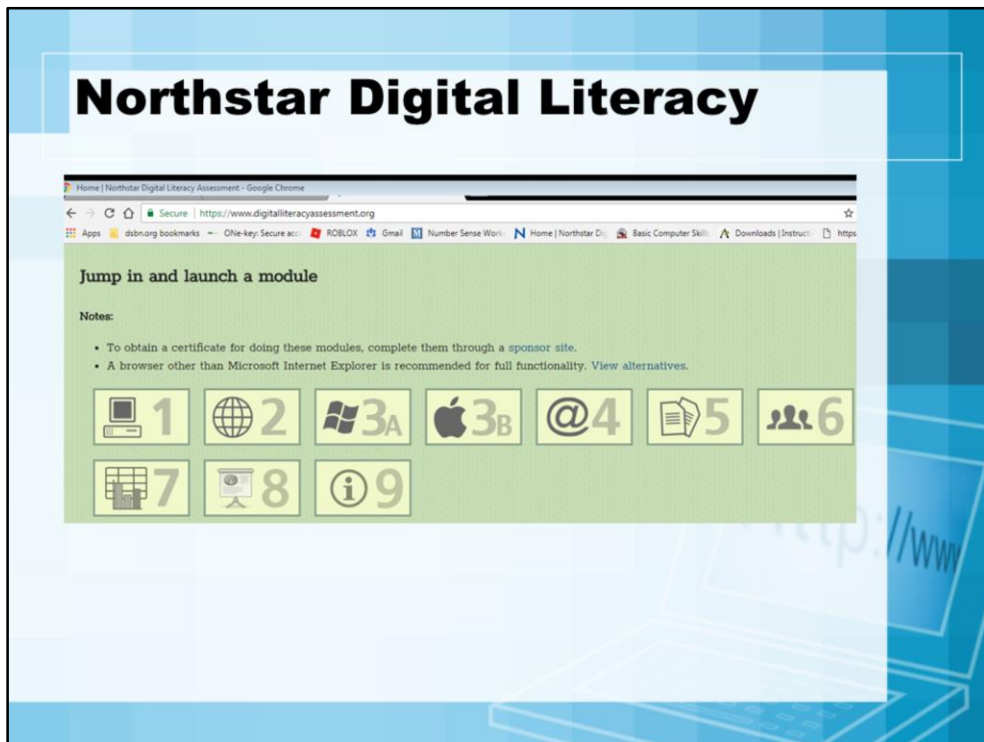
All students logging in for the first time take a placement test which starts them at a third grade level by default. If that material is too difficult, the pretest will immediately adjust to show first and second grade material instead. Similarly, if it's too easy, the pretest will progressively move up to grades four, five, and beyond.

We use this site in several ways: as a backup assessment to our intake assessment, as an ongoing evaluation of a learner's progress, as a warm-up, for independent practice, and at exit to show learners' progress.

We have some tips and tools for using Readtheory for assessment.

Reports can be printed and put in learner files.

Readtheory gives you an unbiased assessment of a learner's reading level. We use it as a starting point for a learner. Since initial assessments tend to be very stressful for a potential new learner, the results of a paper-based face-to-face assessment are sometimes not accurate. Having Readtheory as a back-up, done once the learner has met you and is more relaxed, will give us a more impartial evaluation of their reading level. Seeing the results can be a difficult thing for a learner. They always seem to think they read better than they actually do. Since they have access to their own results they can see what grade level they are reaching – this can be a cause of stress/disappointment for the learner, so that is why I wait before I present it to them.



The next one we chose was Northstar Digital Literacy. The Northstar Digital Literacy Project defined the basic skills needed to perform tasks on computers and online. The ability of adults to perform these basic computer and online tasks can be assessed through online, self-guided modules.

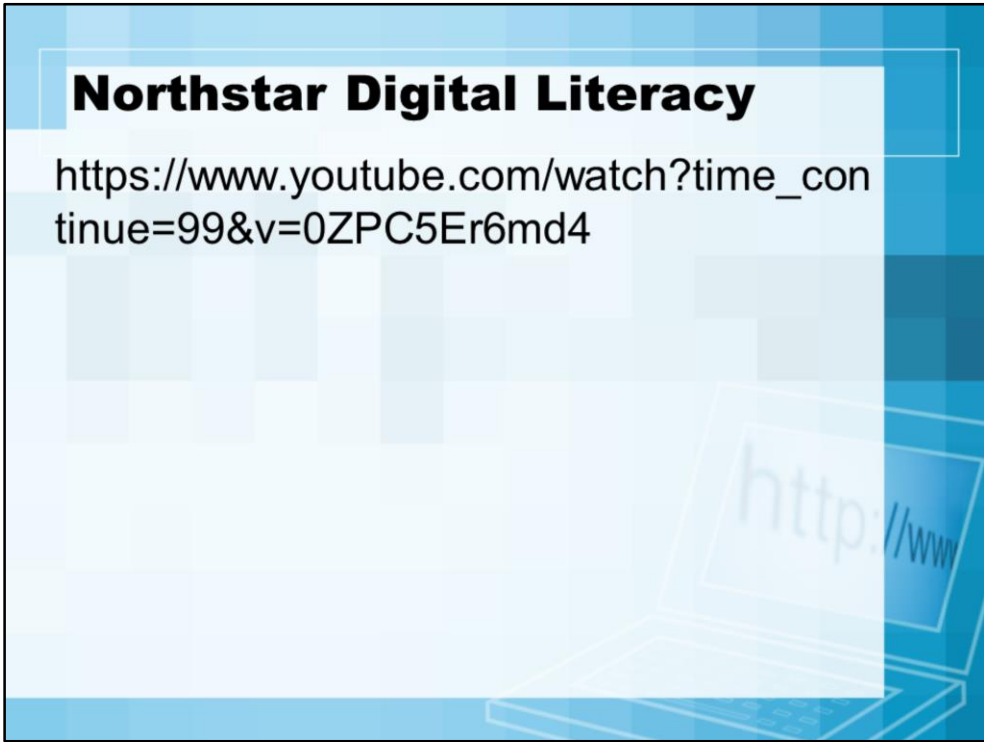
Included are basic computer digital literacy standards and modules in ten main areas:

- Basic Computer Use
- Internet
- Windows Operating System
- Mac OS
- Email
- Microsoft Word
- Social Media
- Microsoft Excel
- Microsoft PowerPoint
- Information Literacy

No sign up is required for Northstar Digital Literacy. Progress is shown on a printable report. The program is completely free.

Northstar Digital Literacy

https://www.youtube.com/watch?time_continue=99&v=0ZPC5Er6md4



The video at the link on the slide was played.

Northstar Digital Literacy

Module Assessment Results - Google Chrome
publicweb.digitalliteracyassessment.org/.../module-results.php?id=1324704&code=C8E7D7

NORTHSTAR DIGITAL LITERACY ASSESSMENT RESULTS

Module 1: Basic Computer Use
Score: 72.5%
Not a Passing Score

2018-01-30
8:42 am
Record: 1924704
Code: C8E7D7

Correct: (13 out of 40)	Incorrect: (9 out of 40)
MASTERCED BASIC COMPUTER SKILLS <ul style="list-style-type: none">✓ Tell the difference between a desktop and laptop computer.✓ Identify parts of a computer.✓ Plug in headphones correctly.✓ Identify a mouse and a touchpad.✓ Demonstrate understanding that it is possible to customize a computer for increased accessibility.✓ Turn a computer and monitor on and off.✓ Log on to a computer.✓ Double click and right click.✓ Drag and drop.✓ Use a mouse to select check boxes, use drop-down menus, and scroll.✓ Identify icons on a desktop.	BASIC COMPUTER SKILLS TO IMPROVE <ul style="list-style-type: none">✗ Identify mouse pointers.✗ Demonstrate understanding that mice can be customized.✗ Demonstrate understanding that software programs are upgraded periodically.✗ Identify storage media.✗ Demonstrate knowledge of keys on a keyboard.✗ Adjust volume and mute audio.

