

Evidence- Based Principles and Practices for Writing Instruction

Wyoming Adult Education 2019 Summer
Institute in Casper
August 7, 2019

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Purpose

The purpose of this training is to introduce teachers, program directors, and professional developers to evidence-based assessment and instructional practices and resources that instructors of adult learners can use to inform their classroom practices to improve their students' writing skills.

Learning Objectives

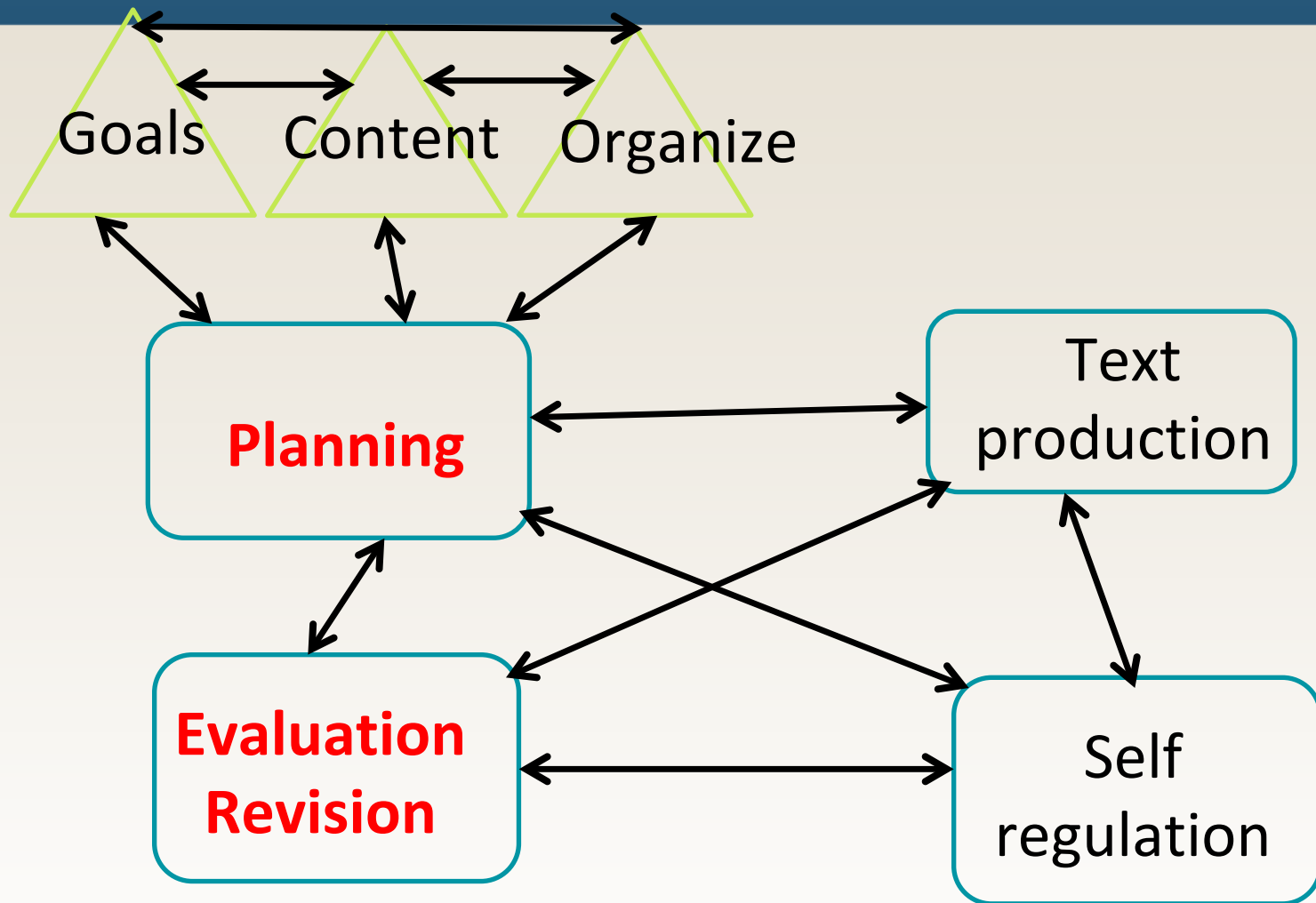
After participating in this training, participants will be able to:

- Summarize major findings of recent research about the challenges that instructors face while teaching writing skills to adult learners
- Identify evidence-based strategies that may prove effective in helping adult writers in developing skills
- Find and use recommended, research-based resources that support writing activities for adults

■ What Are Your Questions & Challenges?

- What do you hope to get out of this workshop?
- What are your questions about how to assess and teach writing?
- What are your most pressing challenges in helping your students improve their writing?

The Writing Process



The Big Picture of Writing



Meaning = Prior learning and experience and new learning

Less is More!



Principles of Effective Writing Instruction

Address Attributions, Beliefs & Motivation for Writing



Provide Explicit Instruction



Target Specific and Individual Difficulties



Provide Individualized Instruction



Provide Opportunities to Practice Skills



Offer Choices



Promote Skill Transfer



Integrate Reading and Writing



Teach Foundational Skills

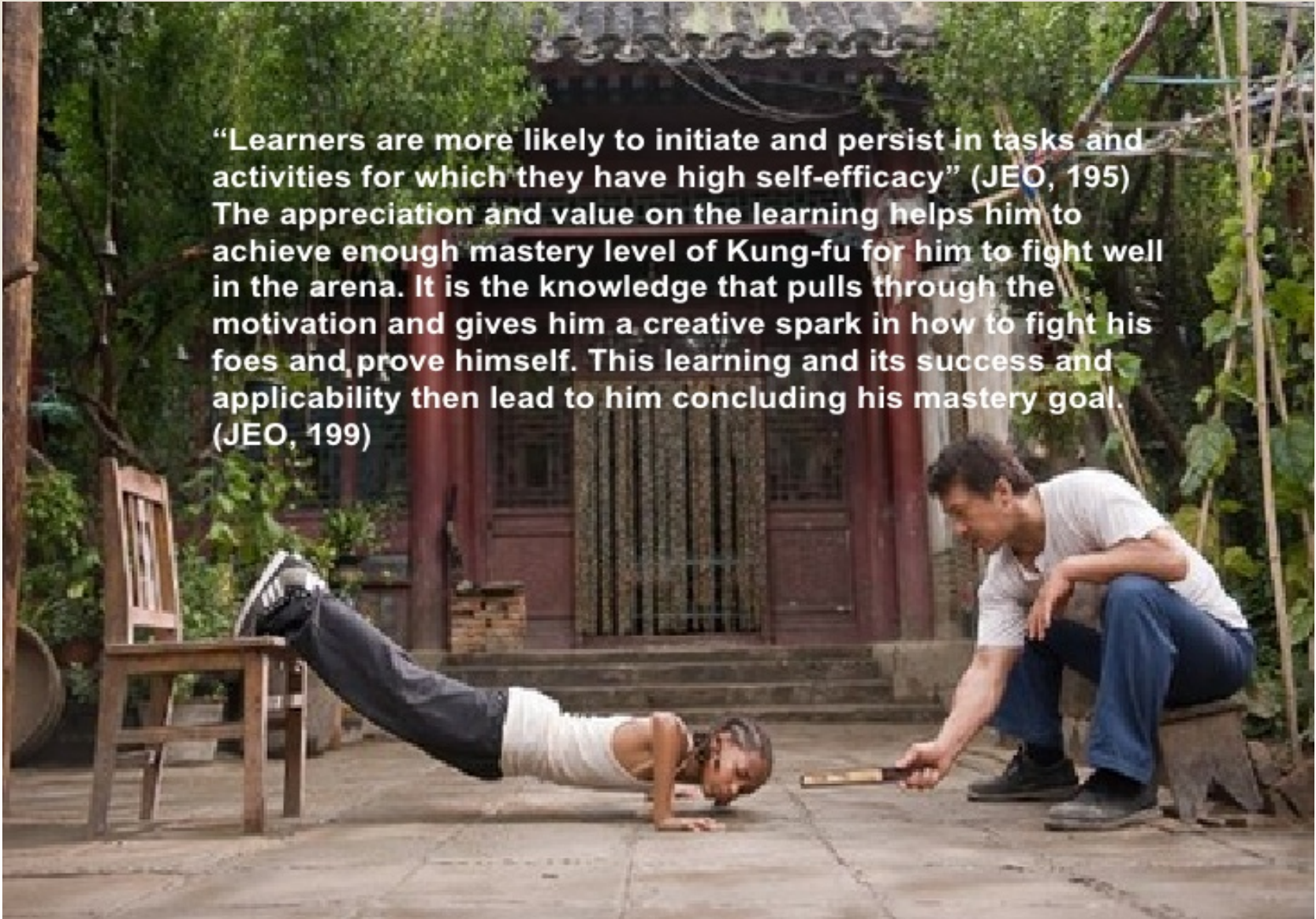


Modeling and Self Regulating



Support Learner Motivation and Persistence

“Learners are more likely to initiate and persist in tasks and activities for which they have high self-efficacy” (JEO, 195)
The appreciation and value on the learning helps him to achieve enough mastery level of Kung-fu for him to fight well in the arena. It is the knowledge that pulls through the motivation and gives him a creative spark in how to fight his foes and prove himself. This learning and its success and applicability then lead to him concluding his mastery goal. (JEO, 199)



Struggling Writers

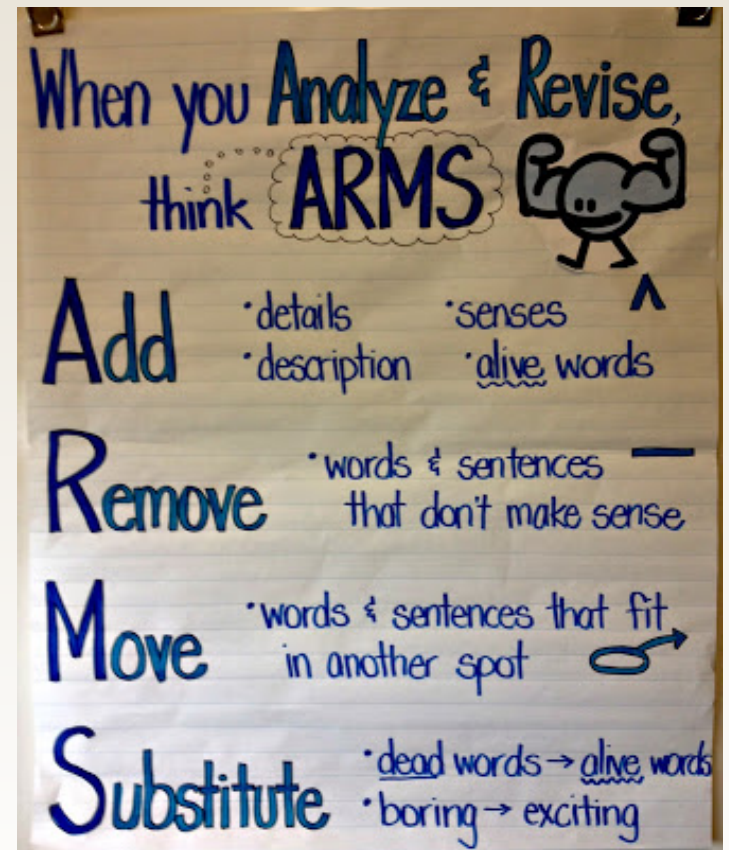
Discussion

What experiences have you had working with struggling writers?

