



Join Us Online at TDLS!

This year's **FREE** Virtual Technology and Distance Learning Symposium brings together the leading edtech minds to share best practices, innovation, and engaging sessions with take-aways you can immediately put into practice in your online classrooms and programs!

Adult education teachers, co-ordinators, and administrators throughout our state are looking to find ways to manage teaching online or in a blended setting. TDLS sessions, discussions, and workshops will offer a variety of topics from which to choose. The TDLS schedule is designed to meet the needs of our educators' schedules:

Wednesday, March 3

- 1:00pm–5:00pm

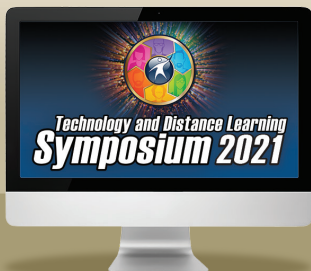
Thursday, March 4

- 9:00am–4:00pm

Friday, March 5

- 9:00am–4:00pm

Registration is now open. Please visit <https://tdls.otan.us/> to register and for information regarding registration, an at-a-glance schedule, and archived presentations.



Inside This Issue:

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- ★ OTAN is Transitioning, Too!
- ★ Students Succeed Nominations

Transitioning to Success

2020 required all of us to dramatically readjust our personal and professional lives due to COVID-19. The “new normal” was difficult, but adult educators “made the transition” to online learning, sometimes easily, sometimes painfully, but always with students and their learning in mind. We asked several adult educators to share some things they have learned, and ask you to consider what you will bring with you when you transition back into your face-to-face classroom.

Susan Rausch from Martinez Adult Education reminds us that many students are tech savvy, so ask them for help and get them involved. It's a great way to get them invested in the life of the class. Elisia Doonan from San Diego Continuing Education works with students with disabilities who bring family members (and pets!) to Zoom class to provide assistance, a reminder that many students need support while at a distance.

Monica Cueva, Elisia's SDCE colleague, shared a [YouTube playlist](#) created by a team of

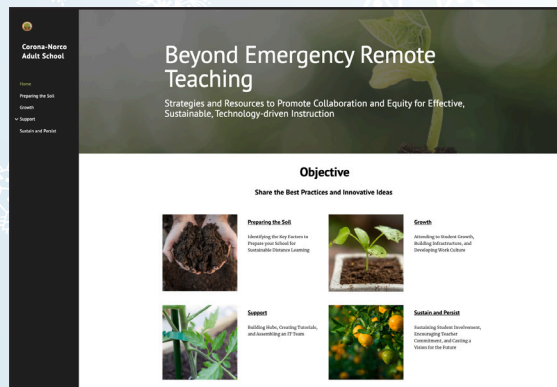
teachers with videos on using Zoom, Canvas, Google Slides, and more on a variety of devices. Monica says that students and teachers have found these videos to be extremely helpful to transition to online learning.

A former DLAC team at Corona-Norco has documented their transition to instruction that goes “Beyond Emergency Remote Teaching” on a [Google Site](#). Using a gardening metaphor,

the team lays out the steps taken to build a model that has prepared the school for the long-term. Another former DLAC team at El Monte Rosemead Adult School spent last summer implementing a schoolwide

blended learning model so that all teacher-directed courses are offered in a blended format.

Adult educators continue to go above and beyond in service to students, as evidenced by this informative [Padlet](#) of community resources from San Juan Adult Education. We hold on to the promise of a better 2021 and look forward to continuing the great work of adult education in the future. 🌱



Screenshot of Beyond Emergency Remote Teaching Website

For more information visit:
<https://sites.google.com/view/cnas-caeap>

Moving Online – One School’s Journey

For most teachers, online teaching was not even a consideration pre-COVID. Yet for many, they had only days to move their classes from face-to-face to virtual classrooms. At first, it seemed insurmountable. How could everything that lives in the classroom become digital? However, as the days turned into weeks and then into months, online teaching and learning became more normal.

