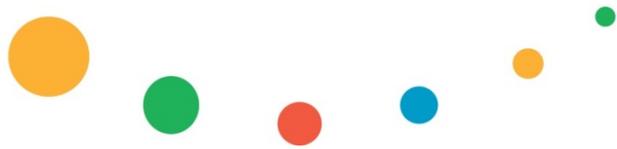


AMSSA®

 Strengthening Diversity In BC



Exploring Online Service Delivery: Principles & Practices

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

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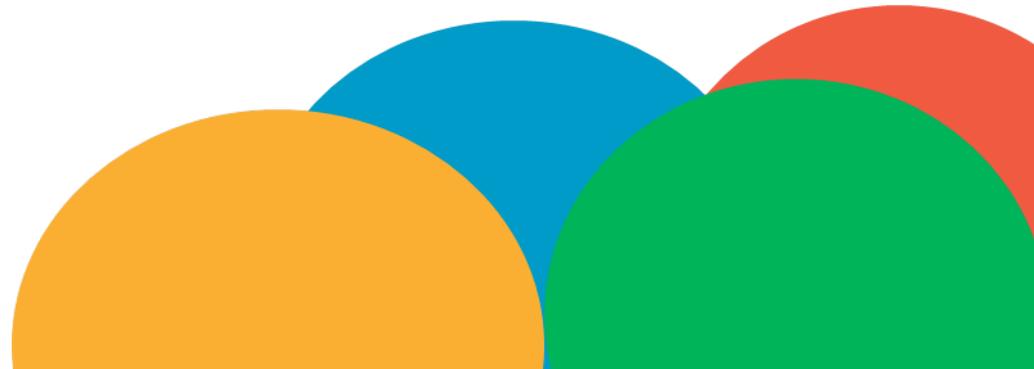
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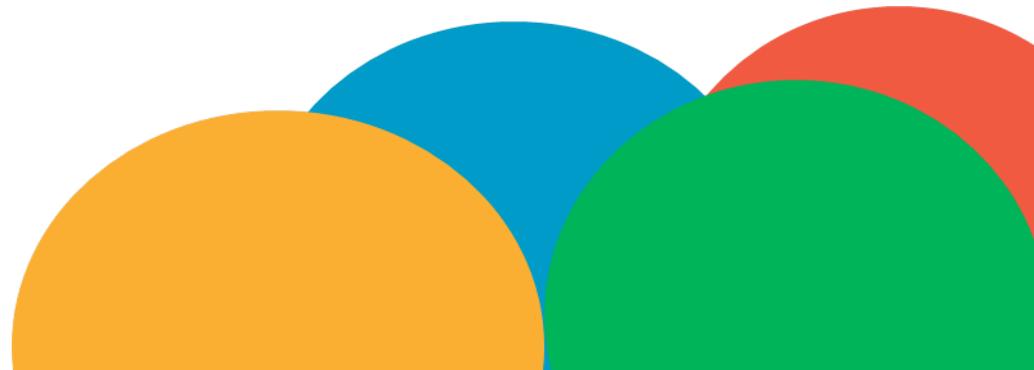
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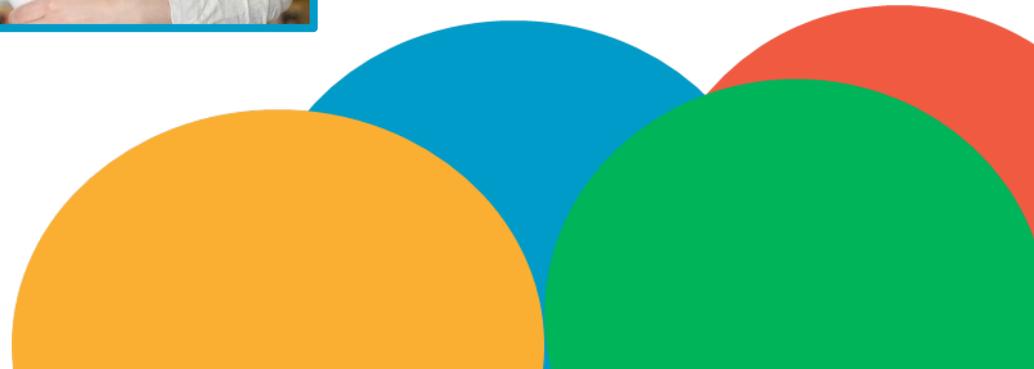
Agenda

