

Oregon Adult Basic Skills Technology Plan 2005-2008



***Oregon Department of Community Colleges and
Workforce Development***

The Oregon Adult Basic Education Technology Plan

Developed by:

The Oregon Technology ABS Advisory Group

In partnership with:

The Oregon Council of Adult Basic Skills Development and
The Department of Community Colleges and Workforce Development

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Contributing Partners

Oregon Technology ABS Advisory Group (OTAAG)

OTAAG includes a group of diverse partners who are dedicated to increasing opportunities for educationally disadvantaged populations to access and integrate technology into their lives as students, workers, parents, and citizens. OTAAG members come from a wide range of organizations including community colleges, libraries, and state and local agencies. They have worked in partnership with both regional and national content specialists and local directors of ABS programs to develop an ABS technology plan for Oregon. The group is ongoing and remains committed to improving the quality of life for adult basic skills students through implementing technology into their education.

Oregon Council of Adult Basic Skills Development (OCABSD)

The mission of OCABSD is to promote the value of basic skills services in a way that cultivates partners, advocates, and customers and recognizes the council's critical contribution to the achievements of Oregon's benchmarks for human resource and workforce development. Members in OCABSD include local adult education program directors from the community colleges and other agencies such as the Department of Corrections.

OCABSD has been instrumental in guiding OTAAG and in charting a course for integrating technology skills into Oregon ABS programs. The council serves as a sounding board for all aspects of technology planning in Adult Basic Skills programs in Oregon.

Technology as a State Focus: The Governor's Vision

OTAAG supports Oregon Governor Ted Kulongoski's vision that all Oregonians, residents, and businesses have the skills and resources to achieve economic prosperity. The Governor has identified four means through which Oregon will accomplish this vision:

- Innovation
- Technology
- Education
- Opportunity for all

The OTAAG vision, mission and goals build on the Governor's vision by focusing on creating opportunities in technology for Oregon's most-in-need populations.

OTAAG Vision

All Oregonians will gain the necessary basic skills and resources in technology that will move them towards economic prosperity.

OTAAG Mission

To support ABS programs in Oregon in increasing accessible educational opportunities for students through technology.

OTAAG Goals for 2004-2006:

- Work with ABS directors to develop a definition of technology for ABS programs in Oregon
- Create a technology vision in Oregon that will be adopted and used as a guide in technology planning for ABS programs across the state
- Develop, distribute, and tabulate results of an ABS technology survey
- Develop an Oregon ABS Technology plan

OTAAG Goals for 2007 and beyond include:

- Identify internal and external technology partners/stakeholders
- Provide funding for developing curriculum and guidelines
- Begin development of Best Practices collection for integrating technology into existing curriculum
- Discover new ways to get instructors to utilize technology in their curriculum
- Recommend outcomes-based standards for ABS instructor computer skills
- Recommend outcomes-based standards for ABS student computer skills
- Design instructional methods to increase student information fluency

Foreword

Why Focus on Technology?

Adult Basic Skills (ABS) students in Oregon face many challenges in balancing educational opportunities with responsibilities in their family, community, and work lives. Finding educational opportunities that “fit” into the other demanding aspects of their lives is a continual challenge. ABS students face many barriers in accessing the basic skills that they need in order to participate successfully in our information-based society. Childcare, transportation, and rural isolation were identified long ago as primary roadblocks to basic skills education in Oregon, yet access still remains a primary challenge in reaching the educationally disadvantaged adults in both urban and rural communities. The fluid nature of our students’ lives can erode their best-laid plans for education. An expensive car repair, a sick child, a job lay-off can instantly put an educational opportunity out of reach.

While technology is not a magic bullet, it can expand opportunities to learn both in and beyond the classroom, providing new paths students can travel to fulfill their potential as students, parents, workers, and citizens in Oregon.

In the national technology education plan, the U.S. Department of Education, Office of Educational Technology states

Technology ignites opportunities for learning, engages today’s students as active learners and participants in decision-making in their own educational futures and prepares our nation for the demands of a global society in the 21st century. (USDOE, 2004)

Technology is more than a vehicle for learning. It can be a transformational experience for our students, our instructors, and even for our administrators. Technology can allow students to take charge of their education as active learners and to exercise choices over how and when they access educational opportunities. Instructors extend their own knowledge and often become partners in learning with their students as they apply and integrate technology into instruction. Technology can be a catalyst for change both in our educational delivery systems and within learners themselves. Technology has already re-imaged the workplace, and it is currently changing the face of education as we know it, creating major changes in the ways in which we teach, learn, and manage education. In the field of Basic Skills Education, **technology has become the new basic skill, necessary for successful navigation in the information age.**

What can technology do for ABS students?



The Oregon ABS system faces challenges in achieving high expectations for educational outcomes. Resources needed to provide basic skills education and to deliver the ongoing support services necessary for student success are in short supply. How can we be expected to add high cost technology resources to our long list of needs?