How can you incorporate the principles of effective writing instruction into your own practice?

Practices for Effective Writing Instruction

Writing Strategies



POW+TREE

Summarization

The existence of the condition known today as learning disability (LD) was recognized almost 100 years ago when it was noticed that some children who apparently were intelligent experienced a great deal of difficulty in learning to read (Hinshelwood, 1895). In the United States, the physician Samuel Orton (1937) recognized this as an educational problem and recommended a phonology-oriented method of instruction to overcome reading difficulty. The recognition that this unexpected form of reading difficulty (i.e., dyslexia) is a legitimate disability is evident from the subsequent acceptance of the term *learning disabilities*, which was introduced by Samuel Kirk in 1963. The concept of LD gained official status in 1975 with the passing of the Education for All Handicapped Children Act. The designation of LD as a form of disability entitled individuals with reading problems to identification, remedial services, and accommodations. It became necessary, therefore, to develop an objective means of diagnosing LD.

Discrepancy Model

For several decades, LD in reading was defined in terms of average or above-average IQ but below-average reading scores. It appeared reasonable that a logical means of diagnosing LD would be to compare the IQ scores of children with their reading scores. If a significant discrepancy existed between these two scores, then a diagnosis of LD could be made. The child was then sent to the resource room for various amounts of time depending on the school's policy. This method of diagnosis, which appeared straightforward and objective, came to be referred to as the "discrepancy model-based procedure" and led to its wide acceptance and use in schools over the last 40 years.

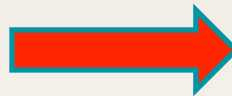
Problems with the Discrepancy Model

As years passed, researchers took a close look at the validity and utility of the discrepancy model and, as a result, they found that the model failed to deliver on its promise (Aaron, 1997; Fuchs & Fuchs, 2006). There are many reasons for the

excessive time allocated to seatwork and filling out worksheets with limited time given to reading itself. Moody, Vaughn, Hughes, and Fischer (1998) also reported that the quality of reading instruction provided was not based on a skill-development approach, but was driven by the whole language philosophy. Teachers relied mainly on group work that disregarded individual differences. The instructional time was also spent on completing homework assignments rather than remediate students' language learning difficulties. These reviews can be summarized by stating that there has been a disconnect between diagnosis and instruction because the discrepancy model neither tells the teacher the precise nature of the child's reading problem nor provides guidelines for the most suitable form of instruction. This leads to a situation wherein all children with reading problems are treated alike and instruction is rarely intensive enough to remediate weaknesses.

Response to Intervention Model (RTI)

The observed limitations of the discrepancy model of LD have led researchers and educators to look for alternative approaches to the teaching of students who experience difficulty in learning to read and spell. One such approach that is receiving much attention in recent years is response to intervention (RTI). RTI is embedded in a multitiered model which comprises assessment, intervention, and progress monitoring. Even though RTI can be conceived to be in the form of more than one tier of service, the most frequently cited model has three tiers by which instruction is organized and delivered, depending on the nature and severity of students' problems. At Tier 1, the focus is on the implementation of comprehensive, effective, regular classroom instruction designed to prevent the emergence of reading disabilities. The appropriateness of the regular class instruction is accomplished by determining the proportion of children who are below benchmark performance for their grade level. If a large number of children are found to be poor readers and only a few are good readers, then the quality of instruction or appropriateness of the program or approach in



The teaching of writing is an important part of the elementary school curriculum,

yet it remains an area that many teachers are uncomfortable in teaching and students are disinterested in doing. Traditional writing instruction consists of little more than worksheets, essays, read-ink corrections, and student indifference. Student interest in writing begins once students see a real reason for writing. Furthermore, research shows that writing instruction is most effective when it resembles real writing done for real purposes (Duke & Hall, 2006). Therefore, writing instruction in schools should closely model the writing found within real world situations. Authentic writing activities attempt to replicate the writing that students experience in the world.

