PDIG 2018-2019 Final Report

Project Name: Foundations Online: A Blended Learning Approach to Adult Literacy

Project Number: PD 17880

Project Date: September 4, 2018 – May 3, 2019

Type: Professional Development

1. Project Description Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.

The goal of this project was to transform the PACC Adult Education Foundations program into a blended learning environment and create a Teacher's Manual for this specialized program. Foundations is a successful adult literacy program offered presently at PACC which helps students to improve their reading and writing skills in preparation for Secondary English Language Arts classes.

As Lashiah began to work on the project and test out some online materials, she realized that the majority of her students were not comfortable using an online platform and that it was not the most efficient way for low level students to develop literacy skills. Therefore, we decided to bring on another teacher to the project who was in the midst of implementing a Foundations II program. This new program offered at PACC is for secondary students who have weak literacy skills and need remedial reading and writing activities. With John Ryan's permission, Nancy Zerabny joined the PDIG because her students were at the level where online literacy instruction was appropriate. The three teachers had distinctive roles in this modified project:

- Lashiah De Clou: create a Foundations teacher's manual
- Nancy Zerabny: create a Foundations online classroom and reading comprehension videos
- Maurcio Buschinelli: prepare equipment, edit videos, and offer IT support

The majority of Lashiah' s time was spent creating a Foundations teacher's manual and resource catalog. Not only was this important for the students, but it could provide a framework for any new teacher entering Foundations or any teacher wanting to include adult literacy in their class.

Nancy's development of online literacy classrooms was important in the development of her course and provided students with the opportunity to develop literacy skills in various ways, both in the class and online.

The development and production of reading comprehension videos was an excellent way to offer students continuous support and for other teachers to use across the curriculum.

2. Project Goals Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.

The following resources were created:
- 1 Teacher's manual
- 1 Resource catalog
- 3 Google classrooms
- 6 Reading comprehension videos

These resources can be accessed here:
https://drive.google.com/open?id=15jpnVBvmFZdEPLRpLE52pUS5VYXjAabC

All the goals were met.

3. Project Outcomes Describe/show the gains that the participating teachers achieved through this project.

Teachers who participated in this project gained expertise in several ways:

- They gained expertise in designing online learning environments.
- They learned how to create and edit effective instructional videos using innovative technology.
- Through working with the components of the Foundation program, the teachers developed a deeper understanding of adult literacy in general.

4. Reinvestment: Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.

The educational community can benefit from the resources created through this PDIG as there is a shortage of literacy materials or resources for Quebec adult education. Other centres can use the resources to develop their own adult literacy program or to encourage literacy across the curriculum.

The learning achieved and resources created will be shared in the following ways:

- The teachers will share these resources with the other teachers at PACC so that they can integrate literacy components/activities into their own classes.
- Teachers expressed interest in sharing their experiences at provincial workshops. (AQIFGA and QPAT)