Exploring Online Service Delivery: Principles & Practices

June 25, 2019 | 10:00 a.m. – 11:30 a.m.
1. Polls

2. Olga Kanapelka, ISSofBC

3. Rob McBride, New Language Solutions

3. Dr. Suzanne Smythe, Simon Fraser University

5. Final Q & A
Olga Kanapelka
Digital Literacy Researcher & Curriculum Developer
Outline

- Different types of online teaching and learning
- Online learning - Approaches to PBLA
- Challenges and solutions for students and teachers
<table>
<thead>
<tr>
<th>Approach</th>
<th>How it works</th>
<th>SPOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>flipped classroom</td>
<td>Students study new materials online and apply it at school</td>
<td></td>
</tr>
<tr>
<td>blended/hybrid learning</td>
<td>Combines online educational materials with traditional F2F instruction</td>
<td>• Archway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• BELC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Douglas College</td>
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<td>• ISSofBC</td>
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<td></td>
<td></td>
<td>• MOSAIC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SUCCESS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Surrey English Language Centre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Inter-Cultural Association of Greater Victoria (ICA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vancouver Community College</td>
</tr>
<tr>
<td>e-learning/online learning</td>
<td>100% online</td>
<td>• LINC Home Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ISSofBC</td>
</tr>
</tbody>
</table>
Online Learning — PBLA Portfolio Components

E-Portfolio:

- Goal Setting
- Skill-building
- Skill-Using Tasks
- Assessments
- Self-Assessments and Learning Reflections
- Learner Progress Reports

Welcome to the ISSoBC Online Learning Site.

Click on My courses on the left side of the page to get started. If you are using your smartphone to connect to the site, you need to scroll down to find My courses.

Note: If you see Courses instead of My courses, you are not yet enrolled in any of our online courses. Please talk to the office, or send a message to Janis Fair or email her at janis.fair@issbc.org to resolve this or any other issue. (Let me know what course you are taking and who your classroom teacher is.)

www.issbc.org
Blended Learning — Lesson Overview

Course Resources and Communication Tools

Canada Reading Lesson Overview

Canada Reading Lesson Week 1

Canada Reading Lesson Week 2

Canada Reading Lesson Week 3

Canada Reading Lesson Week 4
Blended Learning — Activity Example

CLB 5/6 Step Six Part B: Identifying the Main Idea (60 minutes)

The main idea is the central or core idea of a text. It is what the author wants you to know about the subject. Usually, the main idea can be found in the first sentence of the text and then again in the concluding sentence of the text.

When searching for the main idea of a text, consider some of the questions below.

Who? Who is the passage about?
When? Is there any time indicated?
Where? Is any place/location mentioned in the text?
Why? Is there any reason or any explanation?
How? Does the text provide information about a method or process?

Instructions:
Click on each link below. Then find the main idea for each website.

Link #1: Community and Team Sports

The main idea is...

- Many youth play soccer in Squamish through the Squamish Soccer Association.
- Slo-pitch teams play in the summer and fall seasons.
- There are many popular options for all ages to play team sports in Squamish.

Check
### Weekly Activities and Assignments

**June 20 - 27**

#### Connecting to Real Life

**Due Date:**
Friday, June 22nd by midnight

- **Step One:** Do you know your Government? (45 minutes)
- **Step Two:** Forum Discussion - Canadian Government and Voting (30 minutes)

#### Build Your Skills

- **Step Three:** Voting Vocabulary - Learn the Words (60 minutes)
- **Step Four:** Basic grammar structures - Imperative (45)
- **Step Five:** More complex grammar structures (60 minutes)
- **Step Six:** Sequencing Instructions (60 minutes)
- **Step Seven:** Sequencing intonation (60 minutes)
- **Step Eight:** Checking Understanding (60 minutes)

#### Skill-Using Task

**Due Date:**
Monday June 25th by midnight

- **Skill-Using Task:** CLB 6: Before You Vote (45 minutes)

#### Assessment

**By Appointment on Skype**
Online Learning - Assessment

- Assessment task is not accessible until student has completed and received feedback for the Skill Using task

