

FY2022 Technology Initiative

TECHNOLOGY POINT PERSON GUIDE



FY2022 TECHNOLOGY INITIATIVE

OVERVIEW

Technology plays a key role for both students and staff in Aspire programs. In order to develop technology proficient and digitally literate students, programs need to have staff that are also able to meet those goals. Program administrators should hire practitioners who can meet the demands of a constantly evolving technology driven world.

TECHNOLOGY POINT PERSON

The role of the Technology Point Person (TPP) is an important position for an Aspire program's goal of developing students who can successfully navigate the digitally connected world and use technology to learn, communicate, and create. Though not required, it is strongly suggested to have an individual in the program fulfil this role to support both staff and students. In this role, TPPs assist program staff in identifying their technology needs and developing plans to integrate technology for in-class use, blended learning, and distance education. Ohio has also adopted the Northstar Digital Literacy Standards for Aspire teachers and students. The standards and assessment can be accessed for free and require no additional purchasing to utilize. In addition to working with program staff, TPPs can assist in developing students' technology skills in preparation for computer-based assessments, distance education, postsecondary training or education, and the workplace.

GUIDING PRINCIPLES FOR TECHNOLOGY

To maintain a commitment to technology in Aspire programs, several guiding principles should be followed by staff to ensure responsible use and continuous learning.

- Aspire staff understands basic legal issues and appropriate use of the Internet and Digital Communication.
- Aspire staff can select, incorporate and evaluate the use of technology in the program and classroom.
- Aspire staff can use computer-based assessments and software, where applicable.
- Aspire staff is knowledgeable of means to make technology accessible for adults with special needs.
- Aspire staff can model lifelong learning in technology.
- Aspire staff will participate in professional development related to technology.

NORTHSTAR DIGITAL LITERACY STANDARDS

The Northstar Digital Literacy Standards were originally conceived from a partnership between the Saint Paul Public Library and Saint Paul Community Literacy Consortium leading to the creation of an assessment to quantify digital literacy knowledge among lower-skilled adults, including displaced workers who might lack such skills. Northstar is used throughout the United States and internationally by libraries, workforce centers, community colleges, adult basic education programs, four-year colleges, middle schools, high schools and businesses.

<https://www.digitalliteracyassessment.org>

<https://www.digitalliteracyassessment.org/history>

<https://www.digitalliteracyassessment.org/standards>

Why are the Northstar Digital Literacy Standards being adopted? WIOA includes digital literacy instruction in the list of workforce preparation activities. WIOA references the Museum and Library Services Act of 2010, which defines digital literacy as “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.”

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/integrating-technology.pdf>

The CCR Standards includes information/media literacy elements as well as using technology to create, collaborate, communicate, and research.

Reading CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7))

(Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7))

(Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7))

Writing CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

The Program for the International Assessment of Adult Competencies (PIAAC) data shows significant number of adults lack basic problem solving skills in technology rich environments (PS-TRE). This is overwhelming true for lower level students. An example task of the PS-TRE assessment where the learner takes the role of a job seeker conducting a search online and the full PIAAC report can be viewed at the links below.

<http://www.oecd.org/skills/piaac/Problem%20Solving%20in%20TRE%20Sample%20Items.pdf>.

http://www.oecd.org/skills/piaac/PIAAC%20Framework%202012--%20Revised%2028oct2013_ebook.pdf

Programs may choose to implement the Northstar Digital Literacy Standards and Assessments in a variety of ways depending on the needs and goals of their students. The standards are a general baseline measure of the skills necessary to be considered digitally literate. The assessment can be used as a screening tool for students entering a program. It can be used to test students for computer skills certificates. It can be used by learners and instructors to evaluate their own technology strengths and identify areas for improvement.