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

Approaches to Online Learning

	How it works	SPOs
flipped classroom	Students study new materials online and apply it at school	
blended/ hybrid learning	Combines online educational materials with traditional F2F instruction	<ul style="list-style-type: none">• Archway• BELC• Douglas College• ISSofBC• MOSAIC• SUCCESS• Surrey English Language Centre• The Inter-Cultural Association of Greater Victoria (ICA)• Vancouver Community College
e-learning/ online learning	100% online	<ul style="list-style-type: none">• LINC Home Study• ISSofBC

Online Learning — PBLA Portfolio Components

E-Portfolio:

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



The banner features the ISSofBC logo (a red maple leaf) and the text 'ISSofBC Online Learning' on a red background. To the right is a photograph of a woman with dark hair, wearing a dark top, sitting at a desk and smiling while looking at a laptop. Further right is a logo consisting of a black graduation cap above a large, 3D orange letter 'm'.

Welcome to the ISSofBC 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.)

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)

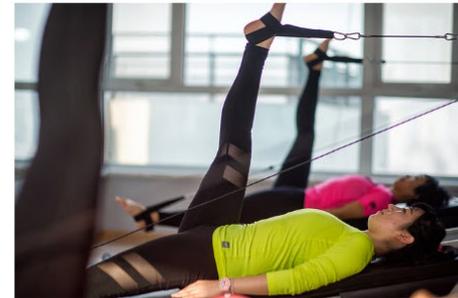
The main idea is the central or core idea of a text. It is what the author wants you to know about the subject. Usually, the main idea can be found in the first sentence of the text and then again in the concluding sentence of the text.

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

Online Learning — Lesson Overview

Weekly Activities and Assignments

June 20 - 27

 Give instructions about how to vote - Checklist

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



Challenges and Solutions - Teachers

Challenges	Solutions
<ul style="list-style-type: none">▪ Digital literacy skills▪ Motivation▪ Learning curve▪ Access to technology	<ul style="list-style-type: none">▪ LearnIT2teach Training (more information in <i>Migration Matters</i> Info Sheet)▪ In-house training and ongoing support

Challenges and Solutions - Students

Before starting a course:

Challenges	Solutions
<ul style="list-style-type: none">▪ Digital literacy skills▪ Access to technology & Internet	<ul style="list-style-type: none">▪ Student Training Course▪ Initial skype one-on-one w/screen share – Overview▪ New Digital Literacy Curriculum:<ul style="list-style-type: none">○ IRCC-funded project○ ISSofBC in partnership with UBC Learning Exchange, VCC and BELC○ Will be finished and publicly shared at the end of March 2020○ CLB Literacy – CLB 6

Challenges and Solutions - Students

During the Course:

Challenges	Solutions
<ul style="list-style-type: none">▪ Technical issues▪ Time management skills▪ Engagement	<ul style="list-style-type: none">▪ Timely support online▪ Drop-in tech support sessions/mobile services▪ Predictable and consistent lesson structure▪ Clear expectations▪ Calendars, reminders▪ A combination of synchronous and asynchronous activities