- Reading, Writing and Listening Assessments are timed

- Speaking Assessments – with the teacher in Zoom/Skype

- Assessment Slip is uploaded into student’s online Portfolio

Portfolio

- About Me
- Assessments
  - Listening
    - Listening CLB 5-III Advice_May 2019.docx
    - Listening CLB 5-III College Courses_October 2018.docx
    - Listening CLB 5-IV RESP made easy_nov 2018.docx
- Reading
- Speaking
- Writing
- Reflections and Reports
<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital literacy skills</td>
<td>LearnIT2teach Training (more information in <em>Migration Matters</em> Info Sheet)</td>
</tr>
<tr>
<td>Motivation</td>
<td>In-house training and ongoing support</td>
</tr>
<tr>
<td>Learning curve</td>
<td></td>
</tr>
<tr>
<td>Access to technology</td>
<td></td>
</tr>
</tbody>
</table>

Challenges and Solutions - Teachers
## Challenges and Solutions - Students

### Before starting a course:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital literacy skills</td>
<td>Student Training Course</td>
</tr>
<tr>
<td>Access to technology &amp; Internet</td>
<td>Initial skype one-on-one w/screen share – Overview</td>
</tr>
<tr>
<td></td>
<td>New Digital Literacy Curriculum:</td>
</tr>
<tr>
<td></td>
<td>- IRCC-funded project</td>
</tr>
<tr>
<td></td>
<td>- ISSofBC in partnership with UBC Learning Exchange, VCC and BELC</td>
</tr>
<tr>
<td></td>
<td>- Will be finished and publicly shared at the end of March 2020</td>
</tr>
<tr>
<td></td>
<td>- CLB Literacy – CLB 6</td>
</tr>
</tbody>
</table>
## Challenges and Solutions - Students

### During the Course:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical issues</td>
<td>Timely support online</td>
</tr>
<tr>
<td>Time management skills</td>
<td>Drop-in tech support sessions/mobile services</td>
</tr>
<tr>
<td>Engagement</td>
<td>Predictable and consistent lesson structure</td>
</tr>
<tr>
<td></td>
<td>Clear expectations</td>
</tr>
<tr>
<td></td>
<td>Calendars, reminders</td>
</tr>
<tr>
<td></td>
<td>A combination of synchronous and asynchronous activities</td>
</tr>
</tbody>
</table>
Student Testimonials

- “Because I have a full time job, so I can study anytime when I have a chance.”

- “I can study with my pace. Also, through the class chat, I got a friend. She encouraged me lots so I could keep going.”

- “I care for my children, and now I can study only online”.

www.issbc.org
“It is not Internet skills alone which determine competency, but the users’ strong sense of Internet efficacy that enables them to effectively adapt to the requirements of working in this environment.

Thus, the effective online teacher is constantly probing for learner comfort and competence with the intervening technology, and providing safe environments for learners to increase their sense of Internet efficacy.”

(Kirby & Boak, as cited by Anderson 2008)
Rob McBride

Project Manager of Administration & Communication; Executive Director
Take that first step
and LINC blended learning will work for you.

Funded by: Immigration, Refugees and Citizenship Canada

Financed par: Immigration, Réfugiés et Citoyenneté Canada
Today I’m going to talk about:

• The LearnIT2teach Project teacher training
• EduLINC learner courseware
• Opportunities, challenges, and barriers for learning technology integration
• The role of leadership & innovations theories in tech innovation
• A development roadmap for learning technology in LINC
LearnIT2Teach Project

Key Components

- Web Portal
  Learnit2teach.ca

- Learner Courseware
  edulinc.org

- PD & Training
  LearnIT2teach.org
FIGURE 6 The working relationships of LINC courseware
Teacher training options

STAGE 1
- face-to-face
- student/newcomer (LINC courseware)

PRE-STAGE 2
- online
- student (Moodle basics)

STAGE 2
- online
- teacher (basic editing)
- good teaching principles

STAGE 3
- online
- teacher (advanced editing)
- best practices: blended learning

STAGE 4
- online
- e-materials developer
Learning Technology Innovation Leadership Training

- Twelve one week units, 2 hours to complete each
- Communication & sharing with peers
- Mentored online
- Mix of readings, podcasts, videos and discussion boards

- Introduces lead teachers and managers to:
  - The EduLINC learner courseware
  - The LearnIT2teach teacher training options
  - Theory and evidence for Technology-enhanced language learning (TELL)
  - How leadership and innovation theories can support innovation
Courseware Updates

• Mobile learning compatibility
• PBLA resource section
• Multi-level
• Learner support resources
  – Using the LINC Courseware section
  – Updated Courseware help
What’s in the pipe?