Northstar is an assessment, it's not a curriculum, so you're not going to put your students on Northstar to teach them how to use a computer. What it will do is talk them through an assessment and an orientation that will end up giving you this report that is on the screen. There is no cost to complete the assessment. Each unit has a quick four-minute orientation that shows the learner how to use the assessment. The orientation and the assessment are read in a clear voice at a nice pace. The computer the learner uses must have sound, so we have lots of earphones! The learner can click to have things repeated if needed, and can choose to not answer. Some of the questions must be read by the learner, so I never go very far in case I am needed. At the end of the assessment this result sheet is generated, and it lists the skills the learner has mastered and on the right the skills that they need to improve on. These skills can be lifted and put right on the learner plan. I also keep a copy in the learner's file.

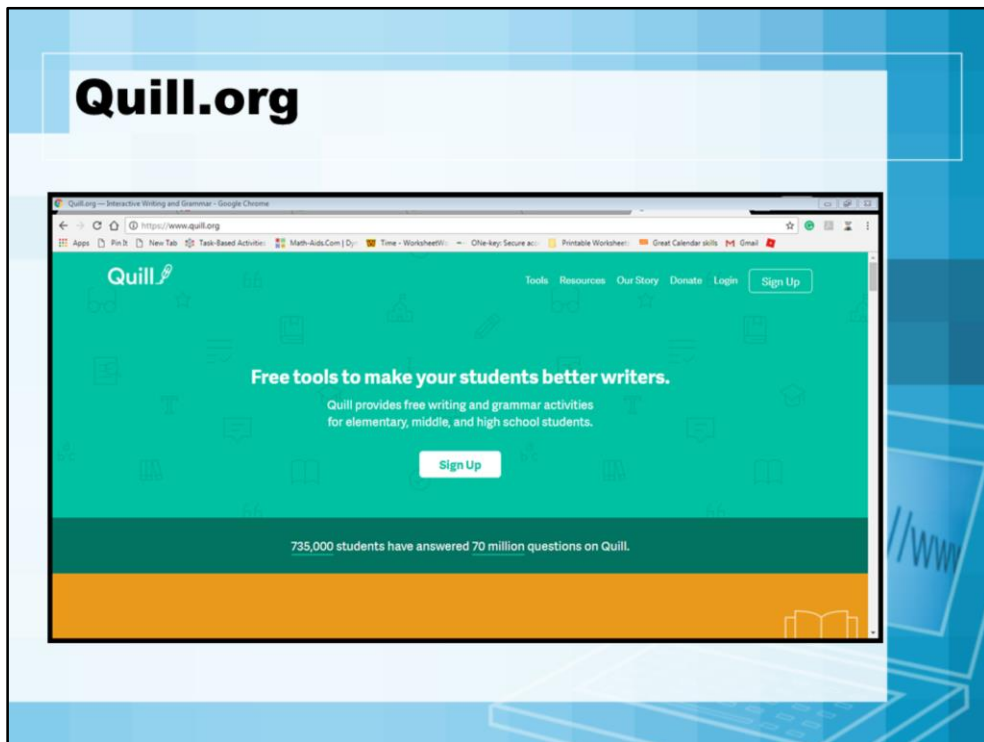
Northstar can be used at intake to determine where an instructor can start with a new learner. It can be used before a milestone to show learners' readiness to move on to the next level.

We have used Northstar as a tool to help learners develop their own learning plan and manage their own learning so they can see what they need to work on.

Northstar can also be used at exit to show progress.

I do find that once in a while I get a learner who sees "not a passing score" who gets

upset and wants to go back in and redo it all. I always reinforce before they start that this is what they will see at the end, and our focus is not a passing score because we want to see what they need to learn, and that is what this tool shows.

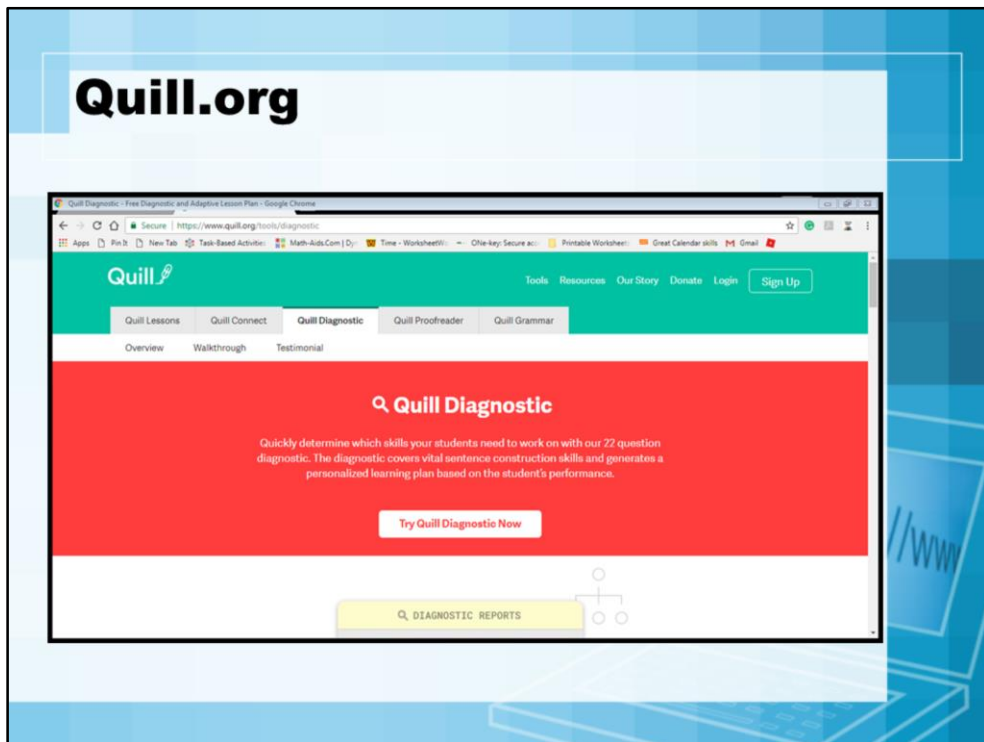


The next website we decided to take a look at is Quill.org. Quill is a nonprofit, educational technology organization dedicated to improving student writing. It provides over 300 writing, grammar, and proofreading activities. The online lessons engage learners in the writing process through web applications, teaching grammar and writing skills.

- Quill provides four different tools:
- Quill Diagnostic to assess the learners writing needs and then assign a personalized learning plan.
- Quill Connect and Quill Grammar build sentence structure and grammar skills.
- Quill Proofreader hones editing skills.

Instructors have a dashboard that shows them how their students are progressing. Learner and instructor signup is simple. Progress is shown on a printable report. The program is completely free.

We're going to focus now on the diagnostics.



Quill provides a diagnostic that assesses students on their writing skills and then recommends up to eight weeks of instruction based on the results. The diagnostic tests eight to ten distinct skills to see where learners stand at the beginning of their Quill journey.

There are currently 2 diagnostics a student can take: the Sentence Structure Diagnostic, and the ELL Diagnostic for English language learners. Both diagnostics will create a personalized learning plan for the students based on their performance on the diagnostic.

For tips and tools, each section in Quill has an overview and a walkthrough so you can see how you can use them with your learners. If you scroll to the bottom you can preview.

This is an American tool so the stories, the sentences and the themes are American, and sometimes that gets on the nerves of my Canadian students.

This tool is not meant for low level learners – I wait until I have collected several writing samples and make sure that the learner is a strong enough reader before I have a learner complete the diagnostic to ensure that they will not be overwhelmed by the level of the content. I only use Quill for level 2 learners and above.

The individualized learner plan can be used to choose task based learning activities to show progress. The diagnostic will show you where their skills are, and then you can use the task based learning activities that highlight the skills they have learned.