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”.*

Learner Comfort & Confidence

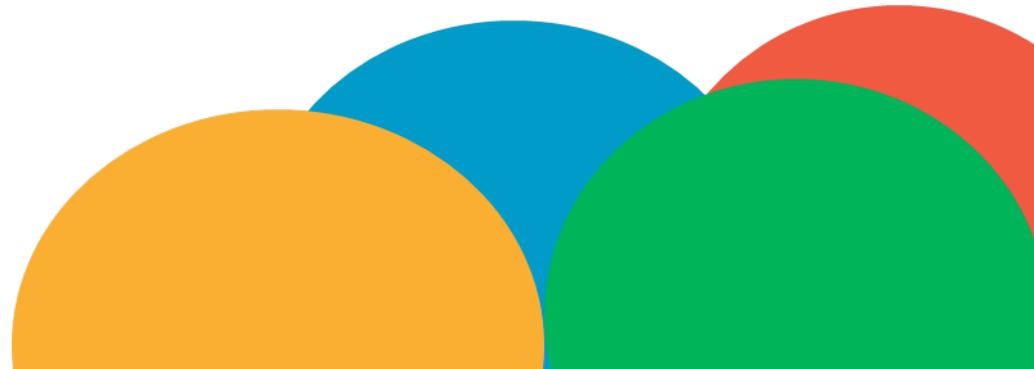
“It is not Internet skills alone which determine competency, but the users’ strong sense of Internet efficacy that enables them to effectively adapt to the requirements of working in this environment.

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.

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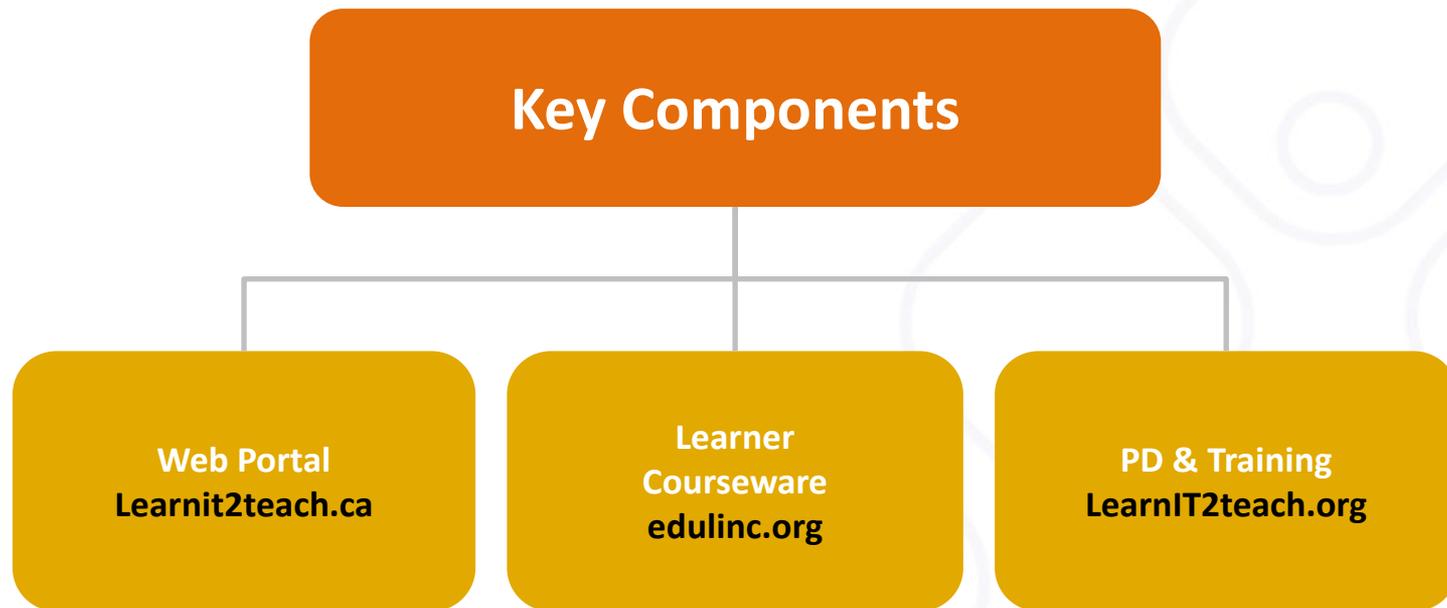
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Today I'm going to talk about:

- 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



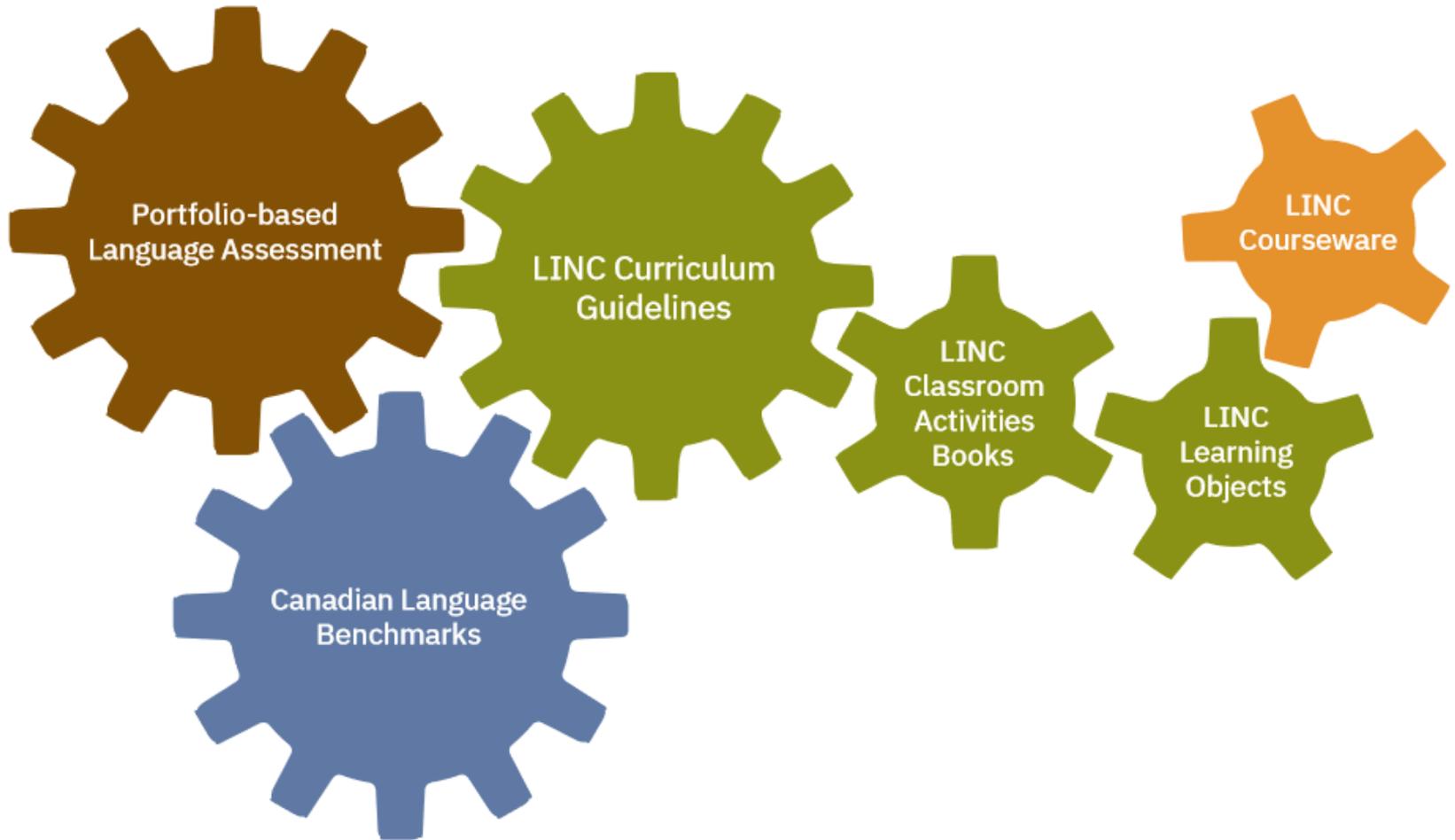
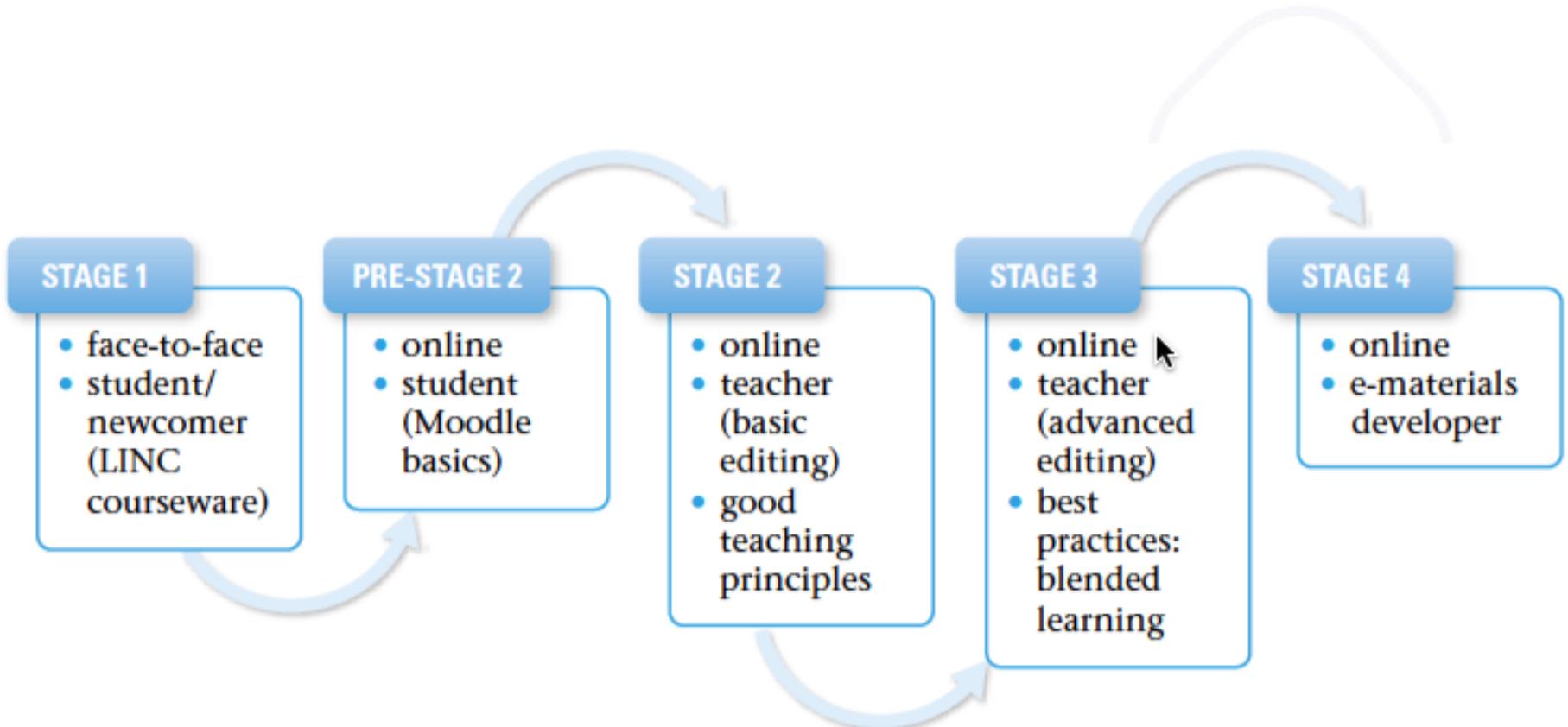


