
Distance Learning Student Handbook

West Piedmont Regional Adult Education



West Piedmont Regional Adult
Education Distance Learning
Committee

August 2013

Resources

DL Coordinator Name: _____

DL Coordinator Email: _____

DL Coordinator Phone: _____

Learning website: _____

Username: _____

Password: _____

Learning website: _____

Username: _____

Password: _____

Learning website: _____

Username: _____

Password: _____

Learning website: _____

Username: _____

Password: _____

Other: _____

MY TABE Score: R: M: Date:

My TABE Score: R: M: Date:

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Distance Learning

Student Handbook

What is it?

Distance Learning is a teacher supported, multimedia learning program for adult learners who are unable to attend regularly scheduled classes. The project is designed for adult students interested in improving basic skills in reading, writing and math, workplace skills and GED preparation. Assessment, orientation, training and ongoing contact and support are important parts of the program. Students identify learning goals and create a learning plan with the help of an instructor. Study is self-paced and progress followed and supported throughout the program.

Requirements

- Have a ***working email address*** and ability to use it.
- Have access to a computer with high speed internet service and ability to use both.
- **Physically attend** a class for 12 hours-for Registration, TABE testing and Orientation.
- **Make a commitment** to be able to work at least 3 hours each week on lessons.
- **Set Goals** and review and adjust as needed.
- Review available Approved Distance Learning Programs, select one or more and become familiar with each.
- **Communicate weekly** with your teacher/mentor by phone, email, or personal meetings.

Before you begin

- Make an appointment with your local program to take your TABE test and get your scores.
- Understand what is expected of you in this program.
- Make a commitment to work on your lessons at least **3 hours each week**.
- Schedule specific times that you can work on your lessons each week.
- Find out what time of day is most productive for you.
- Discover if several short or one longer study time works best.

Know what you want to accomplish

- Take time to set goals for this course.
- Complete an action plan and stick to it.
- Review your goals from time to time.
- Adjust your goals if needed.

Get the most from your lessons

- Find a study space in your home
- Keep your learning materials in the same space with schedule and contact information in front of a notebook or on your phone.
- Communicate with your teacher on a regular basis by phone, e-mail or in person meetings.
- Write down any questions you have for your teacher or tutor.
- Schedule and keep meetings with your teacher.
- Use other resources to help you stay on track: library, tutor, and other materials.

These forms will assist you in setting up your Distance Learning Plan

Set Goals...What do you want to achieve? (DO NOT SKIP THIS STEP-IT IS IMPORTANT.)

Use the forms in this book.

- Forms:
1. Goals Setting Form
 2. Distance Learning Readiness Assessment
 3. Distance Learning Requirements Checklist
 4. Student Goals Checklist / Student Distance Learning Contract (Turn in)

Please also open and print the links for the forms for tracking your time so you can turn in the forms to your instructor for verification.

Using this book and the forms...Making the best use of your tools

Dear Student,

In order to get the most of your study time, you should use this booklet as a resource to track all information related to your learning.

First, use the log on the first page to record the name, email and telephone number of your distance learning coordinator.

Next, record the address of the website(s) you are accessing for distance learning and your username and password for each site. If you use the same computer for all your work, bookmark the site(s). DO RECORD the address of the sites you use in case you visit a computer that is not yours.

Finally, contact the Distance Learning Coordinator to set up an orientation meeting. Be prepared to select a weekly time to discuss your progress and issues with learning at a distance. Be sure that you can stick to the plan or at least communicate with the instructor once a week.

Once you have completed the forms and contract at your orientation, use your checklist to make sure that you have been completing all activities as designed. (page 7-9)

Each time you do any activity related to distance learning, make sure to record your time and activity on the **Distance Learning Time and Activity Log**.

If you find an additional resource that you find is helpful to you, please forward the link to your instructor via email and record them on the front cover of your booklet for reference. If you need an additional sheet for log in information, contact the instructor to send you one you can print.

If one resource is too difficult or it does not appeal to you, please contact your instructor so that other resources can be provided.

Last, not least, **have fun!**

Note: Please keep at least one form of communication active or you will be considered inactive in the program.

How to set Smart Goals and Complete the Action Plan Form

Specific, Measurable, Attainable, Realist, and Timely

Goals should be ***Specific***:

- Evaluate an expression
- Identify the main idea
- Determine the meaning of a cartoon
- Pass the Reading Test

Goals should be ***Measurable***:

- Evaluate an expression correctly 70% of the time.
- Identify the main idea of 3 passages out of 4.
- Determine the importance of a cartoon 1 out of three times
- Pass the Reading Test within 3 months.