The content is not directed at literacy learners, but it also does not use childlike stories, sentences, pictures etc. I've never had anyone complain about it.

Quill.org

Sentence Structure Diagnostic Preview Activity

Assess students on eight areas of sentence structure. Quill then recommends up to eight weeks of instruction based on the results.

Quill Classroom: Students Questions Recommendations

1 Student
0-59% | Not Yet Proficient

3 Students
60-79% | Nearly Proficient

1 Student
80-100% | Proficient

Name	Score	Questions	Total Time
Charles Dickens	59%	22	Untracked min.
William Shakespeare	63%	22	Untracked min.
Maya Angelou	72%	22	Untracked min.
James Joyce	72%	22	Untracked min.
Harper Lee	86%	22	Untracked min.

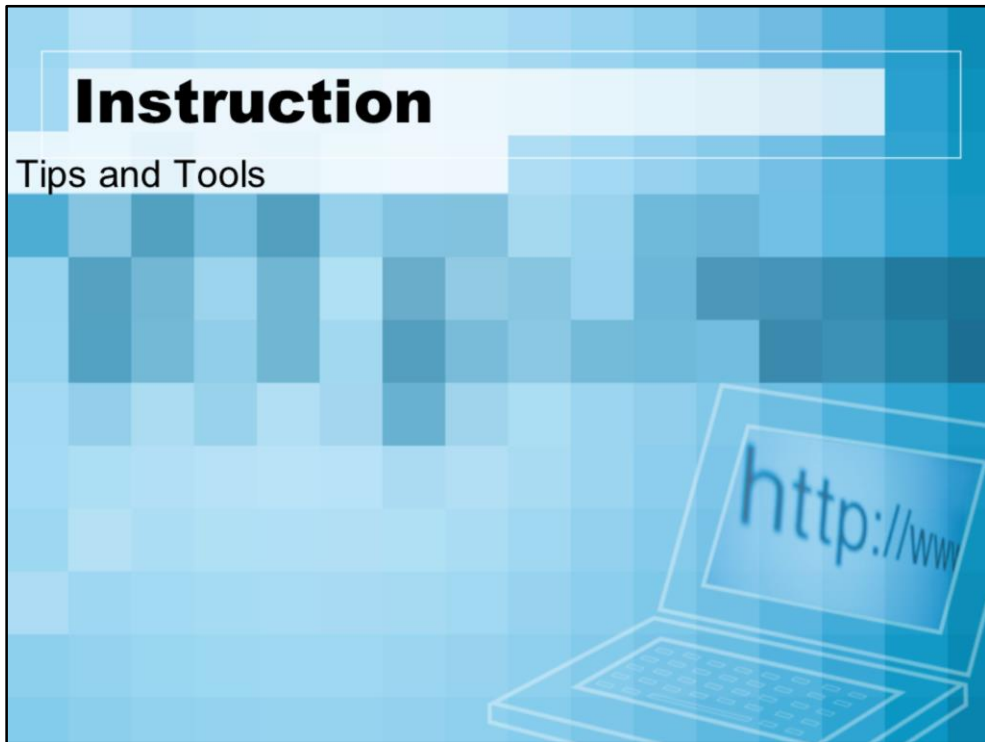
This is an example of the teacher/instructor dashboard. It lists all of the students in the class, where their marks are, how many questions they have completed, how many are not proficient, how many are nearly proficient and how many are proficient.

Quill.org

The screenshot shows a web browser window displaying a student's progress report on Quill.org. The student's name is Maya Angelou, and her score is 72%. The report lists three questions, each with a prompt, a submission, and two concepts. The first question is about identifying a sentence or fragment, and the student's submission is "Sentence", which is marked as incorrect. The second question is about identifying a sentence or fragment, and the student's submission is "Sentence", which is marked as correct. The third question is about identifying a sentence or fragment, and the student's submission is "Fragment", which is marked as incorrect.

Question	Score
1	Incorrect
2	Correct
3	Incorrect

Once you go into a specific student's file, it will show you where they are struggling and where they aren't. You can then assign different lessons for them to move forward. I use the dashboard quite often when deciding what to use with my students for their next practice skill-based lessons. They can also look at their skills and see their progress.



We're going to move into how we use some of our digital resources for instruction.



The first one we are going to look at is a popular one: GCFLearnfree.org.

GCFLearnFree.org has helped millions of people around the world learn the essential skills they need to live and work in the 21st century from Microsoft Office and email to reading, math, life skills and employment skills. GCFLearnFree.org offers more than 180 topics, including more than 2,000 lessons, 800+ videos, and 55+ interactives and games. There are tutorials and teacher guides and resources. They also feature the most up to date technology which is more than I can say for my program.

No signup is required, however, sign up for a learner account is very easy, and it can be used to track their progress. Instructors do not have a dashboard like on other sites, but learners can print off reports or attach them in an email to give to their instructors. Progress can be tracked by completion of unit quizzes.

The program is completely free.

GCFLearnfree.org

[https://www.gcflearnfree.org/info/aboutus/
who-we-are](https://www.gcflearnfree.org/info/aboutus/who-we-are)



The video in the link is played

GCFLearnfree.org



Jacky notes that there is a comment from a participant about proctoring on Northstar. She indicates that they will return to that at the end of the webinar. The participant says that you need to contact Northstar and apply to be a proctoring site.

GCFLearnfree has great math tutorials. Each unit has an introduction, a lesson and a video. There is reading required so I use the lessons as a group activity in a low level class where I read them aloud.

Some unit have post tests/assessments. The assessment results can be printed out.

We did not include the GCFLearnFree math in the assessment section of this webinar because they act more as post test/post lesson assessments.



The GCFLearnFree reading program introduces literacy students to 1,000 commonly used words in the English language. In order to make the program useful and approachable for adult learners, they have created content that features a conversational tone and includes entertaining and relatable examples.

There are categories for

- Letters for learners who are just beginning to learn to read and who need extra practice recognizing letter sounds. The Letter Explorer allows learners to see every letter in the alphabet. When they select a letter or letter group, they'll see examples of words that include that letter. They can also click on each word and hear it spoken. This really helps with phonetic awareness and sight words.
- They have a word section that is great for exposing learners to a variety of words. The Word Explorer shows learners a word cloud of all of the words in a category. When learners select a word, they can hear the word spoken and used in context, view an image of the word, and watch a video that defines the word. This helps practice vocabulary and sight words.
- They have a section on texts. They have more than 100 texts in a variety of formats, including short stories, ads, articles, and letters. The texts are grouped by categories and include related vocabulary words. Learners can read on their own or follow along while listening to the texts. They also have the option to select vocabulary words to

review them in more depth, and they can review reading comprehension questions as well. This helps with reading fluency, reading comprehension.

- There is a Video Dictionary that features short and entertaining video clips that explore and define the words in each category. Learners see and hear 1,000 words used in a variety of situations, from very serious to laugh-out-loud funny.
- There are also activities which includes a collection of game-like tools: word sounds, fill ins, blast off, and sound match.



There is a comment from a participant that the computer lessons are amazing, and I agree.

GCF offers computer tutorials, mouse tutorials, keyboarding skills and internet basics. There is reading required so use the lessons as a group activity in a low level class.

Some units have quizzes. The assessment results can be printed out.