These are the realities each of our local programs faces in integrating technology into their ABS classrooms – and beyond. As Christopher Hopey points out in his article “Making Technology Happen,” it is often not the quantity of technology resources that can make or break the use of technology in the classroom, but the quality and effectiveness of integrating technology into instruction. (Hopey, 1998)

Technology’s greatest potential is not as a tool to apply to education, but in serving as a vehicle to positively impact learning processes and student achievement in skill areas that reach far beyond the technical world into inquiry, analysis, and critical thinking.

In the ABS classroom, technology can become the standard bearer for:

- Equal educational opportunity
- Educational accessibility
- Skill gain
- Accountability
- Contextualized learning
- Project-based learning
- Bridges between education and the workplace
- Learning disabilities
- Multiple-learning styles
- Motivation to learn
- Institutional change

Technology can shape people’s lives and the organizations they work in; it can bring students and opportunity together.

The New Frontier

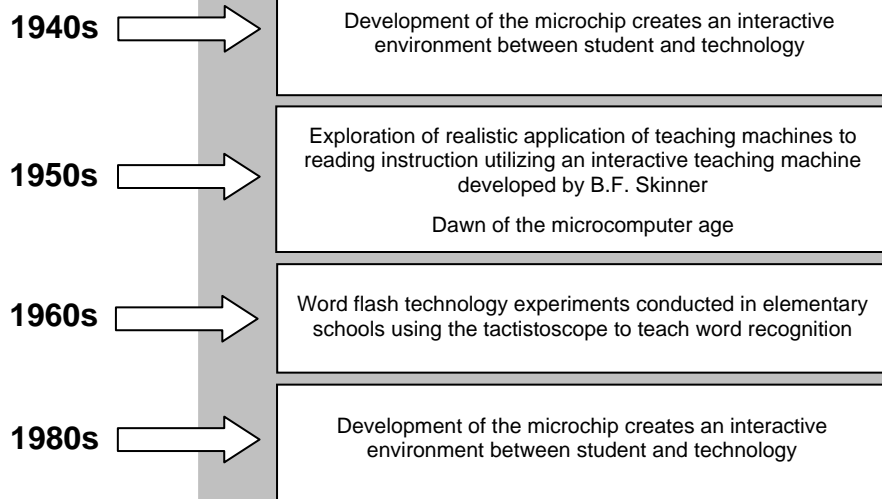
Technology has become the new basic skill, and it has the potential to impact nearly every component of literacy – in delivery and in reception. Technology is the information age gatekeeper that either allows access to information or prevents those without technology skills from accessing knowledge.

When the computer entered the communication mainstream in the 1990's, the face of literacy was transformed. No longer can literate people act in isolation with a text. Multi-media, visual, oral, tactile, and interactive information demands new skills not only for processing information, but also for sorting and evaluating information effectively. Technology has, in effect, moved literacy from a single dimension into a multidimensional frontier.

The multimedia delivery and reception of information has forced the definition of literacy skills (beyond the ability to read, write, and numerate) to include new elements of literacy. In order for us to navigate through the variety of discourses and media that make up the context of our world, we must develop entire new lexicons, new critical thinking skills, and even new fine motor skills. Technology has become the sextant that is necessary for navigation through the discourse in the 21st century.



Technology as a Teaching Tool: A Brief History



Defining Literacy

Evolution of Literacy Definitions

- 1300s Middle Ages**
Literacy: ability to read, write, and speak in Latin
- 1450s Invention of the Printing Press**
(adapted from a wine press)
Literacy: the ability to read an excerpt from the Bible in Latin
- 1500s The English Reformation**
Bibles printed in English (under pain of death). Literacy: the ability to read an excerpt of the Bible in English
- 1820s Industrial Revolution Begins**
Text becomes available to the masses. Literacy: the ability to read
- 1930s Civilian Conservation Corps**
Literacy: attending school through third grade (seat time)
- 1950s UNESCO** (United Nations Education, Science and Culture Organization) *Literacy: "the ability to read, with understanding, a short statement from ordinary life" (Stroup, 2001)*
- 1960s US Department of Education**
Literacy: completion of grade school
- 1970s US Department of Education**
Literacy: completion of high school
- 1998 Adult Education and Family Literacy Act** – *Literacy: "An individual's ability to read, write, and speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family...and in society." (USDOE, 1998)*
- 2000 Gutenberg Bible** – *Complete text in original format goes online*
- 2003 International Literacy Report**
Literacy: a capacity and mode of behavior rather than a condition adults do or do not have proficiency levels along a continuum in three areas - prose, documentation and quantitative Literacy (CDHRSD, 2003)
- 2005 Media Literacy Review**
"Only about 15% of the average person's time is spent communicating in reading or writing." (CATE, 2005)

In 1995, the National Institute for Literacy conducted a study in which they interviewed over 1500 adult learners to identify what literacy skills they needed in order to be successful as workers and citizens. The National Institute for Literacy identified four literacy skill areas:

- **Access to information** – being connected to the world
- **Voice** – the ability to express ideas and be heard
- **Independent action** – problem solving and decision making
- **Bridge to the future** – the ability to evolve and adapt to an ever-changing world

In order for learners to successfully interact in their world, they must be actively literate. Literacy must include the ability to sort, process, and evaluate information. Students need information fluency skills in order to continuously process the stream of information from school, family, and work. Technical skills are just the beginning. Information moves at lightening speed and floods the senses, bombarding learners daily from every direction. Selection of pertinent information, critical thinking and evaluation, the ability to monitor information, consumer awareness, information ethics, and documentation are skills that are now as crucial as reading, writing and math. Without these skills, students will not be able to access and critically process the information they need to construct their bridge to success.

