

Adult Education Innovate '21 Conference

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Blended Learning in Adult Education

Friday, June 18, 2021

9:15 a.m. -3:15 p.m.

Session Tracks

Choose to focus on one track or participate in any session in any of the five tracks:

1. ESL
2. Math
3. Language Arts
4. Bridge Program
5. Technology Across the Disciplines

Concurrent Sessions

10 a.m. to 10:50 a.m.

Session 1: “Reflections and Innovations in a Blended Learning ESL College Transition Course”

Presenters: Kim Hitchcock (Truman College) and Kathleen Baker (Daley College)

Moderator: Juanita Buss, Adult Education District Director of Instruction

Description:

In this interactive presentation, participants will learn how an ESL College Transition Course was designed and organized using a “flexible use” model with videos, study, discussions, assignments and quizzes. By digging deeper into how a specific lesson or module is taught, participants will understand the students’ learning experience. Further, discover the many Open Educational Resources (OER), videos, images and other web-based content the course uses. Find out how web conferencing and CCC’s LMS, Brightspace, work together to meet Student Learning Outcomes and build reading, writing, speaking listening and critical thinking skills. Additionally, reflect and share with the presenters ways that course design and teaching have enriched our knowledge of OER, instructional design and teaching online.

Session 2: “Playing to Our Strengths: Teaching Contextualized Grammar in the Blended Classroom”

Presenter: Dave Breedlove (Malcolm X College)

Moderator: Barbara Meschino, Adult Education Dean of Westside Learning Center, Malcolm X College

Description:

Using authentic materials as a source of teaching new grammatical structures has proven to be more interesting, effective and motivating for students because they see the context of new structures being taught and recognize purpose in learning. This presentation covers “flipping” your classroom to blend contextualized grammar with synchronized and asynchronized resources. By using videos, audio dialogues and written texts/sentences with the targeted structure, teachers can introduce new grammatical structures more efficiently, making them interesting and adaptable for different learning styles.

Session 3: “Blended Learning and MyOpenMath”

Presenters: Alanna Stephen-Mays (Kennedy-King College) & Neda Svrakic (Truman College)

Moderator: Katie Maranzana, Adult Education Manager, Truman College

Description:

This interactive and engaging presentation discusses how a platform like MyOpenMath can be leveraged to differentiate student learning, effectively track progress, and customize content to individual learner needs in the context of a hybrid/blended learning classroom alongside Zoom and Brightspace. In MyOpenMath, learners are able to work at their own pace, with additional online supports that are readily available. Videos for every concept walk students step-by-step through the learning process. Tracking progress of individual learners is greatly facilitated by the gradebook, which itself allows for more task-specific communication between the instructor and the learner. As individual learners master skills, they are able to keep advancing

to reach their maximum learning potential. In addition, Brightspace provides access to supplementary resources. Zoom's features allow educators to demonstrate solving math problems before students move to MyOpenMath asynchronously. Participants will see that while tech platforms are superb stages for promoting academic success, they are no replacement for a present and engaged instructor who motivates and inspires students to reach their educational goals.

Session 4: "Facilitating Student Engagement and Learning through Navigation Design"

Presenter: Yacob Abdi (Wright College)

Moderator: Emily Anderson, Dean of Adult Education, Wright College

Description:

This presentation demonstrates the importance of course navigational design for learner access and engagement. A good navigation design minimizes the number of clicks students have to make to access resources within learning management systems which in turn enhances the learning experience. These research-based best practices in course navigational design will be shared: consistent labeling to prevent ambiguity, multiple access points to course resources, and consistent design structures to reduce cognitive friction and confusion. Participants will understand how learners become more confident when learners are comfortable with a streamlined, well-designed navigational structure, preventing frustration while boosting engagement, learning, and retention.

Session 5: "Strategies for Sparking Student Engagement Using Content and Assignments in Blended Learning (Intermediate HSE Language Arts & Bridge BNA)"

Presenter: Jeannette Hoyt (Wright College)

Moderator: Dwayne Daniel, Adult Education Manager, Kennedy-King College

Description:

Formal school environments and taking structured classes can be intimidating for adult education Bridge Program students. Blended learning classes, as originally envisioned, helped to make that commitment easier. How do we best present instruction through web conferencing and learning management systems to harvest this new enthusiasm for blended Learning? One way is by sparking student engagement in both the asynchronous and synchronous components. This presentation offers successful best practices and strategies to encourage student interest and participation, not only in the synchronous sessions but especially in the asynchronous learning activities. These strategies and assignments include writing for science, exploring information competency and media bias, essaying as a daily activity, critical thinking for social studies, moving from personal to academic writing,

researching, writing collaboratively in groups, reconciling conflicting opinions, and authentic assessments for careers.