The Northstar Digital Literacy Standards includes 17 areas:

1. Basic Computer Skills
2. Internet Basics
3. Windows
4. Mac OS
5. Using Email
6. Microsoft Word
7. Microsoft Excel
8. Microsoft PowerPoint
9. Google Drive
10. Google Docs
11. Google Slides
12. Google Sheets
13. Social Media
14. Information Literacy
15. Supporting K-12 Distance Learning
16. Career Search Skills
17. Your Digital Footprint

Of the 17 areas available, 16 are included in the adopted standards. Mac OS X was not included on the list as it only holds a small share of the operating system market (<https://www.netmarketshare.com/operating-system-market-share.aspx?qprid=10&qpcustomd=0>).

The areas are broken into three clusters for students and staff: Essential Computer Skills, Essential Software Skills, and Using Technology in Daily Life. The important core areas are the essential skills for operating a computer, getting online, email, using word processing software, career search skills, and information literacy. The other areas included go beyond the core skills and represent areas that are important for a variety of academic, employment, and daily life scenarios. Core areas of the standards are denoted with an asterisk (*) on the following pages.

ESSENTIAL COMPUTER SKILLS

Essential computer Skills are the core elements of operating a computer. Learners at this stage will be getting familiar with hardware basics, terminology, and interacting with an operating system. Also included are the skills necessary for getting online, navigating the web, and communicating using email and social media. In addition to the computer skills necessary, these standards also include how to stay safe online and etiquette for communication.

Basic Computer Skills*

1. Distinguish between different types of devices (tablets, desktop and laptop computers).

2. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen).
3. Log on to and shut down a computer.
4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).
5. Identify types of mice: mouse and touchpad.
6. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links)).
7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).
8. Drag and drop.
9. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling).
10. Access and control audio output features (volume, mute, speakers and headphones).
11. Identify icons on desktop.
12. Demonstrate ability to trash and retrieve items using the trash or recycle bin.
13. Demonstrate understanding that it is possible to customize a computer for increased accessibility (customizing a mouse for left-handed use and sensitivity, and changing screen resolution on a monitor).
14. Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers.
15. Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage).
16. Identify whether or not a computer is connected to the internet.
17. Identify and locate camera and mic on laptops, tablets.
18. Turn computer and monitor on and off.

Windows*

1. Identify the operating system used by a computer.
2. Identify the parts of the Windows 10 interface (desktop, taskbar, etc.).
3. Demonstrate knowledge of the Windows Start Menu, including Get Help.
4. Use Cortana to search for a file, program, or document.
5. Identify icons, functions, and any file extensions related to basic office software (Word, PowerPoint, and Excel) and default Windows programs (Microsoft Edge, Windows Defender, etc.).
6. Start and exit programs.
7. Minimize and maximize windows.
8. Open, close and switch between windows.
9. Demonstrate knowledge of Windows File Explorer and identify drives on the computer, as well as cloud storage services (e.g., OneDrive).
10. Move documents and files, including to and from Recycle Bin.
11. Log off, restart, and shut down a computer.
12. Use Settings to uninstall or modify apps.

Internet Basics*

1. Identify the different ways a person can connect to the internet.
2. Demonstrate knowledge of browsers and identify commonly used browsers.
3. Demonstrate familiarity with website structure (e.g., landing pages, internal pages).
4. Identify top-level domains (e.g., .edu, .com, .org).
5. Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g., private browser windows, clearing search history, and declining to save passwords on shared computers).
6. Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).

7. Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks).
8. Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods.
9. Fill out an online form.
10. Identify address bar and demonstrate understanding of its functionality.
11. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).
12. Perform internet search using clear parameters (terms and filters).
13. Demonstrate ability to scroll up and down a page and left and right on a page.
14. Identify and make use of common website interactions (e.g., play buttons, hyperlinks).
15. Identify and work with tabs and windows.
16. Enable a specific pop-up window.
17. Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text). Identify and locate camera and mic on laptops, tablets.
18. Turn computer and monitor on and off.

Email*

1. Define email and identify common email clients.
2. Tell the difference between a URL and an email address.
3. Register for a new email account, using a professional user name and a strong password.
4. Log into email.
5. Create and send an email, including recipient address, subject, and message.
6. Open and reply to an email.
7. Understand why and how to reply, reply all, and forward an email.
8. Add an attachment to an email.
9. Open and download an email attachment.
10. Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists.
11. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.).
12. Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information.
13. Sign out of email, especially when using shared computers.