Paul Deane from the University of Oregon points out that...

"The past half-century has brought us not only astonishing technological transformations but expanded definitions of the term *literacy*. While there is general agreement in 2004 that adult literacy is more than just a measure of basic reading skills, there is still no consensus on an exact definition." (Deane, 2004)

OTAAG members, including the directors of Adult Basic Skills programs in Oregon, recognize the transformational impact that technology has made on the notion of literacy itself and the impact that the infusion of technology into our global society has had on the lives of learners. We support the knowledge and ability to access, apply, and interpret technology as a basic skill that every ABS student must have and is entitled to. We acknowledge that technology does have a direct relationship with our students' ability to access and process information, and that it is absolutely necessary to their advancement in both education and the workplace. This principle forms the foundation for The Oregon ABS Technology Plan.

Oregon ABS Technology Survey

Background

In 2003, Oregon was chosen to participate in the Tech 21, Project STAIT, a national project, sponsored by the National Institute for Literacy (NIFL). Over the course of a year, OTAAG members participated in a national workgroup on technology planning held in Washington, D.C. and a follow-up work session in New Orleans at the National State Directors' Conference. Their work centered around reviewing technology survey designs and state technology planning frameworks. OTAAG, in partnership with OCABSD, led a visioning process for technology in Oregon. They developed an ABS technology survey with input from the ABS field, community partners, and state leaders in technology. They administered the survey in 2005.

Survey Purpose

The purpose of the ABS technology survey was to gather information from the field that could be used in charting a course that would move technology forward in Oregon ABS programs.

Survey Design Overview

After reviewing survey models and results from ABS programs in other states, OTAAG conducted a qualitative survey that was descriptive and exploratory. The survey was designed to identify the basic needs in five areas that must be met in order for Oregon ABE programs to advance the use of technology in instruction. Information was gathered from open-ended responses rather than in a multiple choice format. The Oregon survey instrument was built around five topic areas:

- **Program Vision** (development of a vision, mission, and program goals)
- **Professional Development** (ongoing training opportunities for instructors)
- **Curriculum** (appropriate curriculum to use in integrating technology into instruction)
- **Student Basic Technology Skills** (student technology skill base expected in their roles as employee in the workplace and student in the academic arena)
- **Student Information Fluency** (student skills necessary to think critically about information they harvest from the Internet)

OTAAG administered the survey instrument to administrators, instructors, and technology support staff in eighteen ABS program sites community colleges and community corrections institutions.

A copy of the survey is in Appendix C.

Survey Results

Survey Finding Highlights

1. Program Vision

Most respondents did not have a technology plan in their program. A few respondents stated that they were part of the college technology and infrastructure plan but, lacked a separate ABS plan. Most respondents expressed a need for a technology plan with a vision, mission, and goals.

Some instructors interviewed did not feel that technology was part of the ABS mission.

2. Professional Development

The area of professional development generated the most comments. Respondents requested technology training in the areas of computer literacy, how to integrate technology into classroom curriculum, new technologies to assist in classroom instruction, software, multi-media, and website development. In addition, there were several comments about providing training to new staff, on-going mini-trainings, and annual required technology training for all full and part-time staff.

Several respondents identified that instructors and staff lacked motivation to attend professional development opportunities in technology.

3. Curriculum

Many respondents commented on the lack of curriculum especially for lower level learners that instructors could use in teaching basic technology skills and in integrating technology into the ABS instruction.

Respondents offered suggestions such as instructors sharing curriculum and resources in a centralized web-based location, development of a curriculum evaluation tool, and a means to analyze outcomes of using curriculum.

Respondents mentioned that they perceived a challenge around a mindset of applying technology to curriculum instead of integrating technology into curriculum and instructional delivery.

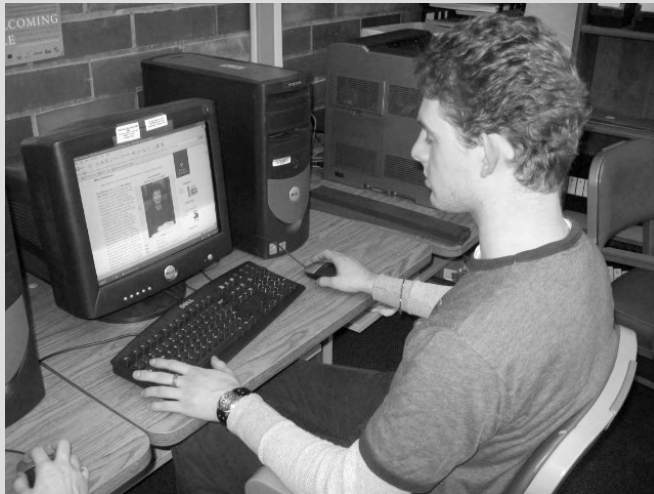
4. Student Basic Technology Skills

In general, respondents were clear that both students and instructors needed to boost their basic technology skills before they could effectively integrate technology into their curricula. Respondents said that students should have skills in basic computer, keyboarding, word processing, excel, using the Internet, and email. Respondents suggested the development of a computer skills checklist and assessment tool.