FIGURE 6 The working relationships of LINC courseware

Teacher training options



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

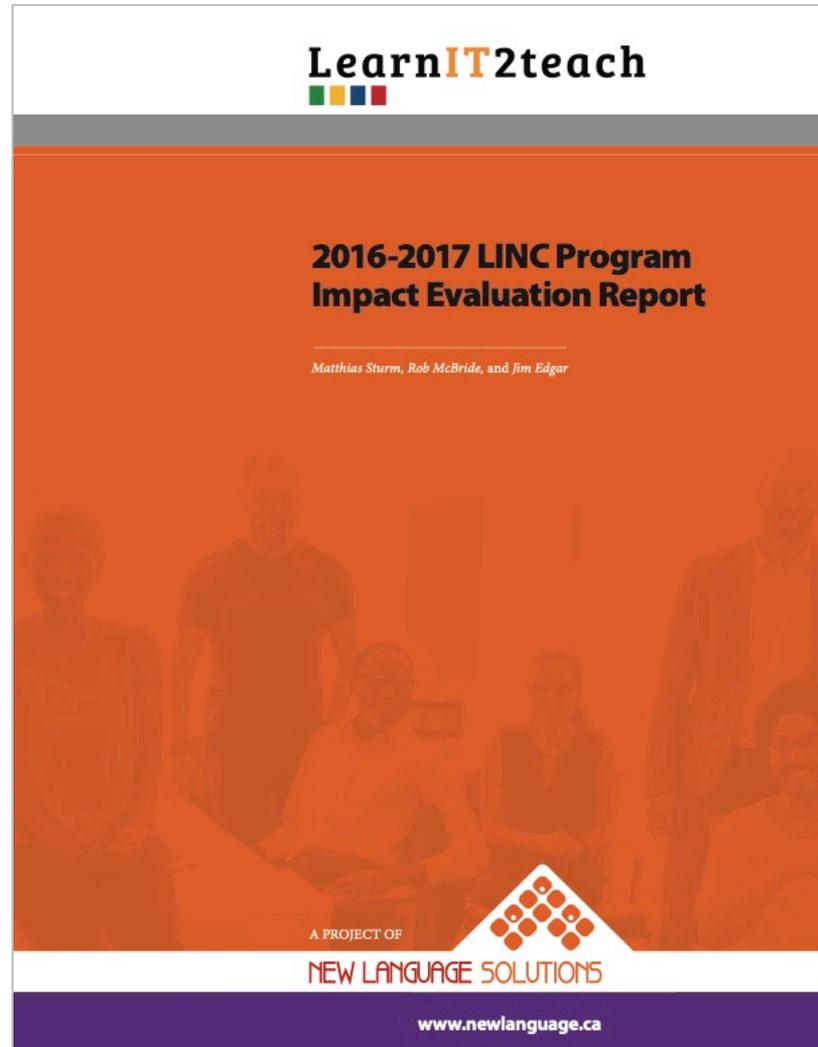
- Mobile learning compatibility
- PBLA resource section
- Multi-level
- Learner support resources
 - Using the LINC Courseware section
 - Updated Courseware help