Collaborative Writing

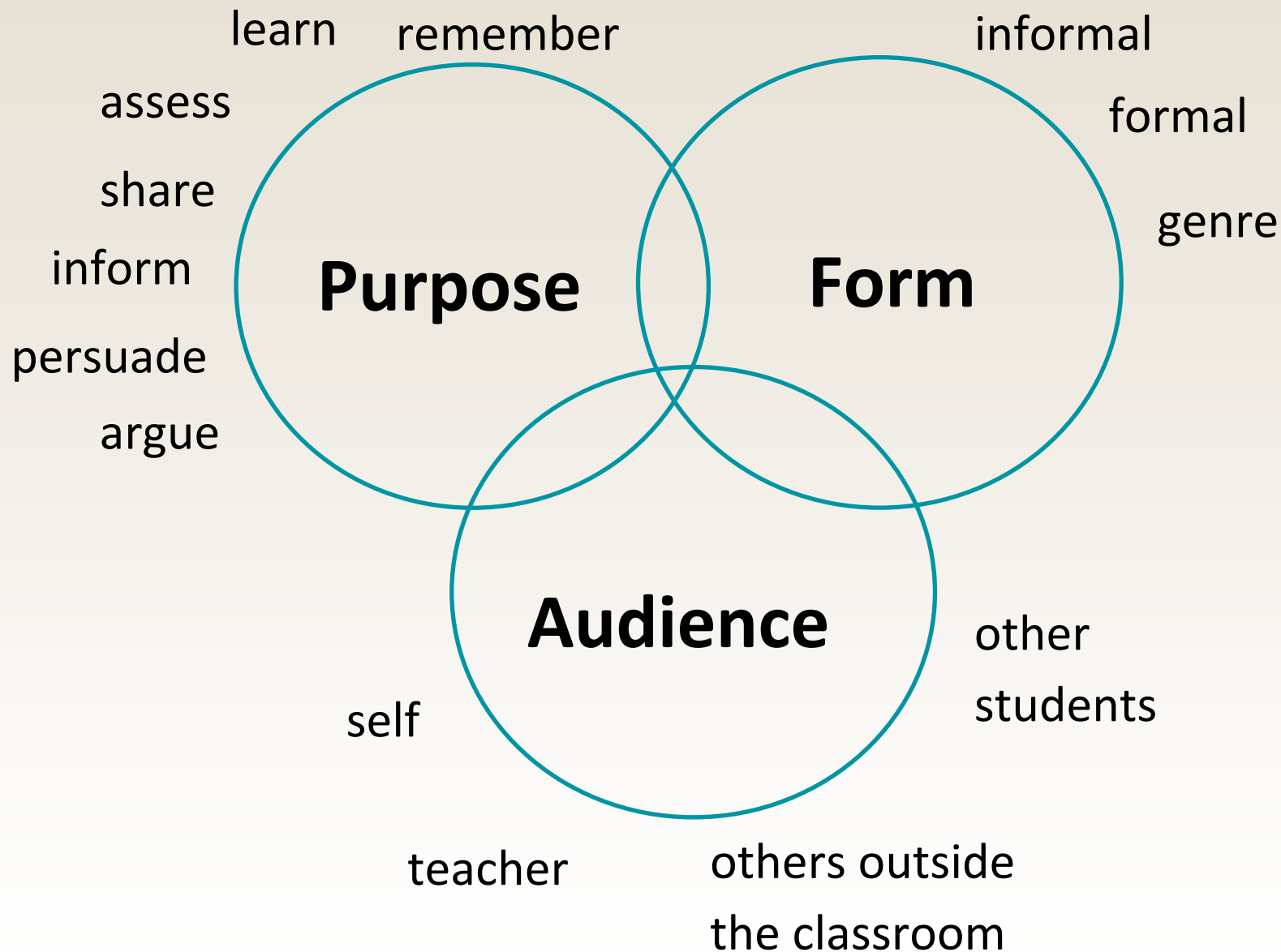


Specific Product Goals



Goal Setting

Making Decisions about Classroom Writing Activities