5. Student Information Fluency

Information fluency enables students to better use the Internet as a study and resource tool. Many respondents highlighted information fluency as a critical skill that students must have in order to evaluate the reliability of Internet information and websites, consumer awareness, and documentation of sources. Respondents also mentioned that information fluency curriculum is needed.

Critical thinking and analytical skills were identified as the fundamental lenses that students need to apply to their vision of technology.



I think technology will make my life easier, but it requires more time for learning. In my life technology helps me a lot. Before, I can't have very often communicated with my family in Ukraine. But with the Internet I can do it very often for cheaper price than the telephone.

- Yuriy Sergeevich Kulebakin

The Oregon ABS Technology Plan ---

The ABS Technology Action Plan is the result of a year of study during which OTAAG identified and analyzed technology issues that affect ABS practitioners and students. The study includes data collected from ABS adult education administrators and staff, program practitioners and students, and various partner organizations that support ABS education in Oregon. Research methodology included focus groups, a review of current research and literature, a statewide survey, student interviews, and advisory committee input.

OTAAG resolved to chart a course for moving technology forward in Oregon ABS programs that would be pragmatic and flexible with the ability to be modified and grow over time in reasonable increments.

The plan does not include recommendations concerning technology infrastructure. OTAAG consulted with technology specialists such as John Sneed, Director of Distance Learning, Portland Community College. Mr. Sneed provided an overview of technology infrastructure for education in Oregon taken from the Oregon ONE and Oregon Access Network Web sites. He reported that Oregon has a fairly substantial technology foundation, particularly when the local networks operated by colleges and ESDs are included.

During the planning process, technology areas that needed development in Oregon ABS programs became apparent. These areas included instructor and student basic technology skills and information fluency, access to technology, and the integration of technology into instruction. The Oregon Technology Plan focuses on goals, strategies, and activities that will foster successful integration and application of technology skills in Oregon's Adult Basic Skills programs.

OTAAG recognizes that the state plan is only as strong as the local technology plans that support it. Each ABS program has particular strengths and needs in the area of technology. The Oregon Technology Plan has been built as a blueprint that programs can use to support technology planning at the local level.

The Oregon ABS Technology Action Plan

Vision

Oregon will use technology to provide timely and accessible outcomes-based adult basic skills to all of its residents that is appropriate to the needs, abilities, and levels of each learner.

Mission

Oregon will build its capacity to integrate technology and increase educational opportunities in all adult basic skills programs.

Goals

- Goal 1:** Students will increase their basic technology skills
- Goal 2:** Faculty and staff will increase their basic technology skills in order to integrate technology into instructional and management activities
- Goal 3:** Instructors will integrate technology into curriculum and instructional delivery
- Goal 4:** Programs will expand opportunities for students to access technology-based instruction
- Goal 5:** Students will gain the technical skills and information fluency necessary to adapt to evolving technology in school, in the workplace, at home, and in the community



Goal 1: Students will increase their basic technology skills

Students have unique needs and ambitions and come to the ABS classroom with a strong expectation that they will meet their goals through participation in our programs. Instructors internalize those goals and then work diligently to incorporate them into their day to day curriculum. Along the way a dialogue is maintained and in the end both can feel that they have been successful in reaching the same desired end.

Strategies:

1.1 Identify ABS standards and define student basic technology skill levels and competencies using national models.

Activity 1.1a Review the Teaching English to Speakers of Other Languages (TESOL), the International Society for Technology and Education (ISTE), and the National Educational Technology Standards for Students (ISTENETS).

Activity 1.1b Research other technology proficiency standards used in other state ABS programs.

Activity 1.1c Develop a recommended set or sets of standards that could be adopted and/or adapted for use by local programs.

1.2 Identify a technology skills checklist that reflects the specific levels and skills that students must reach in order to demonstrate proficiency in basic technology skills.

Activity 1.2a Research and identify technology skill levels to use as the foundation for technology skills checklists.

Activity 1.2b Collect and review checklists used in Oregon ABS programs.

Activity 1.2c Research and review checklists from national technology projects and organizations such as TESOL, Project IDEAL, and ISTE.

Activity 1.2d Develop an Oregon technology skills checklist.

Activity 1.2e Identify tools to assess technology skills.

1.3 Identify methods for sharing, housing, and distributing technology curriculum and resources.

Activity 1.3a Set up NiceNet technology forum.

Activity 1.3b Facilitate discussion topics.

Activity 1.3c Create templates to share technology curriculum.

Activity 1.3d Develop a technology web page link to the Oregon Department of Community Colleges and Workforce Development (ODCCWD) website:
<http://egov.oregon.gov/CCWD>.

1.4 Develop an ABS/ESL basic computer skills manual.

Activity 1.4a Review manuals developed by local programs and adapt for use statewide.