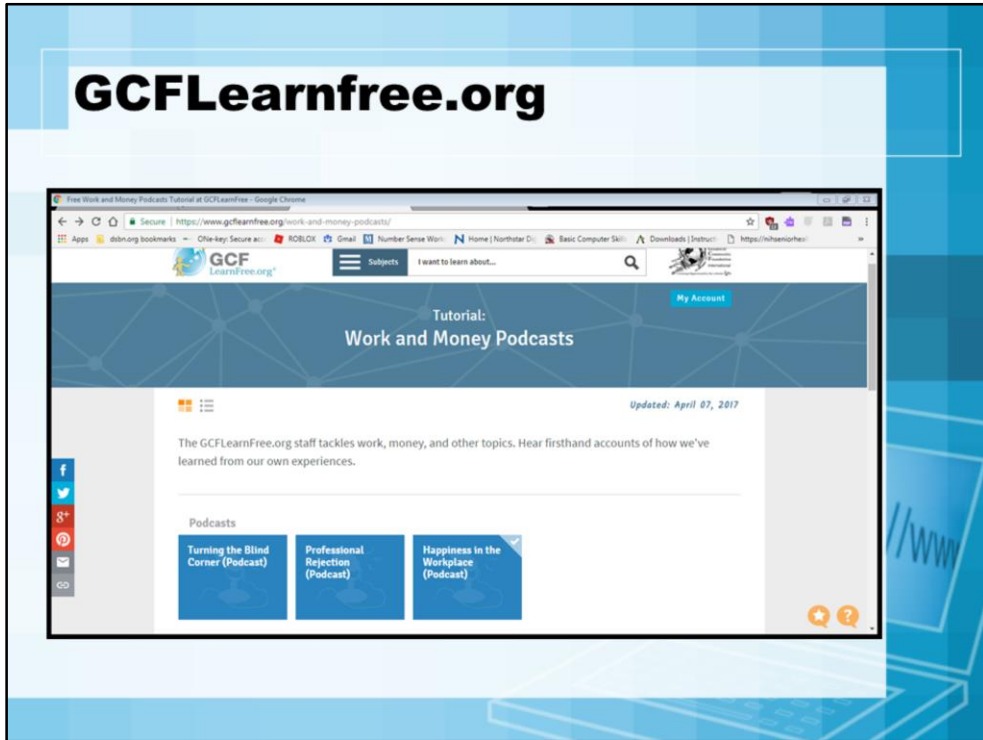
Topics include:

- What is a computer?
- Hardware basics
- Software basics
- Using a computer
- Setting up a computer
- Getting started with your first computer and
- Getting to know the operating system
- Using the internet
- Connecting to the internet
- Getting started with the internet
- Safety and Maintenance of a computer system

The lessons offer a mix of text, video, interactives, and challenges for learners to

practice what they have learned,

GCFLearnfree.org



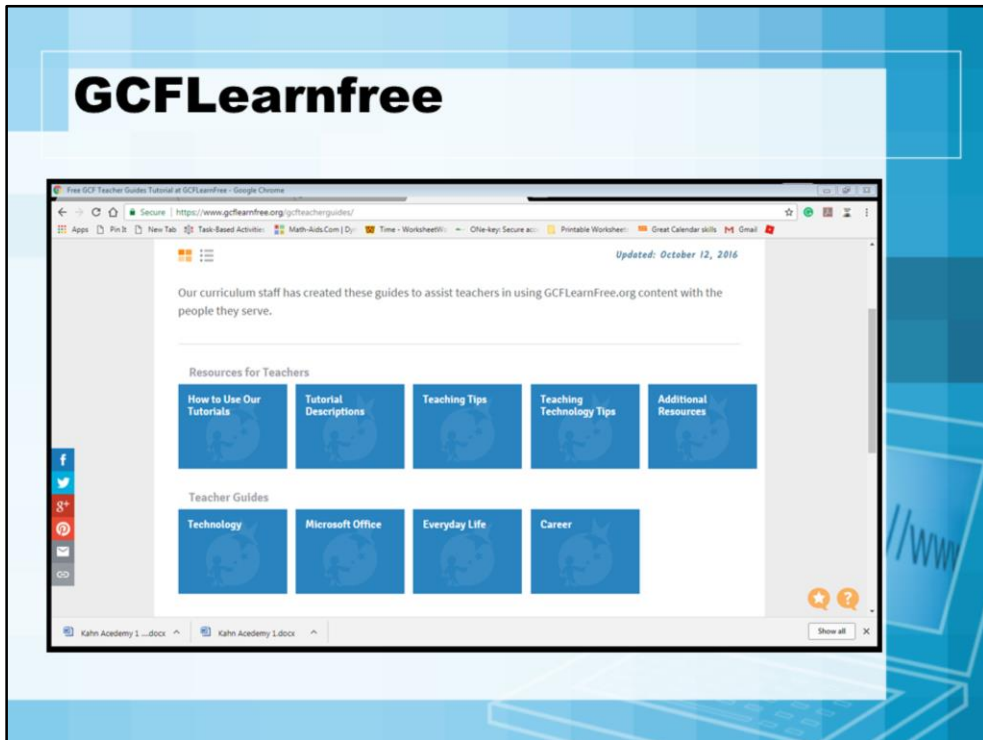
They can learn the basics of

- Access
- Excel
- Outlook
- PowerPoint
- Publisher
- Word.

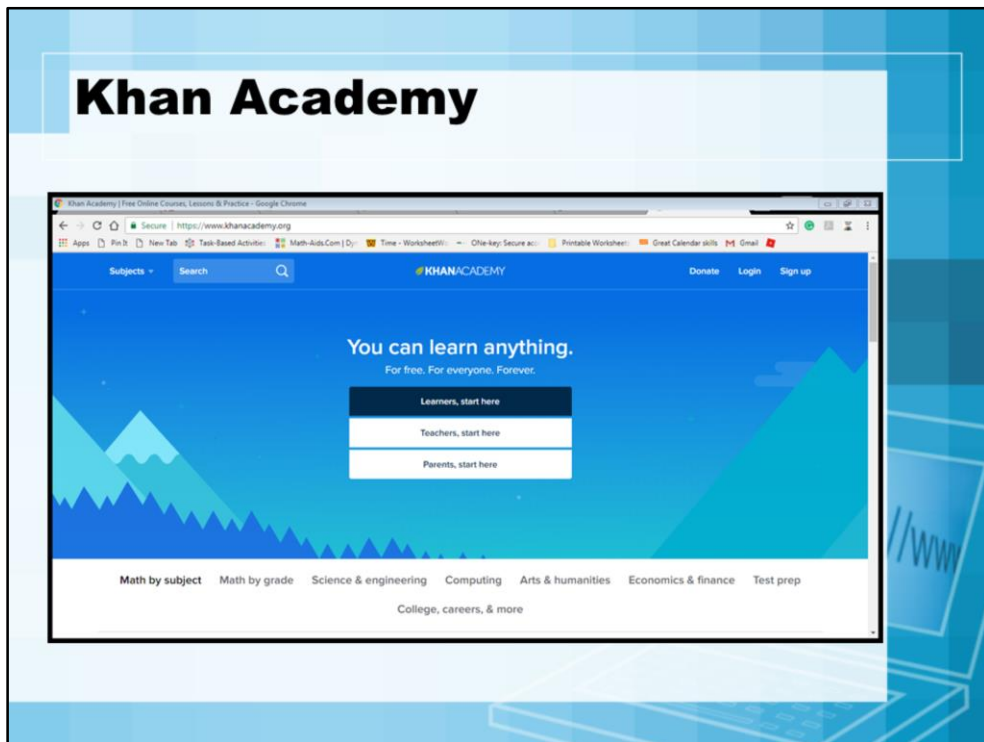
Learners will also learn tips, tricks, shortcuts, and more to better use these programs in work and life. My favourite thing is when a learner teaches me how to do something on Microsoft Word. That's the best.

I've highlighted these podcasts on the Work and Money section of GCFLearnFree. I have found that they are great tools to use for A3 Find and Use information: Extract information from films, broadcasts and presentations. Each podcast provides a brief introduction to the content which can be put up on a white board or via a projector with sound. Then the podcast can be run. There are several podcasts in each series. If the learner enjoys the podcast they can subscribe to future casts via iTunes.