- Online attendance tracking
- More flexible delivery options
- PBLA-compatible modules
- Aligning courseware with new LINC Curriculum Guidelines
- Portal with Tutela integration
- Courseware builder
- E-portfolios

Matthews, R., McIlvride, R., and Edgar, J.
Instructor Use of Technologies

<table>
<thead>
<tr>
<th>Instructor use of technologies</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD players/Tape recorders</td>
<td></td>
<td>84.7%</td>
<td>497</td>
</tr>
<tr>
<td>Digital voice recorders</td>
<td></td>
<td>41.7%</td>
<td>245</td>
</tr>
<tr>
<td>Overhead projectors</td>
<td></td>
<td>55.0%</td>
<td>323</td>
</tr>
<tr>
<td>Document projectors</td>
<td></td>
<td>25.9%</td>
<td>152</td>
</tr>
<tr>
<td>LCD Projectors</td>
<td></td>
<td>48.9%</td>
<td>287</td>
</tr>
<tr>
<td>Smart Boards</td>
<td></td>
<td>35.1%</td>
<td>206</td>
</tr>
<tr>
<td>Teacher dedicated computer in classroom</td>
<td></td>
<td>58.9%</td>
<td>346</td>
</tr>
<tr>
<td>Classroom computers or a COW unit (computer on wheels)</td>
<td></td>
<td>28.6%</td>
<td>168</td>
</tr>
<tr>
<td>Computer lab</td>
<td></td>
<td>68.5%</td>
<td>402</td>
</tr>
<tr>
<td>Internet/WiFi access</td>
<td></td>
<td>86.2%</td>
<td>506</td>
</tr>
<tr>
<td>Other (please elaborate)</td>
<td></td>
<td>15.7%</td>
<td>92</td>
</tr>
<tr>
<td>Total Responses</td>
<td></td>
<td></td>
<td>587</td>
</tr>
</tbody>
</table>

- SLNN 2015
Instructor Comfort Level with Tech

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggle with technology (i.e. attaching a document to an email presents challenges)</td>
<td></td>
<td>5.3%</td>
<td>32</td>
</tr>
<tr>
<td>Use MS office or other word processing tools to create handouts and presentations</td>
<td></td>
<td>78.5%</td>
<td>460</td>
</tr>
<tr>
<td>Use email or other online tools to communicate with learners and/or peers</td>
<td></td>
<td>80.5%</td>
<td>472</td>
</tr>
<tr>
<td>Access various websites to accompany classroom materials or deliver teaching content (i.e. publisher produced online supplementary modules, online flashcards, reading comprehension websites, etc.)</td>
<td></td>
<td>79.7%</td>
<td>467</td>
</tr>
<tr>
<td>Have created an online group to communicate as a class (i.e. Facebook, Google folder)</td>
<td></td>
<td>23.7%</td>
<td>139</td>
</tr>
<tr>
<td>Use an organizational LMS to deliver programs (i.e. Moodle, OLIN, LearnDash, etc.)</td>
<td></td>
<td>21.7%</td>
<td>127</td>
</tr>
<tr>
<td>Integrate a full spectrum of Web 2.0 tools in working with learners (i.e. blogs, newsletters, microblog, social bookmarks, collaborative documents)</td>
<td></td>
<td>8.4%</td>
<td>49</td>
</tr>
<tr>
<td>Author Scorm compliant assets / design online courses</td>
<td></td>
<td>3.5%</td>
<td>23</td>
</tr>
<tr>
<td>Part of a larger community of practice for online teaching / learning</td>
<td></td>
<td>17.4%</td>
<td>102</td>
</tr>
<tr>
<td>A full range of the above</td>
<td></td>
<td>11.3%</td>
<td>66</td>
</tr>
<tr>
<td>Other (please elaborate)</td>
<td></td>
<td>8.2%</td>
<td>48</td>
</tr>
</tbody>
</table>