Activity 1.4b Match the skills covered in the manual to the Oregon Technology Skill Levels Checklist.

Activity 1.4c Create course outlines for use with the manual.

Activity 1.4d Include links to websites with basic computer skills instruction and practice.



Technology makes my life easy because I can pay bills using Internet and I can keep in touch with my family in Mexico. Also, I do research and study over the internet. For me, it is very helpful and I love it!

– Rosa Fregoso

Goal 2: Faculty and staff will increase their basic technology skills in order to integrate technology into instructional and management activities

Strategies:

- 2.1** Identify training opportunities for instructors in basic technology skills.
 - Activity 2.1a Provide “A Byte of Technology” launch project. (Winter, 2006)
 - Activity 2.1b Explore technology fair partnership with Portland State University. (Spring 2005)
 - Activity 2.1c Sponsor Oregon ABS Technology Fair (Spring 2006)
 - Activity 2.1d Explore coaching models in which local technology proficient instructors and staff become mentors for ABS instructors. (Fall 2007)
 - Activity 2.1e Explore and recommend distance education opportunities for basic technology skills training.

- 2.2** Encourage the inclusion of professional development activities that enhance technology competencies as part of local annual planning processes.
 - Activity 2.2a Develop a set of technology skill areas/competencies that instructors could choose as options in setting their annual goals.
 - Activity 2.2b Research online professional development resources in basic technology skill-building programs.
 - Activity 2.2c Feature technology professional development opportunities at OCASBD meetings.

- 2.3** Develop ABS technology guidelines that programs can use to determine qualifications for hiring instructors and staff.
 - Activity 2.3a Review existing criteria from other states.
 - Activity 2.3b Develop a list of hiring recommendations and submit to OCABSD for action.
 - Activity 2.3c Review technology qualifications required by local programs during State program reviews.

Goal 3: Instructors will integrate technology into curriculum and instructional delivery

Strategies:

- 3.1** Develop statewide training opportunities in the integration of technology into curriculum and instructional delivery.
- Activity 3.1a Provide "A Byte of Technology" launch project. (Winter 2006)
- Activity 3.1b Research and develop an ABS technology cohort project that demonstrates ways in which technology can be integrated into the ABS classroom and curriculum.
- Activity 3.1c Implement a cohort technology training project focused on integrating technology into the ABS curriculum. (Fall 2006-Spring 2007)
- Activity 3.1d Explore coaching models in which local technology proficient instructors and staff become mentors for ABS instructors. (Fall 2007)
- 3.2** Facilitate intra-program technology resource-sharing (including curricula), engaging program staff and instructors in a "community of learners" where staff and instructors are able to continually update and learn new technology skills and instructional methods.
- Activity 3.2a Utilize Nicenet where instructors can post, review, and discuss technology issues and resources.
- Activity 3.2b Develop Best Practice mini-grants for integrating technology into the ABS curriculum. (2007)
- Activity 3.2c Call for Best Practice mini-grants proposals for integration of technology into curriculum. (2007)
- Activity 3.2d Review and reward Best Practice mini-grants. (2007)
- 3.3** Collect technology integration models from 2007 mini-grants that demonstrate how technology that can be used to achieve content outcomes and objectives.
- Activity 3.3a Develop an interactive electronic technology resource collection and guide.
- Activity 3.3b Identify fiscal resources to support ongoing, targeted professional development strategies.
- 3.4** Identify models for distance learning.
- Activity 3.4a Promote distance learning models currently supported by the state (i.e. GED Connections, EL Civics activities).
- Activity 3.4b Identify and share successful hybrid distance learning models in Oregon ABS programs.
- Activity 3.4c Identify web-based platforms (such as Blackboard and WebCT) currently available at Oregon community colleges.
- Activity 3.4d Facilitate detailed training to instructors who want to teach through distance learning.

Goal 4: Programs will expand opportunities for students to access technology-based instruction

Strategies:

- 4.1** Adopt and promote a philosophy statement around access and advocacy for technology in Oregon.
- Activity 4.1a Gather OCABSD input through an activity at the council meeting.
- Activity 4.1b Draft statement.
- Activity 4.1c Publish ABS Technology Plan on the ODCCWD web site: <http://egov.oregon.gov/CCWD>.
- 4.2** Provide recommendations to OCASBD and the State Title II team for revising technology goals and strategies in the ABS Indicators of Program Quality (IPQ's).
- Activity 4.2a Review the technology IPQ's.
- Activity 4.2b Draft additional technology goals and strategies to be included in the IPQ document.
- 4.3** Provide resources that ABS programs can use in developing local technology plans.
- Activity 4.3a Develop a planning framework that programs can adapt and/or use in developing local technology plans.
- Activity 4.3b Present technology plan template training to ABS directors at OCABSD meeting.



I do think technology class is really important because it helps a lot. It makes life easier for so many things that we can do with computers.