GCFLearnfree



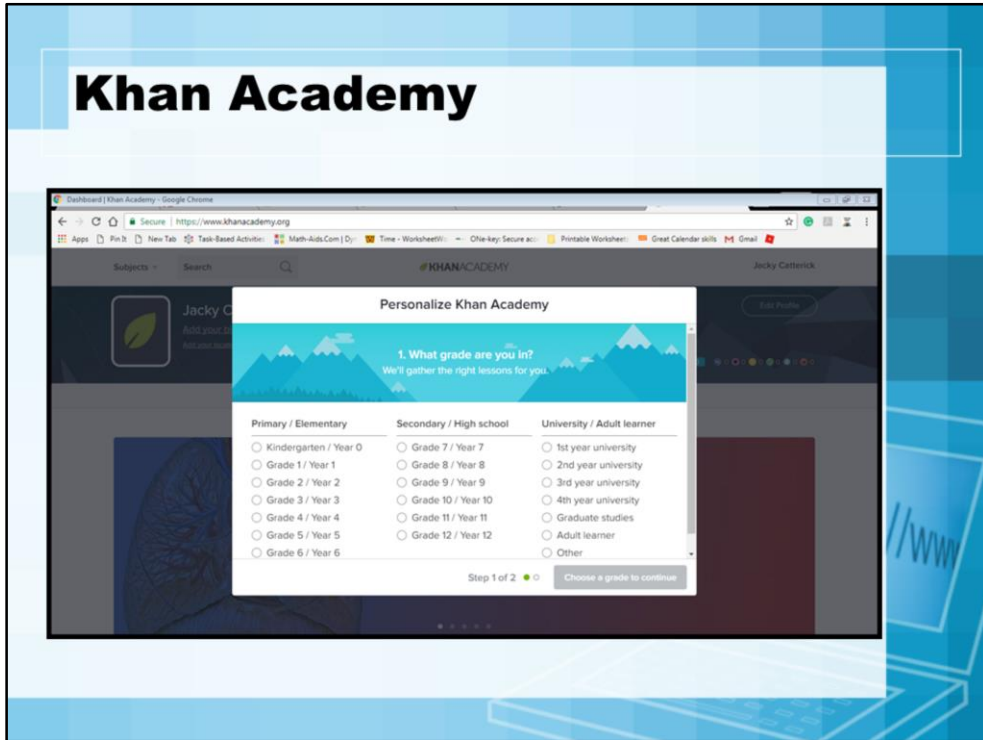
I could spend the entire hour talking about GCFLearnFree. The best way to learn about it is to explore it yourself and with your learners. There is a teacher's guide at www.gcflearnfree.org/gcfteacherguides/



Next is Khan Academy. They call it a personalized learning resource for all. Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empowers learners to study at their own pace in and outside of a classroom setting. It tackles math, science, computer programming, history, art history, economics, and more.

We use it primarily for math. The math “missions” guide learners from the basics to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. There are no ads and no subscription fees. Sign up is quick and easy.

Khan Academy



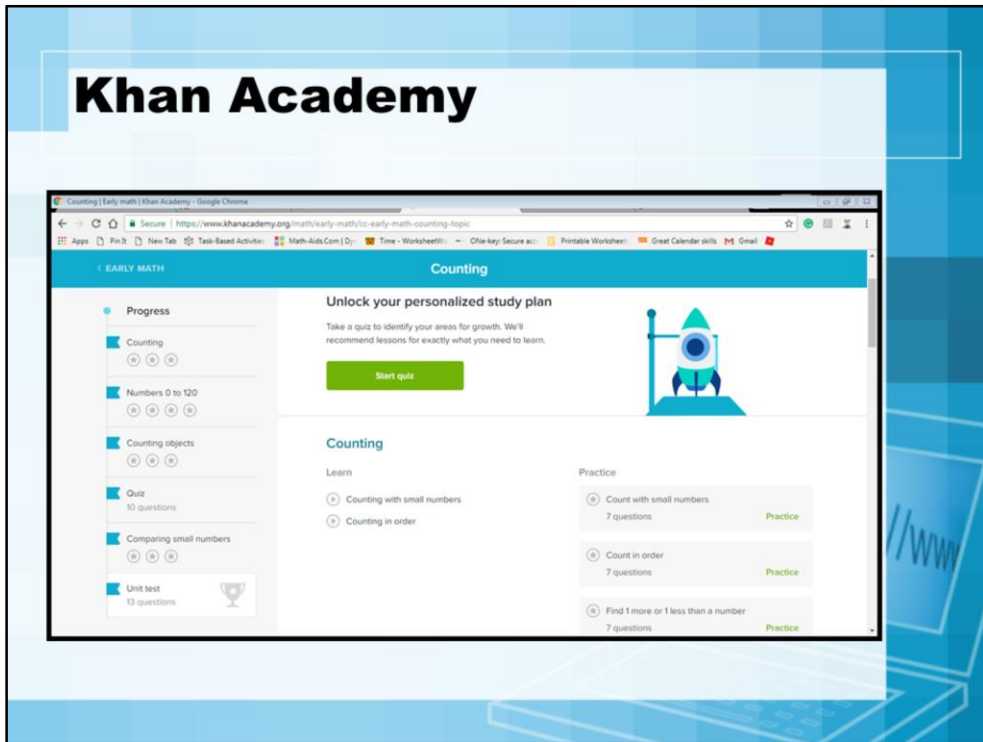
They offer lessons in:

- Math by subject
- Math by grade
- Science and engineering
- Computing
- Arts and Humanities
- Economics and Finance
- Test prep
- College and Careers

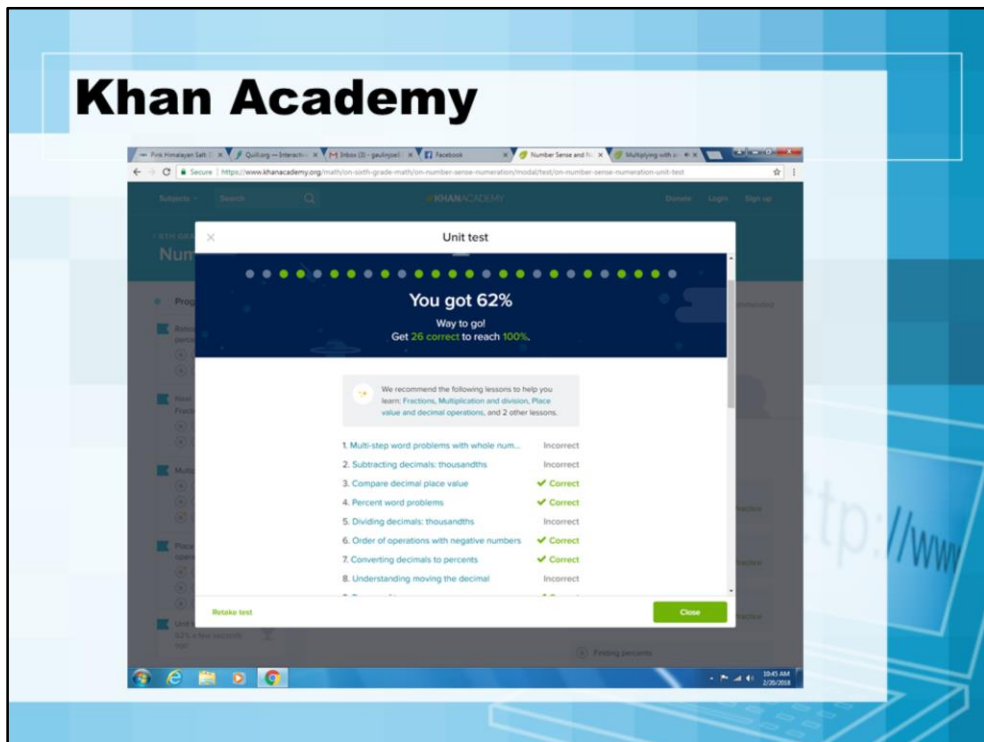
Some reading is required. Be sure you know your student's reading level before starting them with Khan Academy. Please note that Khan Academy has an Adult Learner choice of grade level which helps make it a bit more adult in nature.