11:00 a.m. to 11:50 a.m.

Session 6: “OMG! We’re Going Virtual with ESL?! From Dubious to Confidence with Blended Learning”

Presenter: Lana Cromwell (Malcolm X College)

Moderator: Inesha Kelly, Dean of Adult Education, Malcolm X College

Description:

This session tells the story of how an experienced educator, Lana Cromwell, was reluctant to go online but attended every training session to learn how to engage students by incorporating all the components of CCC’s LMS, Brightspace. At the same time, she encouraged students and colleagues who were also new to virtual learning, and brought her learners to the same place, one step at a time, and all became a "tech-savvy family" in a blended learning classroom! Students and a colleague will join the session to talk about their successful experiences.

Session 7: “Bringing Social Justice into Blended Learning Language Arts Classes”

Presenter: Kimberly Taylor (Truman College)

Moderator: Jason Sebacher, Adult Education Manager, Truman College

Description:

Learn about innovative ways to connect students to real-world topics such as Civil Rights Movements, social justice, diversity, equity, and inclusion. This presentation will discuss systemic educational racism and ways educators can enhance learners’ intercultural competencies. Kimberly Taylor will present her Social Justice and Black Lives Matter (BLM) Instructional Resources Collection and ways educators can develop blended learning lessons. The Collection highlights work from trailblazers in African-American studies and Black-thought leaders emphasizing and revealing damaging, mistaken realities about African-American contributions in America. With instructional links, historical videos, documentaries, and a glossary of racial equity terms, these lessons help us all communicate better about racism, empowering your classroom to create a space of inclusion for people of color with robust topics for group projects, writing, and asynchronous discussion prompts.

Session 8: “Using Virtual Manipulatives to Support Mathematics Learning in the Remote Environment”

Presenter: Shelley Zisook (Truman College)

Moderator: Fred Siegeltuch, District Math Curriculum Specialist

Description:

This presentation demonstrates how to use virtual manipulatives in a remote learning environment and why to use them. Addressing Math Practice Standards 4 and 5, manipulatives are appropriate at all levels of math in Adult Education. Manipulatives help students connect mathematical concepts by grounding them in kinetic and visual activities. Using manipulatives adds conceptual understanding to procedural skill and allows learners to express mathematical ideas in multiple ways, adding flexibility to the way they think about math. In the remote environment, virtual manipulatives are an effective means to support student learning. This presentation demonstrates free manipulatives that are readily available on multiple platforms, including cell phones. While virtual manipulatives don't have the tactile advantages of real manipulatives, they are often more flexible and can be used in a virtual environment to support the transition to more abstract thinking. Participants will learn how to demonstrate virtual manipulatives synchronously and guide learners to asynchronous independent use, so learners can benefit from deeper mathematical learning.

Session 9: “The Power of Tech Ed Tools in Blended Learning”

Presenter: Angela Kosmas (Wright College)

Moderator: Dena Giacometti, Dean of Adult Education, Daley College

Description:

Using Tech Ed Tools in a blended learning environment has exceptional benefits for both teachers and students. This interactive workshop introduces Quizlet, Edpuzzle, MyELT, Mentimeter, and Padlet, showing how each can be used to satisfy NRS-level Student Learning Outcomes (SLOs), both synchronously and asynchronously. In breakout rooms, participants identify SLOs to align with learning activities and tools and then practice these tools firsthand, sharing level-aligned ideas. Afterwards, one participant from each breakout room will speak for the group, sharing the ideas they brainstormed. There is indeed POWER of Tech Ed Tools in the classroom to enable our students to progress and meet their goals and learning objectives.