– Adolfo Coronado

Goal 5: Students will gain the technical information fluency skills necessary to adapt to evolving technology in school, in the workplace, at home, and in the community

Information fluency in its narrowest sense is defined as “the practical skills involved in effective use of information technology and information resources, either print or electronic.” In the broader scope, information fluency is “a new liberal art which extends beyond technical skills and is conceived as the critical reflection on the nature of information itself, its technical infrastructure and its social, cultural and even philosophical context and impact.” (ACRL, 2006)

Strategies:

- 5.1** Define information fluency and the skills that students need to be information fluent.
 - Activity 5.1a: Research and compile a list of skills students need.
 - Activity 5.1b: Develop a checklist that can be adopted and/or adapted for use by local programs.

- 5.2** Develop information fluency curriculum.
 - Activity 5.2a: Research and identify available information fluency curriculum.
 - Activity 5.2b: Recommend curriculum for use by local programs.

- 5.3** Develop a set of fluency standards that could be adapted and/or adopted for use by local programs.
 - Activity 5.3a: Research and compile a list of fluency standards.
 - Activity 5.3b: Develop a standards assessment tool that can be adopted and/or adapted for use by local programs.

Why Information Fluency? ---

“Fluency” with information technology may require more intellectual abilities than the rote learning of software and hardware associated with “computer literacy,” but the focus is still on the technology itself. Information literacy, on the other hand, is an intellectual framework for understanding, finding, evaluating, and using information – activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reasoning. Information literacy initiates, sustains, and extends lifelong learning through abilities which may use technologies but are ultimately independent of them. (ACRL, 2006)

An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information and access, and use information ethically and legally

Student fluency skills (outcomes) include:

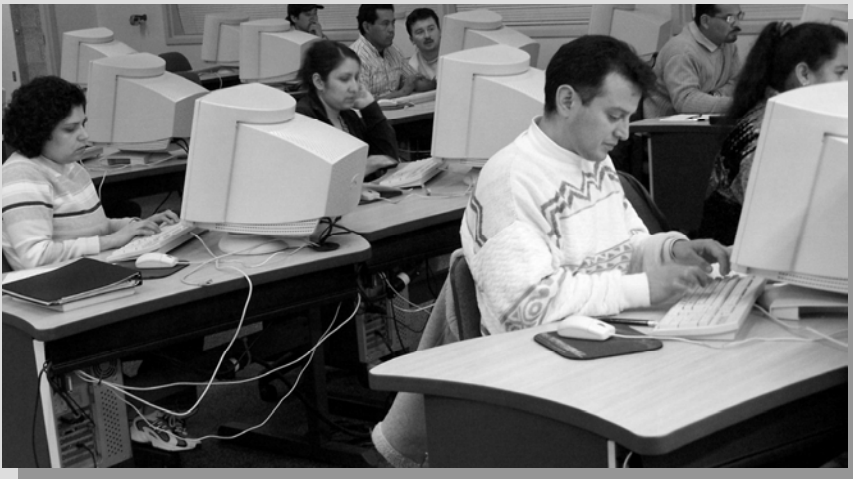
- selection
- critical thinking (how you think about it)
- evaluation
- monitoring information during the search process
- information ethics
- consumer awareness
- documentation

Conclusion

The results of the Oregon ABS Technology Survey revealed that local ABS programs need assistance in developing technology programs, professional development opportunities, curriculum, student basic technology skills instruction, and student information fluency.

The purpose of activities in this plan are to direct the work of the Oregon Technology Advisory Group in providing guidelines and assistance to local ABS programs. As local programs develop their own technology plans, they will be able to select from options that result from the activities in this state plan. Each program will find some choices that fit its unique circumstances.

Even though technology infrastructures vary widely across the state and even within colleges, the purpose of the Oregon Technology Plan is to provide direction to all local programs in integrating and applying technology skills using the hardware and software available at their locations. ABS students throughout the state will benefit from the increased educational opportunities provided by the integration of technology into instruction.



I would like to thank you for this great opportunity to express my opinion about this extraordinary tool that we have. Technology is very important when you decide to make some changes in your life. It gives you a new chance to get a better job, to understand better new concepts, and over all, to walk with the same rhythm of the modernity. The ESL (Technology) class is wonderful because it is not just a new place to learn, it is also the best place to have fun.

– Arturo Sarmiento

Oregon Technology Plan Committee Members

Appendix A

Dennis Clark	Laura Lenhardt
Debbie Hagan	Jenni Newby
Nancy Jarrell	Tim Van Slyke
Deborah Lares	

Dennis Clark is a basic skills instructor at Lane Community College, where he has worked for the past 20 years. He holds a MS in Educational Policy and Management from the University of Oregon and is ABD in a PhD program with the same emphasis. Presently, he works in the main Eugene One Stop; teaching basic technology skills, pre-employment skill enhancement, and a new integrated math/EXCEL computer course. He also has a job search and career development coaching business in Corvallis.

Debbie Hagan is the Distance Learning Coordinator for Adult Basic Education at Central Oregon Community College. She has a M.A. in Education with emphasis in Adult Education and Distance Learning in 2004. At COCC, she develops distance learning curriculum for the COCC adult high school, GED, and ESL programs and she supervises the ABE Computer Labs.