Goals should be **Attainable** and **Realistic**:

- Do you know what is needed to complete the goal?
- Do you have the skill level to complete the task in the assigned time?

Goals should be **Timely**:

Can you attain the goal in time frame you have set for yourself?

- Evaluate an expression correctly 70% of the time *within a week*.
- Identify the main idea of 3 passages out of 4 passages by *July 30*.
- Determine the importance of a cartoon 1 out of 3 times *in three hours*.
- Pass the Reading Test within *3 months*.

Form 1: Goal Setting and Action Plan Form

Goal 1:

Actions to achieve my goal:

Goal 2:

Actions to achieve my goal:

Form 2: Distance Learning Readiness Assessment Checklist

- I have taken the *The Adult Basic Education* (TABE) test
- I have met with the distance learning coordinator at my local office and set a goals and completed my action plan.
- I signed my Distance Learning Contract and turned it in.
- I have recorded the websites and passwords needed to complete my learning.
- I have set a time to discuss my progress with my Distance Learning Coordinator.

Form 3: Distance Learning Requirements Checklist

General Skills

- Complete student contract and goals form
- Participate in orientation
- Establish Individual Learning Plan
- Maintain portfolio folder of course work
- Record hours using the Distance Learning Time and Activity Log
- Maintain regular contact with Distance Learning Coordinator.

Form 4: Student Goals Checklist

Please check the area(s) most important to you.

1.	To improve basic reading skills and/or workplace reading skills	
2.	To develop academic and/or workplace math skills	
3.	To strengthen everyday writing skills and/or writing in the workplace	
4.	To prepare for the GED	
5.	To develop basic computer skills to support distance learning	
6.	To develop job search skills and build skills to become a better employee	
7.	To prepare for college	
8.	Other	

Form 5: Student Distance Learning Contract

I agree to work toward meeting my learning goals outlined above and in my individual work plan.

- I agree to work for **a minimum of 3-4** hours a week in the distance learning project.
- I agree to **record the time I spend** on lessons and activities in the student time log.
- I agree to **maintain my student work portfolio**.
- I understand that I will **communicate/ meet regularly with my DL Coordinator**.

Student _____ Date _____

Teacher _____ Date _____

Approved Distance Learning Materials

Materials

Item	Publisher	Time Verification and Value
GED Connections Texts (All)	Kentucky Educational TV <i>Suggested Level-all</i>	<ul style="list-style-type: none"> ➤ 75% of activity =2.0 hours ➤ 50-74% = 1.0 hour ➤ Tests 1 hr per
Internet Activities	www.PBSliteracylink.org (see portal)	<ul style="list-style-type: none"> ➤ 75% = 2.5 hours ➤ 50-74% = 1.5 hours
Videos	See online	.5 hour <i>Teacher Verification</i>
Complete GED Preparation Textbook	Steck Vaughn <i>Suggested Level 3+</i>	<ul style="list-style-type: none"> ➤ 75% of activity =2.0 hours ➤ 50-74% = 1.0 hour <i>Teacher Verification</i>
USALearns	Sacramento County Office of Education <i>Suggested Level-Literacy or ESOL</i>	<u>COURSE 1 & 2</u> <ul style="list-style-type: none"> ➤ 75% of activity =3.0 hours ➤ 50-74% = 1.5 hours <u>COURSE 3</u> <ul style="list-style-type: none"> ➤ 75% of activity =1.0 hours ➤ 50-74% = .5 hour <i>Teacher Verification</i>
ALEKS Math only	IAK Ed. Solutions, LLC <i>Suggested Level K-12</i>	➤ Online Clock
GED Academy	Essential Learning <i>Suggested Level 3+</i>	➤ Online Clock
McGraw Hill GED Online	McGraw Hill <i>Suggested Level ABE/GED</i>	➤ Online Clock
SkillsTutor	Houghton Mifflin Harcourt Learning Technology <i>Suggested Level K12/GED</i>	➤ Online Clock

Distance Learning Time and Activity Log

Use this log to record: (1) the amount of time you spend on your course work, (2) the lessons and activities you worked on, and (3) meetings or computer labs related to your distance learning.

This form will help you see if you are making your time commitment for the Distance Learning Program.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week of:							
Week of:							
Week of:							
Week of:							
Week of:							