They have user help centre, located at <https://khanacademy.zendesk.com/hc/en-us>

Khan Academy



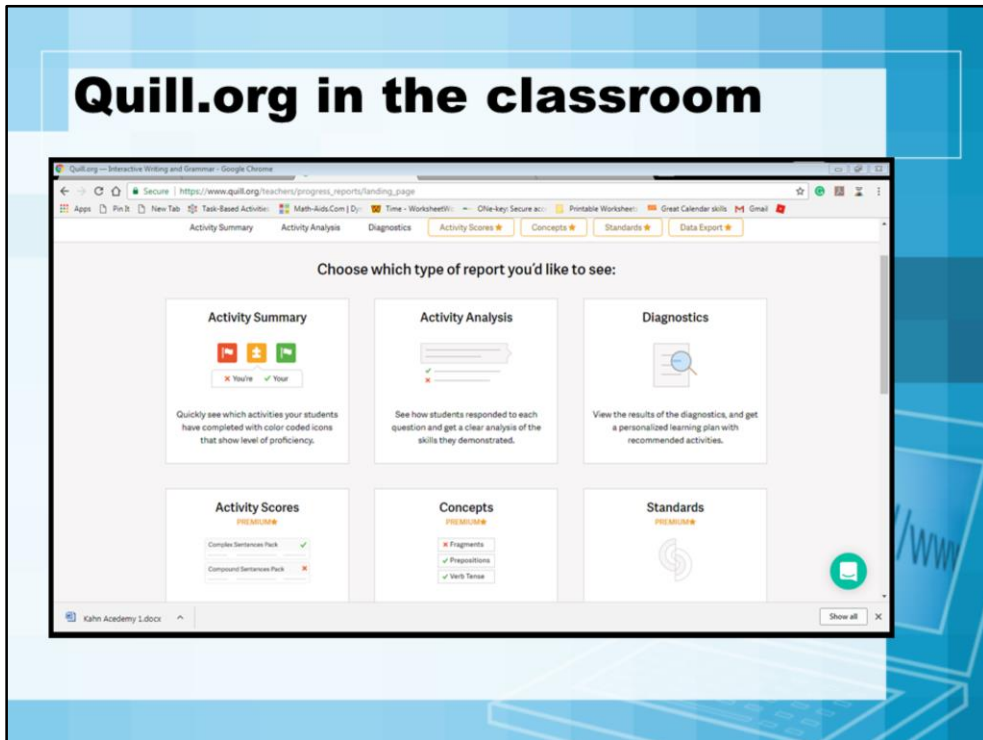
Once a learner makes an account he or she can choose where to start. Khan Academy starts with a quiz and then generates lessons for the learner to complete. The online lessons do have child like fireworks when a unit is completed and learners are given “points” to track their success. Some of my learners do comment on these points in a negative way, so if they don’t like it, I’m not going to make them continue – but for the most part they think it is funny.



This is the learner dashboard that shows their results at the end of a unit. These results can be screen shot and printed. This result was actually screen shot, saved and emailed to me by a student!

I do not have all of my learners use Khan Academy, but I do use the videos on YouTube to show different math concepts. I will have my group around the table who are working on a specific math concept. I will load the video, and I will teach, then show the video, and then we practice so I am encompassing all of the different learning styles in the room: seeing, hearing, and doing.

Quill.org in the classroom



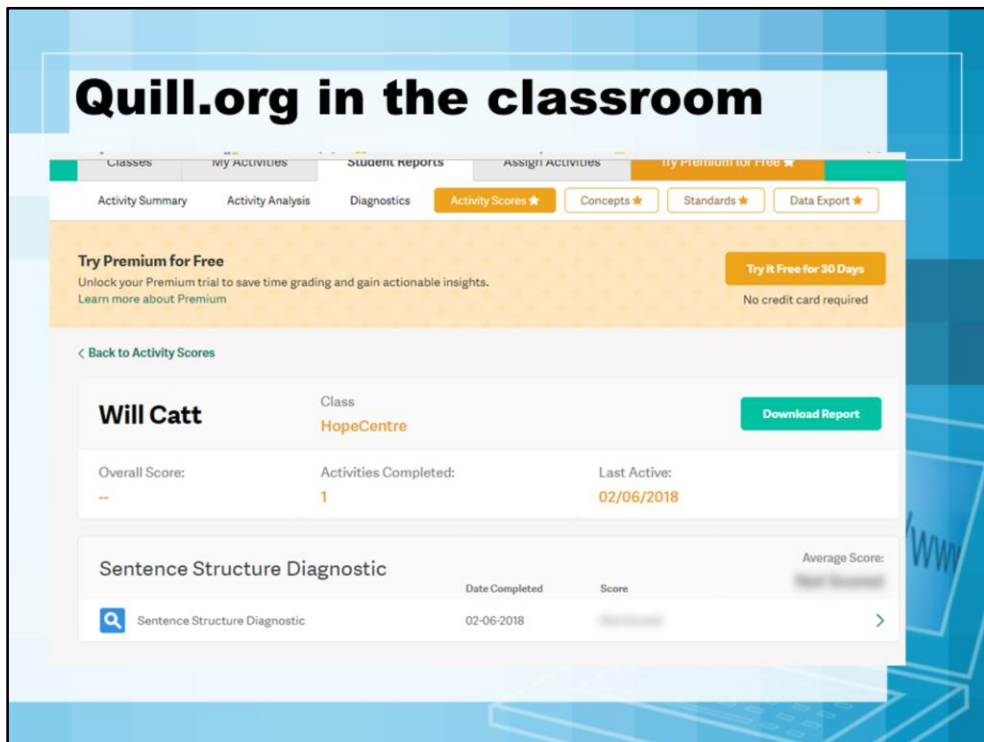
We're going to quickly go back to Quill and how we use it in the classroom. Since we use it as a diagnostic tool and our learners set up accounts, we might as well use it.

Quill currently provides four writing tools that enable students to build writing, grammar, and proofreading skills. Each activity is about 10 minutes in length. The activities are progressive and identify skills gaps. Once the instructor has set up a class in Quill and each member of the class completes their initial assessment, the learners are listed on the instructor's dashboard. From the dashboard the instructor is given a listing of each learner and suggested activities for them. The instructor assigns the activities with a quick click.

We all have the learner who wants constant homework. Once a learner signs up and begins lessons within Quill the learners receives personalized instruction, and it save instructors time in grading pages of work. Some of our most popular activities include complex sentences, comma usage, capitalization, verb tense agreement, and commonly confused words.

As students are working, they receive almost instant feedback on their work. Teachers can view reports that show which students need the most in-class help and which students are ready to advance to more challenging materials. All of these reports can be printed out.

This tool is very valuable in a multi-level literacy group or class. Everyone in your small group can work on Quill at the same time but have their own personalized lessons, at their own level.



This is my son, Will Catt. He went in because I wanted to make sure it was confidential, but I wanted to show my dashboard. He did one activity, and this shows that he has completed the activity and when he did it. I can download the report to see how he is doing. This gives you an idea of what it looks like. You can get a premium membership, but for what I use it for, I don't need it. I was part of the testing team for the diagnostic. I'm really proud of Quill, I think it's really great.

Here are some other ways to use Quill in the classroom. I use it as a quick daily warm-up at the beginning of class. I teach three different classes: an employment class that is soft skills, academics two days a week, and a lower-level employment class. For my academics, I use Quill as a warm-up to get them going. They all have different goals and are working at different levels, and it's really helpful. I get them in, they use Quill or ReadTheory, then I get everyone settled and we start our lesson.

My learners also log in to for independent practice in class if they are waiting for me to finish with another learner and they have a question. They also use it as homework. They can complete it on their smartphone, their tablet or on a computer.