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





Instructor Use of Technologies

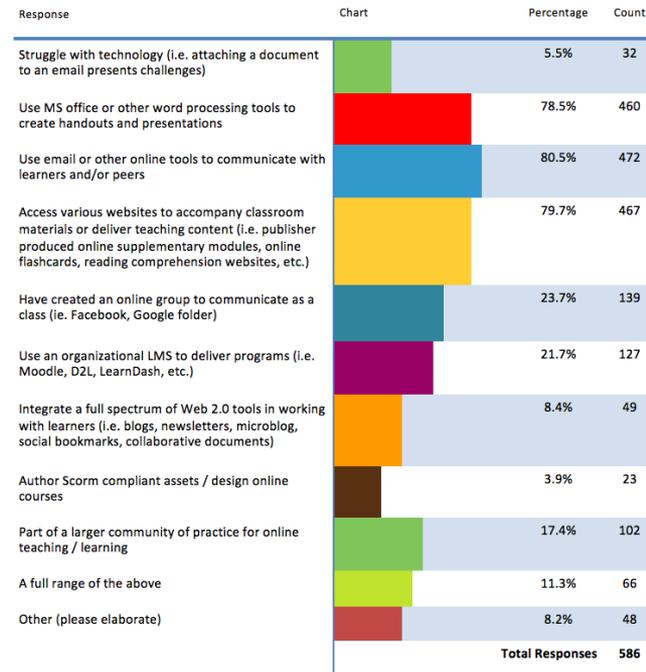
Instructor use of technologies

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

- SLNN 2015

Instructor Comfort Level with Tech

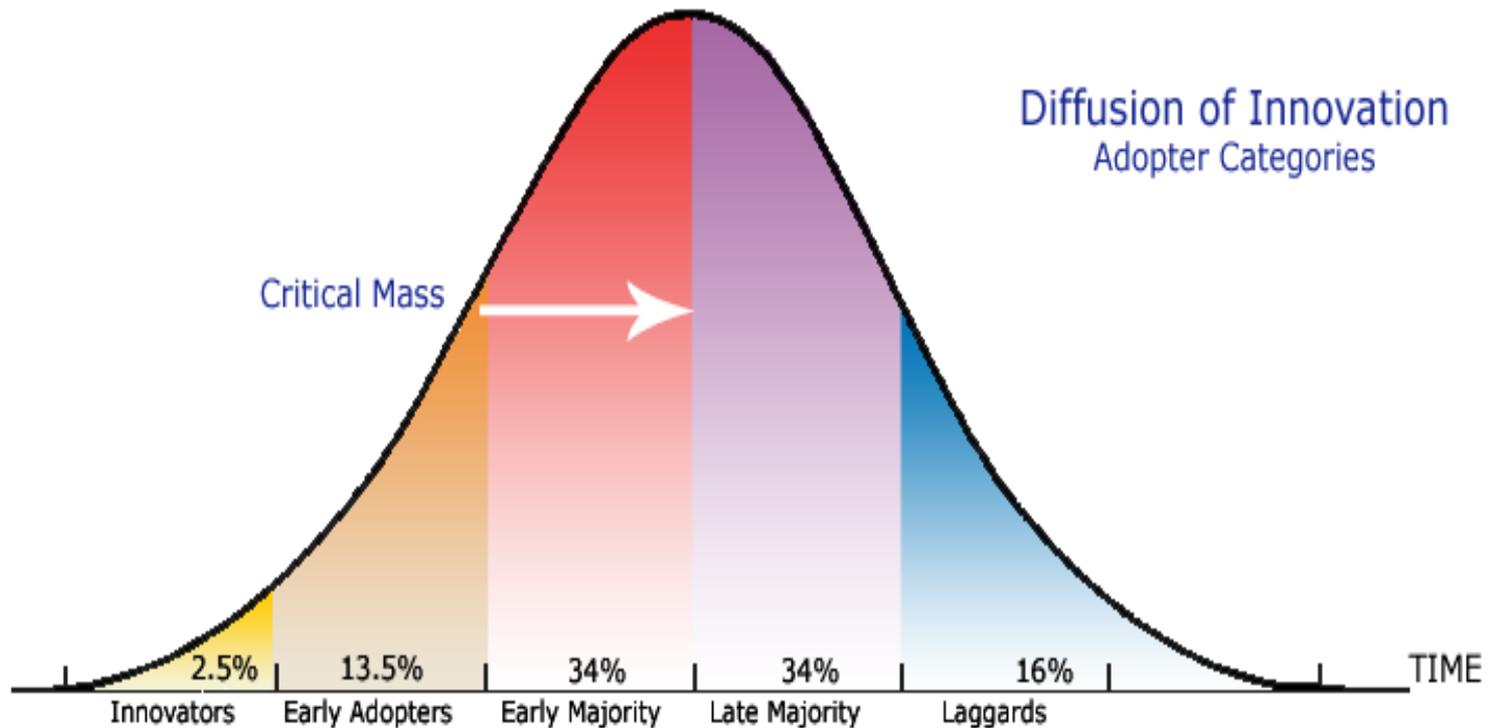
Instructor comfort level with technologies



- 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

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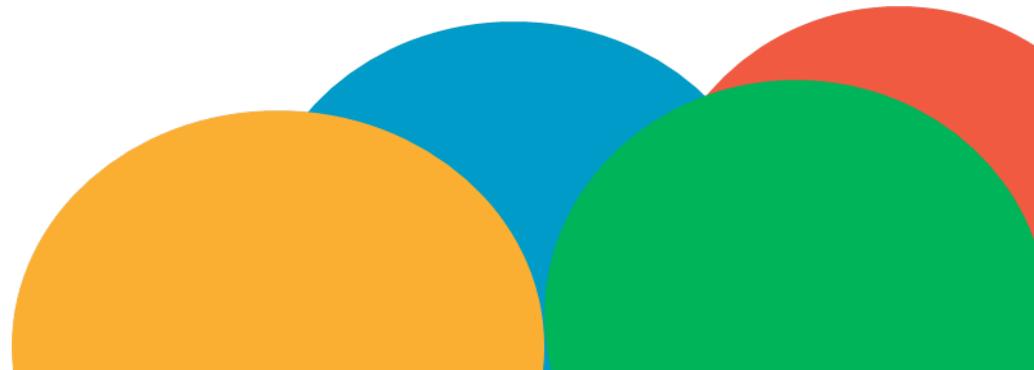
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Suzanne Smythe