ESSENTIAL SOFTWARE SKILLS

The three areas included are the common suite of tools used most frequently in many workplace and postsecondary settings. The standards are written for the Microsoft Office suite of and Google Docs.

Word*

1. Open a new or existing document.
2. Identify the parts of the Word window, including the Ribbon, Status Bar and
 1. Quick Access Toolbar.
 2. Save a document, being intentional about name and location.
 3. Identify file extensions that can be opened by Microsoft Word.
 4. Use Spelling and Grammar check.
 5. Format text: size, color and font type.
 6. Set text spacing and alignment.
 7. Apply bullets and automatic numbering.

8. Undo the previous action.
9. Cut, copy and paste.
10. Modify page layout, including margins and orientation.
11. Print.
12. Close a document.
13. Insert objects into a document, including images, shapes, hyperlinks, and tables.

Excel

1. Open and close a workbook.
2. Save a workbook, being intentional about name and location.
3. Identify parts of Excel screen: ribbon, formula bar, active cell, name box, column letter,
 1. row number, Quick Access Toolbar.
4. Locate a specific cell.
5. Enter data in a cell.
6. Copy and move cell entries.
7. Format cells and text: bold, underline, size, merge and center, wrap text, number
 2. (currency, time, percentages, etc.)
8. Create headings and freeze them.
9. Insert and delete rows and columns.
10. Adjust row and column size.
11. Identify worksheet tabs, create a new tab, rename tabs, and rearrange tabs.
12. Write a formula in the formula bar (-, +, *, /).
13. Select a range.
14. Use Auto Fill and AutoSum (Sum, Average, etc.) and understand the differences
 3. between them.
15. Sort (least to greatest, alphabetically, etc.) and filter data.
16. Insert a chart to display data.
17. Select a print area, choose page orientation, and print.

PowerPoint

1. Open a new or existing PowerPoint presentation.
2. Identify parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the
 1. ribbon, quick access toolbar, and scroll bars).
2. Insert new slides, duplicate, or reuse slides.
3. Manage text (insert, delete, copy, cut and paste, drag and drop, format, and use
 4. spellcheck).
5. Apply or change a theme.
6. Use zoom control.
7. Insert items into a presentation, resize, and adjust them (video, chart, pictures, clip art,
 8. screenshots).
9. Add a textbox, adjust it, resize it, or delete it.
10. Change the view (normal view, slide sorter, reading view, slideshow view).
11. Insert, delete, and move slides using slide navigation pane.
12. Use the quick access toolbar.
13. Apply and customize slide transitions (select, preview, add sound, automatic advance).
14. Understand the basics of PowerPoint etiquette (limited text, text that stands out on
 15. background, clear titles).
14. Play a slideshow, advance through the slides, and end slideshow (using screen toolbar
 16. features).
15. Save a presentation as a .ppt, .pdf, .png, etc.
16. Create handouts.
17. Print a presentation.

Google Drive (Always consult with the fiscal agent to determine allowable platforms)

1. Create a Google account using a professional username, a strong password, and a phone number.
2. Sign in and sign out of a Google account and navigate to Google Drive.
3. Identify the parts of the Google Drive interface, including the New button, the Google Apps menu, the search bar, the sort button, and the file action buttons.
4. Open existing and create new Google Docs, Google Sheets, and Google Slides.
5. Demonstrate ability to organize Google Drive by renaming, creating, starring, and moving files and folders.
6. Demonstrate understanding of how moving shared files and folders can impact access privileges for others.
7. Demonstrate ability to search for and find files and folders in different sections of Google Drive, including Shared with me, Recent, and Starred, or by using the search box.
8. Upload and download files to and from Google Drive.
9. Share files and folders using email addresses or direct links, being intentional about the difference between Viewer, Commenter, and Editor.
10. Remove files and Restore files from trash.
11. Recover your username and/or reset the password on a Google account.