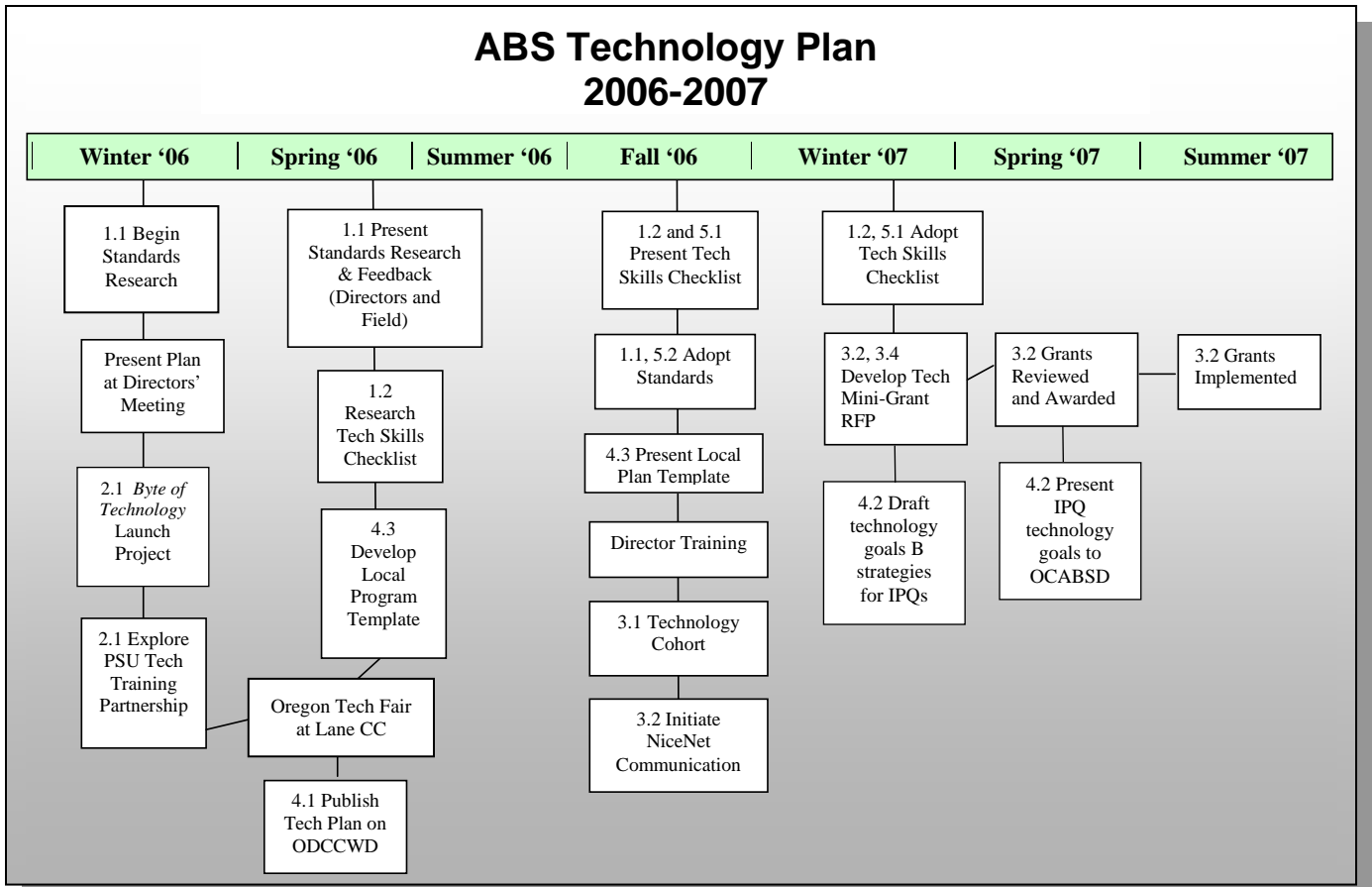
Nancy Jarrell, GED Online (WebCT) Instructor, Portland Community College GED Instructor, Sylvania Campus PCC Adult Ed Technology Committee, PCC. She has a MA in English with a concentration in Renaissance, Modernism, and Irish Literature from Portland State University and a B.S. in Elementary Education.

Deborah Lares is the State GED Administrator and Title II team member for the State of Oregon Department of Community Colleges and Workforce Development. She has a M.S. in Public Policy and Management from the University of Oregon with graduate work in sustainable communities, educational technologies, and information literacy.

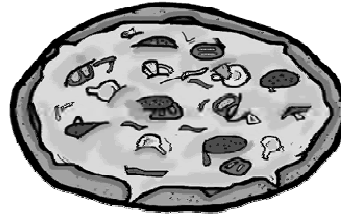
Laura Lenhardt is the State Professional Development and Leadership Specialist for Title II in Oregon. She has worked in educational administration and curriculum development with at-risk populations for fifteen years. She has a M.A. in Linguistics and Composition. She taught at both Portland State University and Lehigh University where she was a doctoral teaching fellow.

Jenni Newby is the Manager of Grants and Technology, Adult Basic Skills Division, Portland Community College. She has both a MA and BA in Spanish Language and Literature. At present, she is working on her PhD in Education with a focus on Community College Leadership. At PCC, Jenni facilitates development, implementation, and assessment of instructional technology for the ABS Division district-wide. She also works in the development of policies, practices, and standards which facilitate and enhance the use of instructional technology.