Session 10: “Successes in the CCC Early Childhood Education Bridge: Pre-and Post-Blended Learning”

Presenters: Stephanie Sommers (District Office), Lauren Hooberman (District Office), Marilyn Consentino (Daley College), Greg Freedman (Truman College) & Becky DeForest (Truman College)

Moderator: Stephanie Sommers, District Bridge Program Curriculum Specialist

Description:

In this presentation, members of the City Colleges of Chicago ECE Bridge Team will highlight partnerships, structural innovations, and effective teaching strategies that have made the ECE Program successful. Presenters will provide an overview of the ECE Bridge components, identify teaching strategies that worked before Brightspace, detail effective teaching strategies using Brightspace, and demonstrate how the ECE Bridge is a model for other CCC Bridge curricula. Participants from this presentation will walk away with a good understanding of the CCC Bridge Programs and the components needed for success.

1 p.m. to 1:50 p.m.

Session 11: “Engaging Advanced ELL Students in the Blended Learning Environment to Achieve Success in Language Fluency: ‘Creating an Autobiographical Presentation Using Voice Thread’”

Presenter: Rochelle O’Neal (Olive-Harvey College)

Moderator: Dr. Lautauscha Davis, Dean of Adult Education, Olive-Harvey College

Description:

This presentation demonstrates a wonderful strategy to engage advanced ELL students using blended learning techniques to achieve English language fluency using the presentation tool, Voice Thread. Participants will receive a complete learning plan that shows how to use Voice Thread to have learners create an autobiographical presentation, and then deliver their Voice Thread to the class. The lesson directly addresses the following ESL Standards: AE.3.1, AE.3.5, AE.3.2, AE.3.3, and AE.3.4. Advanced ESL instructors will be delighted to add this lesson plan to their repertoire of engaging activities. In doing so, students use critical thinking and digitalization skills, enhance confidence and motivation, and enjoy expressing themselves as they learn English.

Session 12: “Figuring Out Figurative Language with Blended Learning”

Presenters: Trudy Moore (Malcolm X College) & Linda Flannigan (Malcolm X College)

Moderator: Chrishawn Young, Interim Associate Dean of Adult Education, Malcolm X College

Description:

This dynamic presentation highlights strategies and activities for Language Arts. The presenters will showcase how they introduce and explore identifying and using figurative language with students across a blend of modalities. Tech tools include PowerPoint, Kahoot!, and Edpuzzle, leading to asynchronous well-crafted writing tasks using graphical organizers. Lessons then move on to music videos and poetry from the past and present to connect learners with real-world uses of figurative language. Learners then create their own discussion threads in CCC's LMS, Brightspace, with their own researched examples of lyrics or raps (radio edit versions!) posted with a link to the video and reply to each other. These lessons and activities enable students to attain Student Learning Outcome (SLO) mastery in identifying figurative language and interpreting a variety of figures of speech, including slang, in diverse texts, providing a wonderful creative spin that keeps students more engaged than in the traditional classroom due to the blended learning setting.

Session 13: "Are You New to Blended Learning? Using Tech Ed Tools with Adult Education Classes"

Presenters: Jeanette Stroud (Kennedy-King College) & FayLinda Walton (Malcolm X College)

Moderator: Dr. Henry Horace, Dean of Adult Education, Kennedy-King College

Description:

This presentation encourages novice hybrid or blended learning educators to explore and embrace blended learning instruction. Learn how two experienced educators moved from online beginners to blended learning advocates, forever changing ways they instruct their learners. Demonstrating powerful lesson plans, drawn largely from NRS Level 3 Language Arts classes, the presenters cover planning effective lessons using digitized current events such as inauguration speeches, YouTube clips, and Newsela reading passages to stimulate discussion and writing tasks with both synchronous and asynchronous components. The presenters will share how their students learned from and completely enjoyed lessons on a level vastly different from what the presenters experienced in the traditional classroom.

Session 14: "Quality Matters License and the Use of the Rubric in Blended Learning Adult Education Courses"

Presenters: Joseph Tully (Wright College) and Jim Snyder (Quality Matters)

Moderator: Richard Powers

Description:

This presentation discusses quality assurance for adult education blended learning courses. Long associated with traditional classroom instruction, adult education courses have been

catapulted into educational technology galaxies due to the pandemic. Joe Tully will share a self-review of a course utilizing the Quality Matters Rubric for online course design (QM Rubric - 6th edition). A specific focus on the blended learning recommendations from Quality Matters will be featured. Jim Snyder of Quality Matters will discuss City Colleges of Chicago's license and how to register for and complete a workshop.