Something I recently learned about with Quill – and I haven't tested it yet – is collaborative class lessons. Apparently, the lessons are 30 – 45 minutes long, and they are collaborative lessons. The classes are interactive with the teacher modeling prompts and class wide discussion topics. I visualize the session to involve each learner on their

own device while the instructor uses a white board/smart board. I can't wait to try it out! There is a sample collaborative lesson to try out and practice with. If you go to the main page and type it in the search, it will pop right up.

Other great resources

Merriam-Webster

<https://www.merriam-webster.com/>

- Word of the day
- Online quizzes
- Dictionary and Thesaurus
- Games

Vocabulary.com

<https://www.vocabulary.com/>

- Word games
- Word look-ups

The Visual Thesaurus

<https://www.visualthesaurus.com/>

Some other great resources that we shared at our meetings included Merriam-Webster's online dictionary. It has a word of the day, online quizzes, a dictionary, a thesaurus and great games.

Vocabulary.com has word games and word look-ups.

The Visual Thesaurus was also a popular site.

Other great websites

Typing.com

www.typing.com

- Free to use
- Sign up is quick and easy
- Lessons are progressive
- Certificates can be printed out

ReadWriteThink

www.readwritethink.org

- Lesson plans
- Interactive tools
- Professional development resources

Other great websites include Typing.com which is free. The sign up is quick and easy. The lessons are progressive, and certificates can be printed out. What I like about Typing.com – I use it in my digital technology learner plan because it is online and requires a learner to follow instructions, and it also proves that a learner can log in and sign out.

A famous one around our site is ReadWriteThink. It has lesson plans, interactive tools, and professional development resources.

Other great resources

BBC Skillwise

<http://www.bbc.co.uk/skillswise>

- English and math skills for adults
 - Job skills
 - English games
 - Math games
- BBC Webwise (Digital Skills)

BBC Skillwise – I'm sure you've all heard of it. It has English and math skills for adults, job skills, English games, math games and digital skills. Note that all of the money skills are in pounds, and the language is a bit different, but we have been able to adapt a lot of the resources.



Now let's look at how we use things professionally.

Professional use – Branne's story

- Going Digital (5 year goal)
 - Space is precious
 - Better access
- Purchased Windows Surface Pro – attaches to students' computers
- Opened cloud account (One Drive) to store/access/share materials

Branne is our representative from Niagara College. She has the 5 year goal of going completely digital. She has the great privilege of being part of the team at Niagara College with the best technology. She has determined that since space is precious and digital gives you better access to your resource, she was going to move forward with this plan. She purchased a Windows Surface Pro, and she attaches it to all her students' computers wirelessly. She opened a Cloud account on OneDrive to share, store and access materials.

When she comes in and tells us about it, we all just stand and stare with our mouths open. I'm still using Windows 7!

Professional use – Branne's story

- Transcribed hard copies into WORD, saved on hard drive & Cloud
- Prints wirelessly to printer
- More efficient
 - Less physical strain
 - Eliminated filing cabinet space
 - Easier access to documents when serving multiple learner needs

She uses her digital way of doing things by transcribing hard copies into Word, saving them on the hard drive in Cloud. She prints wirelessly through a printer. She finds it more efficient with less physical strain, she is eliminating filing cabinet space, and she finds it easier to access documents when serving multiple learner needs. We all know about that!

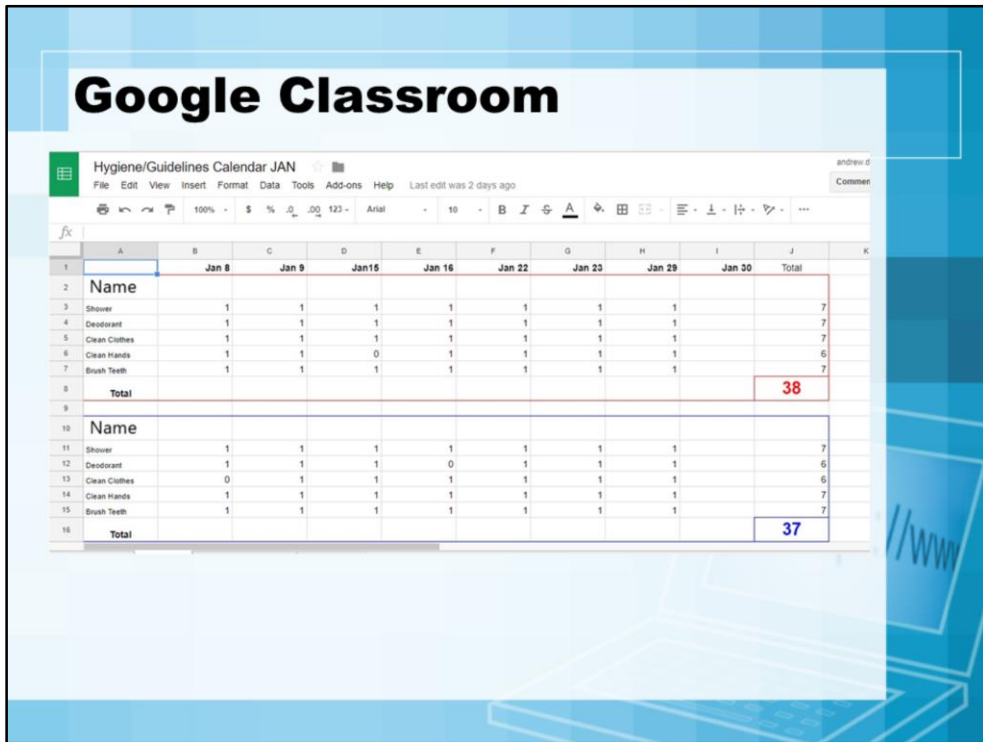
Google Classroom – Andrew’s story



Next is Andrew’s story. I get the privilege of working with Andrew every day. He is a very technologically advanced guy. Andrew is a literacy and basic skills instructor with the District School Board of Niagara. He teaches several different groups, mostly 4-6 learners at a time. His learners generally identify as being on the Austim Spectrum.

He uses Google classroom and finds his learners really respond to this way of interacting with him and each other. We’re going to talk a bit about Google Classroom. Classroom is a free web service for schools, non-profits, and anyone with a personal Google Account. Classroom makes it easy for learners and instructors to connect—inside and outside of the classroom.

We will watch this quick video to get an idea of how Googleclass can be used and then look at how Andrew uses different features of Google Classroom.



Video plays.

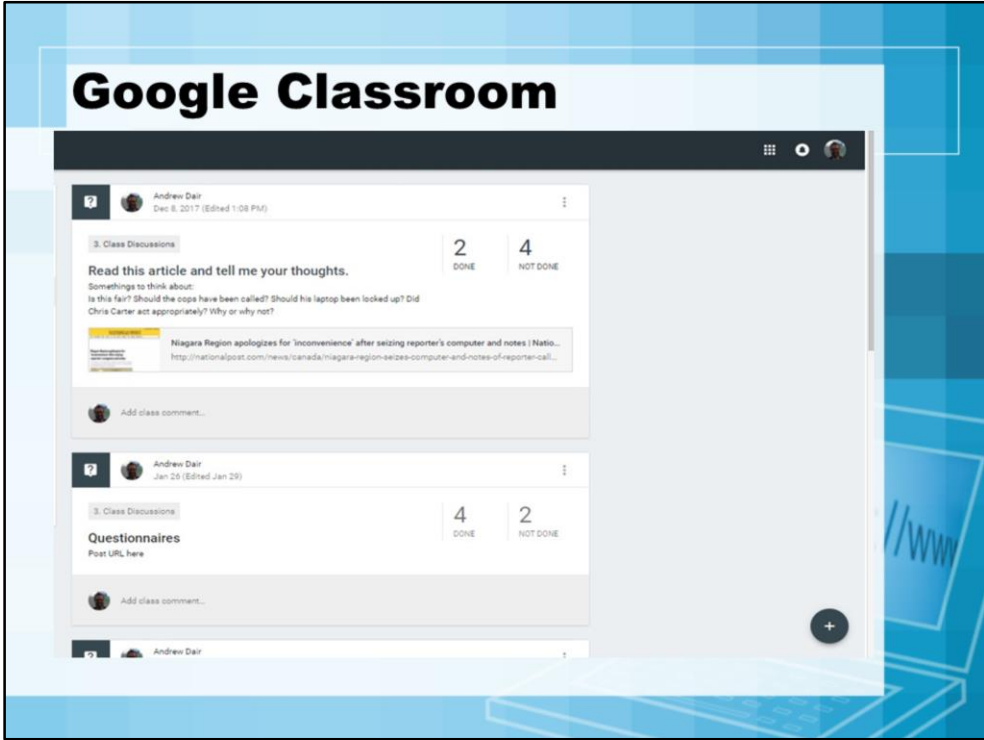
Andrew uses Google Calendar to list dates for learning activities and milestones through the use of the "assignments" tab. This way the learners can see what coming up in conjunction with their daily schedules.