Google Docs*

1. Sign in and out of a Google account and navigate to Google Docs.
2. Identify the parts of the Google Docs interface, including menu bar, toolbar, document title, comments button, and share button.
3. Open a new or existing Google Docs document.
4. Rename a document.
5. Use Spelling and grammar check.
6. Format text: size, color and font type.
7. Set text spacing and alignment.
8. Apply bullets and automatic numbering.
9. Undo the previous action.
10. Cut, copy and paste text.
11. Modify page setup, including margins and orientation.
12. Insert objects into a document, including images, links, and tables.
13. Print.
14. Download a document in another file format, such as Word or PDF.
15. Share a document, being intentional about the difference between Viewer, Commenter, and Editor.
16. Collaborate with others in Google Docs by using suggestion mode to track changes, accepting edits, and adding and replying to comments.
17. View and restore a previous version of a document.

Google Slides

1. Sign in and out of a Google account and navigate to Google Slides.
2. Open a new or existing Google Slides presentation.
3. Rename a presentation.
4. Identify the parts of the Google Slides interface, including menu bar, toolbar, slide pane, notes, and slide navigation panel.
5. Choose a presentation theme.
6. Insert new slides, duplicate, or reuse slides.
7. Apply a layout for a new slide, or change the layout of an existing slide.
8. Manage text (insert, delete, copy, cut and paste, format, and use spell check).

9. Insert items into a presentation, resize, and adjust them (images, shapes, text boxes, and charts).
10. Insert, delete, and move slides using the slide navigation pane.
11. Add slide transitions and animations.
12. Understand the basics of presentation etiquette and accessibility (limited text, legible text, clear titles).
13. Present a slideshow, advance through the slides, view speaker notes, and exit slideshow.
14. Download a presentation in another file format, such as PowerPoint or PDF.
15. Preview print settings and select a format to print a presentation (slide with notes, without notes, handouts).
16. Share a presentation, being intentional about the difference between Viewer, Commenter, and Editor.
17. Collaborate with others in Google Slides by adding and replying to comments.
18. View and restore a previous version of a presentation.

Google Sheets

1. Sign in and out of a Google account and navigate to Google Sheets.
2. Open a new or existing Google Sheets spreadsheet.
3. Identify the parts of the Google Sheets interface, including menu bar, toolbar, spreadsheet title, formula bar, rows, and columns.
4. Locate a specific cell.
5. Enter data in a cell.
6. Copy, move, and delete cell entries.
7. Format cells and text: bold, underline, size, merge and center, wrap text,
 1. number (currency, time, percentages, etc.)
8. Create headings and freeze them.
9. Insert and delete rows and columns.
10. Adjust row and column size.
11. Identify spreadsheet tabs, create a new tab, rename tabs, and rearrange tabs.
12. Write a formula in the formula bar (-, +, *, /).
13. Select a range.
14. Use functions to SUM, AVERAGE and COUNT cells.
15. Sort (least to greatest, alphabetically, etc.) and filter data.
16. Insert a chart to display data.
17. Print a spreadsheet choosing page orientation and formatting.
18. Share a spreadsheet, being intentional about the difference between Viewer, Commenter, and Editor.
19. Collaborate with others in Google Sheets by adding and replying to comments.
20. View and restore a previous version of a spreadsheet.

USING TECHNOLOGY IN DAILY LIFE

The standards included take the foundational computer skills addressed in the previous areas and apply them to contexts where learners use technology in academic, employment, and life situations.

Social Media

1. Identify different types of social media and their primary functions (especially Facebook, LinkedIn, Twitter).
2. Create a new account on a social media network and log in.
3. Recognize information posted on social media networks that may present a risk to you (user as consumer of information).

4. Demonstrate knowledge of managing “friends” on Facebook: adding friends, accepting/declining “friend” requests, and the difference between that and “following” someone.
5. Understand and change privacy settings
6. Demonstrate an understanding of the consequences of “liking” or commenting on something.
7. Share and delete content, including photos, videos, and links.
8. Identify information that is unwise to post and/or upload on a social media (too much personal sharing, inappropriate photos/comments)
9. Distinguish between public and private “spaces” on social media sites (ex: Facebook messages and Facebook timeline).
10. Post, share, like or comment on content.
11. Demonstrate knowledge of the permanence of anything posted on the internet.