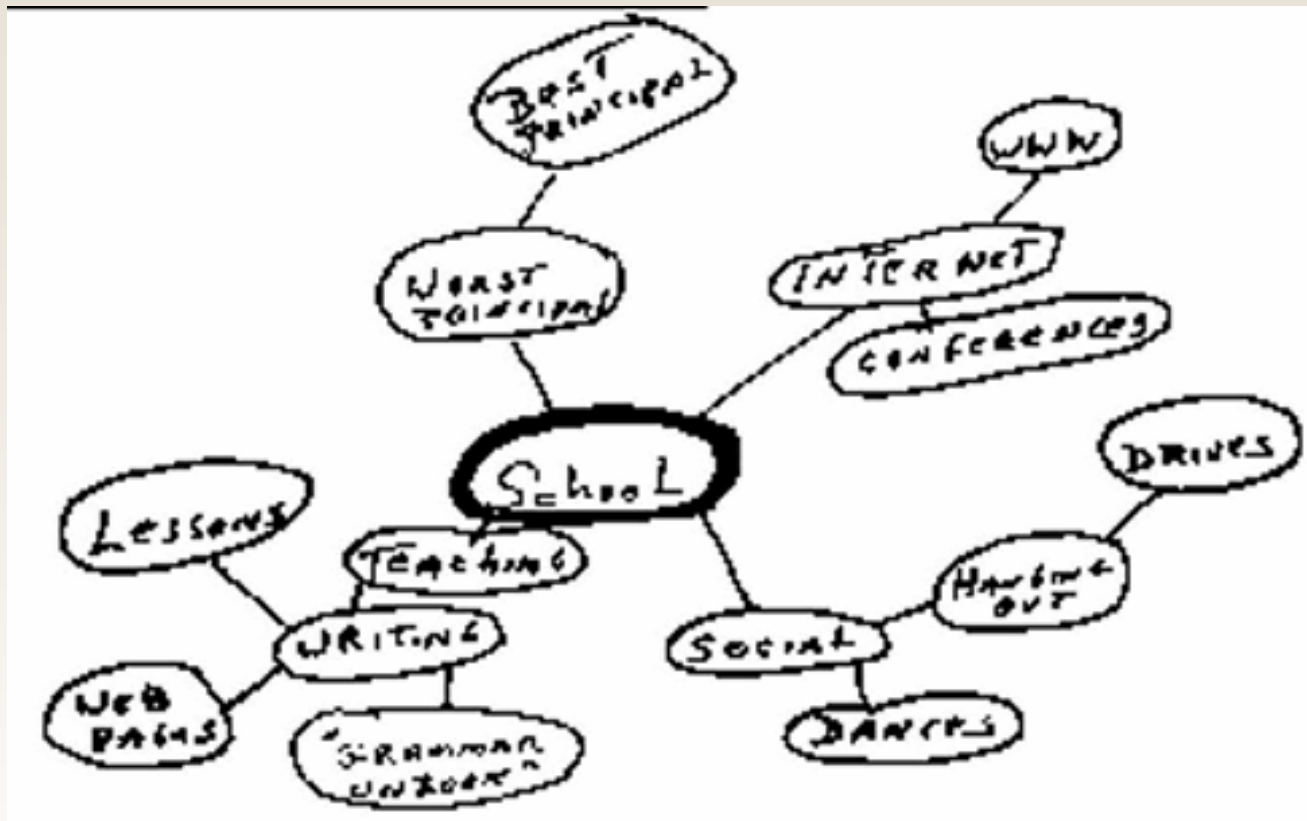
Word Processing



Sentence Combining



Prewriting/Planning



Inquiry Activities