2:00 to 2:50 p.m.

Session 15: "Making Zoom Lessons Engaging"

Presenter: Satoy Nakanishi (Wright College)

Moderator: Inés Lagos, Manager of Adult Education, Wright College

Description:

The tips and examples presented in this presentation about Zoom lessons will help instructors maximize active learning, so students not only retain the information but also can apply acquired knowledge to further their learning. Web conferencing is an important platform to quickly assess student engagement, comprehension, and retention; the strategies covered in this presentation can be tested for immediate results for further evaluation and development, and shared with other instructors.

Session 16: "Creando una comunidad en el salón" (Spanish GED)

Presenters: Esmeralda Tovar (Daley College) & Daniel Stein (Wright College)

Moderator: Silvia Villa, Associate Dean of Adult Education, Daley College

Description:

Empezaremos la presentación con la teoría andragogía de Malcolm Knowles, que indica que los estudiantes aprenden mejor cuando entienden la importancia de lo que están aprendiendo, tienen libertad de aprender a su manera y cuando el proceso es positivo y motivador.

Hablaremos de como los estudiantes pueden ayudarse los unos a los otros, aunque tengan diferentes niveles de estudio. Por ejemplo, los estudiantes que aprenden las destrezas más rápido, pueden desarrollarse como líderes en el salón con la motivación del maestro/a. De esta, y varias otras maneras, se les inculca a los estudiantes un sentido de comunidad y respeto.

Mostraremos con ejemplos concretos lo que pueden hacer los maestros para empezar a inculcar el sentido de comunidad en el salón. También incluiremos una actividad para los maestros presentes.

Session 17: “Fun Activities in Blended Learning Lessons”

Presenter: Alina Vance (Wright College)

Moderator: Emily Anderson, Dean of Adult Education, Wright College

Description:

This presentation explores fun activities to build a dynamic learning community in Low/High Intermediate ESL blended learning classrooms. These fun activities include “Two Truths and a Lie,” the “Describe Something Guessing Game,” “How to Make/Do Something,” “Interview Role Plays,” and “The Philosophers.” Each dynamic, interactive activity focuses on a learning outcome, such as using full sentences, using the past tense, using synonyms, improving presentation skills, researching online, and summarizing and writing skills. Participants will be able to ask questions and share ideas.

Session 18: “Lighting the Fire... Ways to Spark Students’ Drive to Deliver Their Very Best in a Remote Environment”

Presenter: Hilary Lee (Wright College)

Moderator: Juanita Buss, Adult Education District Director of Instruction

Description:

Many instructors have mastered the processes associated with blended/hybrid learning. Yet, if you ask them what they worry about most, they feel blended/hybrid models deprive them of opportunities to develop student mastery independent of content. Instructors are unsure how to motivate students to try challenging digital learning activities in a remote environment, incorrectly feeling that a remote/hybrid environment is more detached than traditional face-to-face classroom instruction. This presentation shows participants engaging ways to motivate, encourage and inspire--these most important aspects of what makes teachers “great teachers.” Participants will learn how to do the following remotely: acknowledge the value of a student’s story and tie that story (daily experiences) to content, address classroom, “unspoken” apprehensions upfront, exploit the powerful tool of laughter, develop “classroom intimacy” with asynchronous discussion boards, and use easy, immediate ways to focus students with 1 on 1 interaction.

Session 19: “Zooming in ESL Students’ Attention with Purposeful Writing and Wellness in Blended Learning”

Presenters: Maria Ochoa (Truman College), Jantae Spencer (Wright College), Blake Nemec (Truman College)

Moderator: Jason Sebacher, Adult Education Manager, Truman College

Description:

How do you keep a distance learner engaged and encourage self-care? How do you dismantle educational and emotional roadblocks in a digital space? This session will show how to help distance learners achieve success by building a cohesive collaborative online community using Zoom and Brightspace. Strategies include empowering students and promoting learner persistence with writing assignments to help build confidence in and out of the digital classroom and encouraging digital literacy skills with student presentations. Additionally, we’ll show how to support students with wellness practices to increase self-care. These teaching strategies, resources and tools will be provided to facilitate an effective, active and supportive digital learning community.