Information Literacy*

1. Define a problem, formulate a question, or identify a decision that needs to be made.
2. Identify the purpose for accessing information (how the information will help solve the problem, answer the question, make a decision, or accomplish a goal or objective).
3. Define the kind of information needed to complete the task.
4. Identify types and formats of information found online (articles, databases, images, videos, etc.).
5. Plan steps required to solve the problem or accomplish the task.
6. Recognize the costs, in time or money, and benefits of accessing different sources of information (article, newspaper, consumer reports).
7. Demonstrate use of efficient search strategies to hone in on relevant information.
8. Locate relevant information in media found online, including text, video, images, etc. Locate the source of the information.
9. Make use of hyperlinks to follow desired/required path of information.
10. Demonstrate basic understanding of use of non-Internet sources of information (personal documents, Excel spreadsheets, etc).
11. Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search.
12. Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context.
13. File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.)
14. Monitor extent to which information solves a problem and know when additional information is needed.
15. Synthesize relevant information from one or more sources.
16. Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions.
17. Act on information to solve basic problems or answer a question.
18. Select appropriate format for sharing information, based on audience and purpose, and distribute to intended audience.
19. Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met?

Supporting K-12 Distance Learning (Application to Adult Education)

1. Understand models of remote instruction offered by schools (including
 1. synchronous and asynchronous distance learning, hybrid or blended learning)
 2. and strengths and challenges for each model.
3. Identify requirements for beginning distance learning successfully, including
 4. technology and technology support resources.
 2. Log in and sign out of a distance learning platform.
 3. Demonstrate internet skills essential for distance learning, including connecting a device to the internet, navigating to a website, closing and enabling pop-ups, and

6. making use of common website interactions (e.g., play buttons, hyperlinks).
4. Understand the benefits and uses of parental control settings to create a safer
7. online learning environment for children.
5. Identify the common features of distance learning platforms such as the dashboard,
8. classes, calendar, and assignments.
6. Join a synchronous class meeting using a virtual meeting platform.
7. Mute, turn on/off video, chat, and change screen view in synchronous class
9. meetings.
10. Understand basics of synchronous classroom etiquette.
11. Open an assignment in a learning platform and complete it using voice record, video,
12. document upload, or other platform tools.
12. Organize links and passwords for quick access using browser favorites, password
13. managers, or other tools.
13. Troubleshoot common technical issues encountered during virtual learning,
14. including factors that may impact internet speed, audio and video issues.
15. Advocate for your student's specific needs and/or ask for technical help by making use of virtual
- communication tools such as email or learning platform messaging.
16. Identify ways to provide support for students' social emotional development while
- participating in distance learning.

Career Search Skills*

1. Identify tools for determining career aptitude (self-assessment, interest inventories, skill
- identification, and values awareness).
2. Identify features and timeline of a job search plan.
3. Identify resources that aid in finding a job (internet resources, social media websites, job listings,
- targeted employment, job fairs, networking clubs, etc.)
4. Demonstrate the ability to use search and filter functions in job search sites.
5. Distinguish between skills sets (job skills, transferable skills, self-management skills, and
- emotional intelligence).
6. Demonstrate understanding of the value of volunteering.
7. Identify steps to prepare for a career or job fair (posting resume, preparing introduction, reading
- schedule/calendar).
8. Identify ways to research employers, labor markets, and salary ranges.
9. Identify elements of a strong portfolio including work samples and other
14. supportive documents.
10. Identify elements of a cover letter and distinguish between weak and strong
15. cover letters.
11. Identify elements of a resumé and best practices for writing one (including employment history,
- hard and soft skills, accomplishments, job search goals, gaps
16. in employment, etc.)
12. Identify best practices for sending and following up with resumé.
13. Demonstrate understanding of hiring processes (including recruitment,
17. screening, and selecting).
14. Identify the basic principles of direct employer contact (in-person, telephone,
18. video calls, social media, and email).
15. Identify key steps in preparing for an interview including identifying common interview questions;
- distinguish between strong and weak answers to
19. interview questions; how to practice for an interview, giving answers for gaps in employment or
- previous incarceration.
16. Distinguish between different types of interviews (such as screening, selection, informational,
- work sample, peer group, group, luncheon/coffee, stress, video conference, etc.).