He also uses Google Calendar to keep himself organized and Google Classroom and Calendar combined, making it easy for me to see what needs to be done, all in one place.

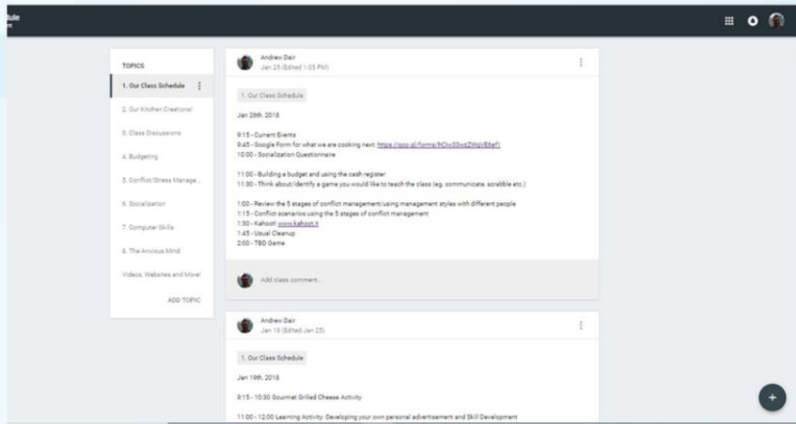
Classroom is a free web service for schools, non-profits, and anyone with a personal Google Account.

Classroom makes it easy for learners and instructors to connect—inside and outside of the classroom.

Google Classroom



Google Classroom



Google Classroom

2. Our Kitchen Creations!

NUTELLA BROWNIE RECIPE

3/4 cup of unsalted butter
1 cup semi sweet chocolate chips
1/2 cup of dark chocolate chips
1/2 cup of Nutella
1 1/4 cup of sugar
3 eggs and one egg yolk
1 teaspoon of vanilla
3/4 cup of all purpose flour
1/4 cup cocoa
1/4 teaspoon of salt

PREPARATION

In a microwavable bowl, melt butter for 1 minute
Add chocolate chips in and stir
Put back in microwave until smooth
Add Nutella and stir
In another bowl add the sugar, eggs, and vanilla
Use a fork and spatula to mix together until all incorporated
In another bowl add the flour, cocoa, and salt, stir until incorporated
Add the chocolate mixture to the sugar, egg and vanilla mixture
Then add the flour mixture to the rest of the ingredients a little bit at a time and stir
Line the baking pan with parchment paper and add brownie batter in
Put in oven at 350 degrees
Keep in the oven for 25 minutes then rotate
Put it back in the oven for another 10 minutes and check
Then add increments of 5 until baked to perfection!



IMG_1632.jpg
Image



Add class comment...

XFMG9pNjdv&authuser=1

Google classroom

The screenshot shows the Google Classroom interface. At the top, there is a dark grey header with a hamburger menu icon and the word "Calendar". Below this, a light grey bar contains the text "All classes" followed by a dropdown arrow, and a date range "Jan 28 - Feb 3, 2018" with left and right navigation arrows. The main area is a calendar grid for the week of Jan 28 to Feb 3. The date 31 (Wed) is highlighted in blue. A dark grey event box is overlaid on the 31st, containing the text: "Assignment: Learning Activity: Cashier counting change 1:00 PM".

28	29	30	31	1	2	3
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			Assignment: Learning Activity: Cashier counting change 1:00 PM			



I'm just moving ahead. We're going to provide you with a copy of our ever-growing resource list. Sarah will send it out to you. We have broken down the list into...

- digital assessment tools
- instruction /learner independent study tools
- instructor sites for Resources/Lesson Plans
- OALCF friendly websites

It is not the be all and end all of lists. It's missing a lot of things! It is just a listing of what we have tried and talked about. There are many many more great sites out there.

Like I said earlier – this webinar can go on for hours!

A poll is launched asking if participants have an instructor's group in their region. In the upcoming year, the Common Front Line Focus Group would like to extend its focus on digital resources to also include Francophone resources and those for the Deaf. We were also interested in maybe having a big Common Front Line Focus Group online. At a recent meeting, we were discussing the possibility of inviting all of you to one of our Common Front Line Focus Groups to help us further our digital curriculum information and resource list. So we want to know if you have an instructor's group in your area. It looks like it isn't very common! If you don't have a regional instructor's group, are you motivated by what we have said about our group to start your own?

Digital literacy curriculum

- Developed by Literacy Link Niagara
- Product of the Reverse Mentoring project
- Web browsing, Google Docs
- Social media - Facebook, Twitter, YouTube, Google, Smartphone, Blogs
- <http://www.literacylinkniagara.ca/about-us/projects/reverse-mentoring/> (bottom of page)

This digital literacy curriculum was developed by Literacy Link Niagara and the Common Front Line Focus Group. It's a product of the Reverse Mentoring project that they started. You can find more information about it at the link on the screen.

Q&A

Do you have any questions?

If we're not able to answer them today
please call or email us at

905-401-5380

execdir@literacylinkniagara.ca

Now it's time to open it up to questions.

Question: Do you use the discussion board that CLO and Contact North have available for this field? No, we haven't done that yet, but there's no reason why we couldn't.

Question: Can you please repost the link to your resources? Sarah will send that information out after the webinar.

Question: Where can I get more help using Google Classroom? Contact Gay Douglas at the email address on the slide and see if Andrew would be available to do a presentation.

Debera Flynn: I think some of that information is available from AlphaPlus. Send an email to info@alphaplus.ca. They have webinars that cover some of the Google apps, so they would be a good resource!

I also have to point out that the Quill information isn't the same as QUILL network!

Jacky: QUILL network is on our resource list too!

Debera: This has been a wonderful opportunity. I want to thank Jacky for a wonderful presentation today and the detail about each of the resources. I don't work with

learners, so I hear about sites but I don't get to look at the detail, so it was great of you to share that with us today.

Jacky: We try to pick the sites that help us the most. A lot of these give us time to mark, to tailor lessons, to check phone messages. Having these tools is very helpful. Google Classroom has really transformed how we work with adults on the spectrum. Because social skills can be difficult for a lot of students, so setting this up to talk about things such as personal hygiene – did they do their shower checks that day – as well as literacy issues. He can talk to them about things like that online easier than face-to-face.

Thank you everyone for coming! Please email Gay if you are interested in a big Common Front Line Focus Group meeting in June!

Sarah: Thanks to Jacky for spending so much time preparing this presentation. Thanks to Debera Flynn for moderating this session.

Debera: Sarah, please also send out information about AlphaPlus's webinar about online/blended learning. Every time we get an opportunity to talk about blended learning and working online, we need to get that information out to everyone!

Don't forget to complete our evaluation for
a chance to win a gift card



Thank you for your time and attention