Associate Professor
Faculty of Education



Digital Equity and Digital Justice

Suzanne Smythe, PhD. Associate
Professor, Adult Literacy and Adult
Education, Faculty of Education, SFU



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

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 (*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.**”

(Canadian Internet Use Survey 2012; 2016).

Speed and latency (CIRA, 2018)

Rural	Urban
 Download 11.15 Mbps	 Download 22.92 Mbps
 Upload 5.45 Mbps	 Upload 12.4 Mbps
 Variability 383.88 ms	 Variability 288.93 ms
 Latency 166.59 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?



Data security and privacy

CYBERSECURITY



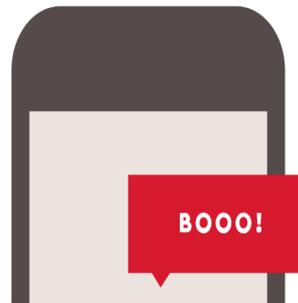
77%

of Canadians are concerned about cyberattacks against organizations that may have access to their personal information.

CANADIANS ARE CONCERNED ABOUT THE SECURITY OF PERSONAL INFORMATION HELD BY A GOVERNMENT DEPARTMENT IF IT EXPERIENCES A CYBERATTACK.

33%

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



81%



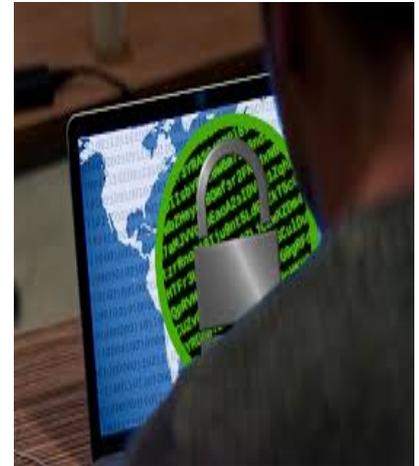
We need to pay attention to the digital environment in each community:
How people get online, where barriers exist, who they effect and how we
can respond

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.

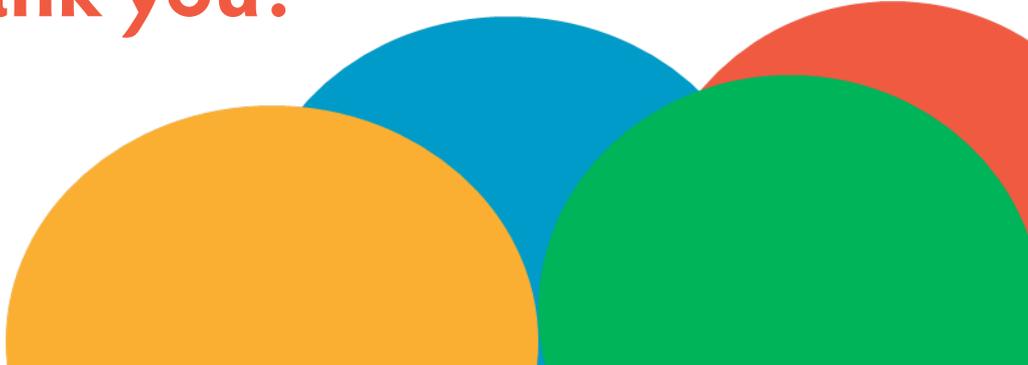
Digital equity is not an add-on; it must be baked in from the outset of a
project.



Closing Remarks

- Online Evaluation Form
- Settlement Net:
<http://www.amssa.org/settlement-net/>

Thank you!



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