17. Distinguish between legal and illegal job interview questions; appropriately respond to illegal questions in an interview.
18. Identify key post-interview steps (contacting references, thank you notes, social media).
19. Demonstrate understanding of proper etiquette throughout the job search process, including when you are not hired.
20. Demonstrate understanding of negotiables: salary, schedule, benefits, professional development, training, and vacation time.
21. Distinguish between jobs types (temporary, seasonal, part-time, full-time, and unpaid internships).
22. Identify best practices to be successful on the job (including meeting employer expectations, making arrangements so that responsibilities and problems outside of work do not interfere with the job, learning new skills, dressing professionally, showing appreciation, and accepting constructive criticism).

Your Digital Footprint

1. Define digital footprint.
2. Understand why a digital footprint is important.
3. Understand the potential benefits of having a digital footprint.
4. Understand the sources of a digital footprint (browsing, job search, shopping, social media).
5. Understand that actions online can have unintentional impacts to your digital footprint.
6. Identify consequences of a digital footprint (permanent, real-life, employment related).
7. Demonstrate how to manage an online identity responsibly.
8. Demonstrate ability to manage privacy settings.
9. Understand breaches of privacy and the dangers these represent.
10. Identify the different organizations interested in a digital footprint and what they might use it for (employers, retail, government).
11. Define cookies and understand how these are used to track a digital footprint.

NORTHSTAR DIGITAL LITERACY ASSESSMENT

The Northstar Digital Literacy Assessment was developed in conjunction with the standards to offer a web-based system for assessing digital literacy skills. Please note that all of the assessment can be accessed for free on their site found at <https://www.digitalliteracyassessment.org/#cta-module-launch>. No purchase is necessary to utilize this resource. When using the free site, the tests can be administered without an account and a printout of the assessment results will be generated upon completion.

DIGITAL LITERACY COURSE ON THE LEARNER MOODLE

A course has been installed on the Learner Moodle for basic digital literacy skills. The course is appropriate for lower level learners with limited to no computer experience. Modules in the basic course last less than 5 minutes and full transcripts of the audio can be printed off as handouts.



Students who already have an account on the Learner Moodle can enroll themselves in the course directly. If you or another instructor would like information on how to access to the Learner Moodle, please contact de@literacy.kent.edu.

DISTANCE EDUCATION AND BLENDED LEARNING

Distance education is a key component for all Aspire programs. If you are new to distance education or would like to refresh your current program offerings, consider taking the Transforming Distance Education course from World Education's EdTech Center.

[Transforming Distance Education Course](#)

This course was developed by the EdTech Center @ World Education with support from the U.S. Department of Education's Office of Career, Technical and Adult Education. This course was designed for education providers and practitioners teaching adult basic academic skills, ESOL, and literacy at a distance and/or through blended learning; it provides strategies and resources that are essential for both setting up and implementing distance education or teaching with a blended approach.

Many other trainings are available on distance education and blended learning. To learn more about distance education and the platforms available to Aspire programs, please see the self-directed and supplemental options in the PD system under the heading Distance Education.

<http://mercury.educ.kent.edu/database/rcn/registrations/login.cfm>

TECHNOLOGY INTEGRATION SELF-ASSESSMENT

The Technology Integration Self-Assessment can help programs determine the type of PD needed to support adult educators in building the digital literacy of their learners. Download the self-assessment at the link below:

<https://www.ohiohighered.org/sites/default/files/uploads/able/reference/technology/Technology%20Integration%20Self%20Assessment.pdf>