Total Responses: 586

- SLNN 2015
Everett M. Rogers: The Diffusion of Innovations

- Innovation theory in a nutshell
For more information or to book a training event:

E-mail: admin@learnit2teach.ca
Visit the project portal: www.learnit2teach.ca

Thank You
Suzanne Smythe
Associate Professor
Faculty of Education
Digital Equity and Digital Justice

Suzanne Smythe, PhD. Associate Professor, Adult Literacy and Adult Education, Faculty of Education, SFU
Digital equity...a three legged stool

Enfolds a more complex view of the digital divide to include:

- **Access**
- **Adoption**
- **Application**

Into what kind of digital society are people being included?
Access

Do all people have access to fast, reliable, affordable Internet?

Are digital technologies inclusively designed, so that everyone can use them?

Which groups are likely to be excluded from affordable and reliable Internet and devices and why?
Adoption

Uptake and relevance of content, design and appropriate digital literacy education.

Do people have the knowledge and skills to access and use technology both as consumers and creators? Who designs technologies for whom and how does this matter?

Are these tools being built and designed with different needs in mind?
Application

Do technologies contribute to equitable and inclusive education?

Whose needs are served by available technologies, who benefits and who does not?

Can people, communities, and businesses improve their outcomes through the use of technology or does technology intensify existing inequalities?

Is going online beneficial or an unwelcome necessity?
Digital in/equity in Canada

86% of Canadians have access to a home broadband Internet connection \(\text{(CIRA, 2018)}\)

“Almost all households in the top income quartile (98%), or those with household incomes of $94,000 or more, had home Internet access, compared with 58% of households in the lowest income quartile, or those with household incomes of $30,000 or less.”

\(\text{(Canadian Internet Use Survey 2012; 2016).}\)
Speed and latency (CIRA, 2018)

**Rural**
- Download: 11.15 Mbps
- Upload: 5.45 Mbps
- Variability: 383.88 ms
- Latency: 166.59 ms

**Urban**
- Download: 22.92 Mbps
- Upload: 12.4 Mbps
- Variability: 288.93 ms
- Latency: 95.15 ms
Affordability as complex choices

Community organizations said that their clients are more willing to cut other household expenses, including food, clothing and health expenses, rather than cancel their communications services.

-- Public Information and Advocacy Coalition, 2015, p. 70
Adoption: Digital literacy

“We can’t simply assume that access equates with efficient or beneficial use of the Internet. Access needs to be combined with appropriate digital literacy education to really take advantage.”

Haight, Cobett & Quan-Haase, 2014, p. 34
Littlejohn, Beetham & McGill (2012) found consensus in a meta-analysis of digital education research that,

“[digital] [l]iteracies are acquired through continued development and refinement in different contexts, not through one-off instruction” (p. 550)

and,

“learning-technologies-by-doing is more effective than trying to teach generic skills” (p. 551).
Promising practices in digital literacy education

- Play and fluency
- Open to everyone
- Collaborative
- Valuing multilingual competencies
- Room for trial and error with modeling: *I do, we do, you do.*
- Attend to actual practices rather than abstract tasks (there is more than one way to do things!)
- Attend to haptic skills (the mouse, clicking, swiping, touching). These need practice when you come to them later in life
People who have experienced trauma and who are members of groups that are targeted for online hate or surveillance might have good reasons to fear the Internet.

Canadians are increasingly fearful of data being collected on them in online platforms.

How do organizations address this?
77% of Canadians are concerned about cyberattacks against organizations that may have access to their personal information.

33% of Canadians have experienced or witnessed cyberbullying when using the internet.

81% of Canadians are concerned about the security of personal information held by a government department if it experiences a cyberattack.
We need to pay attention to the digital environment in each community: How people get online, where barriers exist, who they effect and how we can respond

Maintaining connectivity and skills is ongoing: The internet environment is always changing. Access can change as people’s housing, employment and income changes.

Security and justice are becoming automated: Where is data going? How is it secured and where? Who has access to it and how will it be used?

Being alive to and responding to these issues allows organizations to take advantage of the many positive opportunities that new technologies offer for learning and social development.

Digital equity is not an add-on; it must be baked in from the outset of a project.
Closing Remarks

- Online Evaluation Form
- Settlement Net:
  http://www.amsssa.org/settlement-net/

Thank you!