I have been working with teachers at Mt. Diablo Adult Education in Concord as they navigate this new teaching environment. Most could not even imagine how it would work. How do you teach Medical Assisting, Dental Assisting, or Surgical Tech online? Not surprisingly, the first response from most teachers was: “This is impossible.”

Because of the timing of our courses, Dental Assisting was the first to move online, only two weeks after our school shut down. We started as slowly as possible. There were so many pieces to consider; thus, we broke down the steps so it did not seem so difficult. We started with the more tangible:

- How do you get technology and the internet to students who need it?
- What is this thing called “Zoom?”
- How do I get all my papers into the computer?

We scanned some files and moved them into a free Canvas course. We set up and distributed computers to students in need. Teachers installed and practiced using Zoom. Then we invited students! Teachers kept assuring students

that although the technology was new to them, they were confident in their subject area. After a couple of weeks of classes, the more intangible questions started to arise:

- How often should we have synchronous classes?
- What should asynchronous time look like?
- Should we have “drop in”/ office hour times?
- What does attendance really look like in an online class?
- How do I teach my Allied Health hands-on skills?

Like with the tangible questions, we took these as they came up. Teachers worked with their program director to create a schedule of synchronous / asynchronous / office hours that aligned with their program hour total and also ensured they could cover their curriculum. They requested a waiver from the district to allow small groups of students to come on campus 1-2 days per week to practice skills after being fully demonstrated during Zoom

classes. Tools like Breakout Rooms and Whiteboards were integrated as teachers became more confident with using Zoom and Canvas.

We now have all our Allied Health and Office Professional Programs successfully being taught online. Our classes have the highest enrollment we have had in several years, so we are in conversation on how we can continue to offer our classes in an online / hybrid

format even post-COVID.🌐

*Submitted by
Renee Ramig, Digital Pathways Specialist
Mt. Diablo Adult Education*



OTAN is Transitioning, Too!

The word transition is defined as “change from one form, state, style, or place to another.” But it takes on different significance when

applied to education, politics, and lifestyle. Certainly, this past year has put us all in various states of transition. Yet, we are hopeful for the New Year and the promise of better times ahead.

As all of us practice different forms of transitioning, OTAN has done the same. Early on, OTAN was called upon to provide workshops and training to help all adult educators manage the transition from face-to-face to remote teaching. OTAN moved from attending face-to-face conferences and providing in-person professional development to doing so virtually. Throughout the summer, OTAN geared up for the fall with the hope that we could be back together, especially for the start of our DLAC Cohort 3;

those hopes were dashed, however, as the COVID-19 pandemic continued.

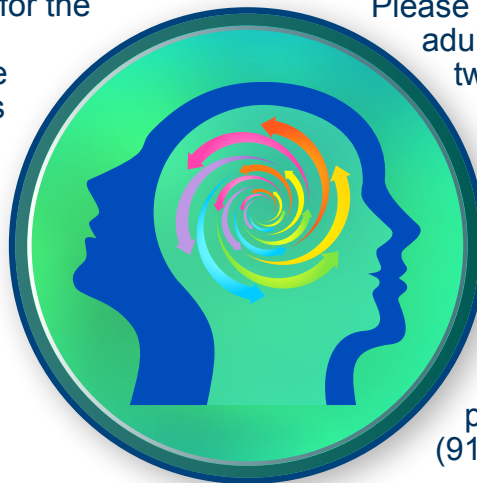


We learned a few things about being online for hours in a day. First, shorten the timeframe to prevent “Zoom fatigue,” provide breaks so everyone could get their eyes off the screen for a few minutes and stretch their bodies, and employ as many tech tools as possible (like Padlet and FlipGrid, break-out rooms, polls, and simple emoticons) to keep far-flung audiences engaged and attentive.