Tim VanSlyke has a TESOL certificate from Portland State University and an MS Ed in instructional technology from Western Oregon University. He has taught ESL at Portland Community College and at two secondary schools in Hungary. He also taught as an adjunct instructor at WOU's College of Education and served there as an instructional designer assisting faculty integrating technology into instruction. For the past two years, Tim has served as the Technology SIG chair and Web master for Oregon Teachers of English to Speakers of Other Languages association. He is currently the ESL instructor in the multimedia language center at Chemeketa Community College in Salem.



Survey



Complete this survey and you could win pizza for two!

Oregon Adult Basic Skills Technology Survey
Office of Community Colleges and Workforce Development and the
Oregon Technology Work Group

Survey Purpose

The purpose of this survey is to gather information from instructors, administrators and tech support staff in order to make an Adult Basic Skills Technology Plan for Oregon.

A preliminary technology infrastructure survey has already been taken. This survey is not an infrastructure/equipment survey.

****Return your survey by **March 30, 2005** and your name will be entered in our drawing for two free, delicious pizzas. (donated by a kind benefactor).****

College: _____

Your Position: Instructor Administrator Tech support staff Other

Your email address (optional): _____

Area of Instruction (if applicable): _____

Please return your survey by email by March 30, 2005:

Or by mail to: ODCCWD
255 Capitol Street NE
Salem, OR 97310

Survey Directions

Please return Survey by **March 30, 2005**
(Please view as “Print Layout”)

This survey focuses on the following areas:

- 1) **Program Vision** (development of a vision, mission, and program goals)
- 2) **Professional Development** (ongoing technology training opportunities for instructors)
- 3) **Curriculum** (appropriate curriculum to use in integrating technology into instruction)
- 4) **Student Basic Technology Skills** (student technology skill base expected in their roles as employee in the workplace and student in the academic arena)
- 5) **Student Information Fluency** (student skills necessary to think critically about information they harvest from the Internet)

With this in mind, what are some of the basic needs that must be met in your program to advance the use of technology in your instruction? **Please identify three of those basic needs in any and all of the following areas that apply to you. Thank you!**

1) Program Vision	<i>Does your program and/or college have stated goals regarding technology?</i> <u>Example of a basic need:</u> “We need to know where we are and where we should be going in the next two years.”
Our program needs: 1. 2. 3.	
2) Professional Development	<i>Does your program and/or college have ongoing technology training opportunities for instructors?</i> <u>Example of a basic need:</u> “We need to train our instructors to be up-to-speed in using the internet.”
Our program needs: 1. 2. 3.	

<p>3. Curriculum</p>	<p><i>Does your program have appropriate curriculum to use in integrating technology into instruction?</i></p> <p><u>Example of a basic need:</u> “We need to update ALL of our computer based curriculum.”</p>
<p>Our program needs:</p> <ol style="list-style-type: none"> 1. 2. 3. 	
<p>4. Student Basic Technology Skills</p>	<p><i>Do your students have an adequate technology skill base?</i></p> <p><u>Example of a basic need:</u> “We need to teach our older students basic computer skills.”</p>
<p>Our program needs:</p> <ol style="list-style-type: none"> 1. 2. 3. 	
<p>5) Student Information Fluency</p>	<p><i>Do your students have the necessary skills to think critically about information gathered from the internet?</i></p> <p><u>Example of a basic need:</u> “We need to teach our students the importance of the source of the information they find on the internet.”</p>
<p>Our program needs:</p> <ol style="list-style-type: none"> 1. 2. 3. 	

Technology Infrastructure Survey

Appendix D

John Sneed, Portland Community College Director of Distance Learning, provided the following information about technology networks, programming consortia, cable television, and service delivery systems currently available for Distance Learning in Oregon.

To: Oregon ABE Tech Group
From: John Sneed
Re: Oregon Infrastructure for Distance Learning

Networks http://oregonone.org/OR_DE.htm#delivery

- Network for Education and Research in Oregon (NERO) OSSHE network of networks providing high bandwidth intra-state connectivity
- DAS-Provides networking services for state government
- Oregon Public Education Network (OPEN)-technical and user support to schools and ESDs
- Oregon wide Area Network (OWEN) tri-state collaboration for high speed internet access
- Wireless Instructional Network (WIN) Higher education video network connecting most of Willamette Valley
- Oregon Access Network (OAN)- School/ESD videoconferencing
- Community College Networks- PCC, Rogue, TVCC, Chemeketa, Lane (others) operate internal video conferencing systems

Programming Consortia

- ONE-On-line schedule of distance learning courses and programs for higher education
- OCCDLA H/P- Shared online courses for Oregon community colleges

Cable television- Provides last mile delivery into subscriber homes

- Community Colleges-Dedicated channels on subscriber network-PCC, Lane, Clackamas, Chemeketa, Rogue, Linn Benton
- Educational Access-Available on most cable systems for educational programming on subscriber network

Course and Service Delivery Systems

- Web CT
- Blackboard
- Embanet
- Moodle

Appendix E

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