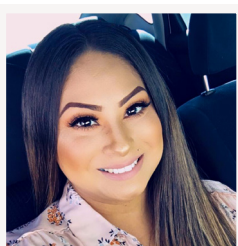
Now as we embrace the New Year, we all are likely encountering challenges with sustaining or improving our ability to successfully transition into the environment we are experiencing. As we find new tools for success, share them with others! Tell us about your transition strategies; email us at support@otan.us. We would love to hear from you! 🌐

Students Succeed Nominations Are Open!

Nominations are being accepted for the 2021 California Adult Education Students Succeed program! We are looking for outstanding students who are adults with significant life responsibilities, who have made positive contributions to the community, established and met life goals by attending an adult education program, improved the life situations of self and others, and overcome difficult circumstances in order to pursue adult learning experiences.



Please consider nominating a deserving adult education learner. The top two nominees will be honored at ACSA’s Leadership Summit in November. This is also a wonderful opportunity to highlight the great work going on at your adult education agency! The Nomination Form is online at <https://adulthoodlearners.org/>. The deadline to submit is Thursday, April 15. If you have any questions, please contact Anthony Burik at (916) 228-2357 or aburik@otan.us 🌐



Crystal Espinoza
2020

Students Succeed Winner



Logan Hindle
2020

Students Succeed Winner



Carlada Thomas
2019

Students Succeed Winner



Jesus Lopez-Varela
2019

Students Succeed Winner

Techie's Tech Tip

Have you ever been in an online meeting and felt like the presenter wasn't paying attention to you? That may be how your students feel too!



When we are in online meetings, we naturally look at ourselves or the video window of the speaker. When presenting, we are looking at the site or the presentation that we are explaining. When we do either, we are not looking at our device's camera which, in effect, makes us look like we are "looking away" from our audience.

There is a simple way to make your online class meetings more personal for your students: look at the camera to simulate eye contact. Sounds simple enough, right? It takes practice!

While you are sharing a document or when a student is on camera speaking, position the document or student video window beneath the camera. This will make it seem as though you're looking at them, and not off to the side. They see you paying attention. If it feels unnatural looking at the camera, place a sticker next to the lens, or a doll behind it. Pretend you're talking to the sticker or doll.

Looking at the camera will work on most online meeting platforms: Zoom, Meet, Teams, WebEx, etc.

Keep your audience engaged by appearing engaged yourself! 🗣️

From the Adult Education Director

Adult education's "low or no-cost programs are life-changing for individual Californians and their families... [they] may also be the economic engine for the entire state," asserted recent News & Review publications focusing on the responsiveness and strength of California adult education programs. Currently, there are more than 425 adult schools and community college noncredit programs serving close to 1 million adult learners who, despite their multiple barriers and the current environment, continue to persevere and achieve outcomes that may be part of the solution that rebuilds our economy post-pandemic. The News & Review success stories from the [Greater Sacramento, Bay Area](#), and [Los Angeles](#) areas speak directly to the resilience of learners and the ability of adult ed agencies to pivot immediately to meet the needs of local communities.



OTAN is working to make sure educators and their students have the support and resources needed to effectively shift and use instructional technology, implement distance and blended learning programs, and collaborate online. Be on the lookout for new OTAN curriculum offers, including: Spark3000, New Readers Press pre-HSE and HiSET courses as well as Voxy, and Instructure's Canvas LMS. And, for teachers, World Education's Jeff Goumas will be facilitating a community of practice/course on taking blending learning to the next level.

Since 1856, adult education in California has been pivoting to meet the needs of learners and communities. While our challenges may be different in 2021, I know adult education is just as dedicated and ready to address the needs of our students, their families, and the economy. Keep up the good work! 🗣️

Renee Collins

Adult Education Director



Scan these QR codes to learn more about these exciting OTAN resources!



OTAN works to negotiate the best free or reduced-cost special offers for online curriculum licenses and professional development resources. See our current offers!



Learn more about our training offerings customized for a virtual environment!

OTAN activities are funded by contract CN200091 from the Adult Education Office, in the Career & College Transition Division, California Department of Education, with funds provided through Federal P.L., 105-220, Section 223. However, OTAN content does not necessarily reflect the position of that department or the U.S. Department of Education.