Process Writing Approach



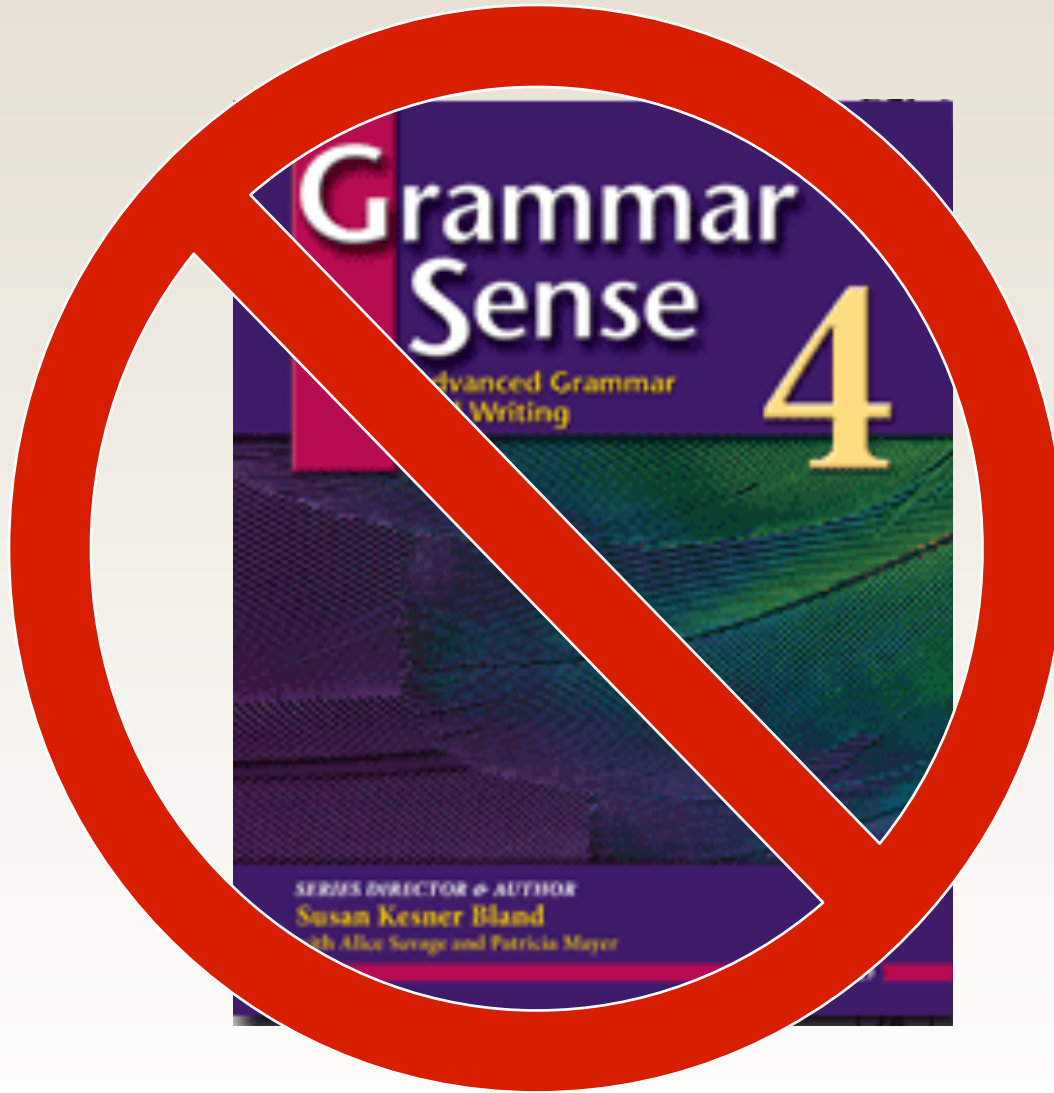
Study of Models and Modeling



Writing for Content Learning



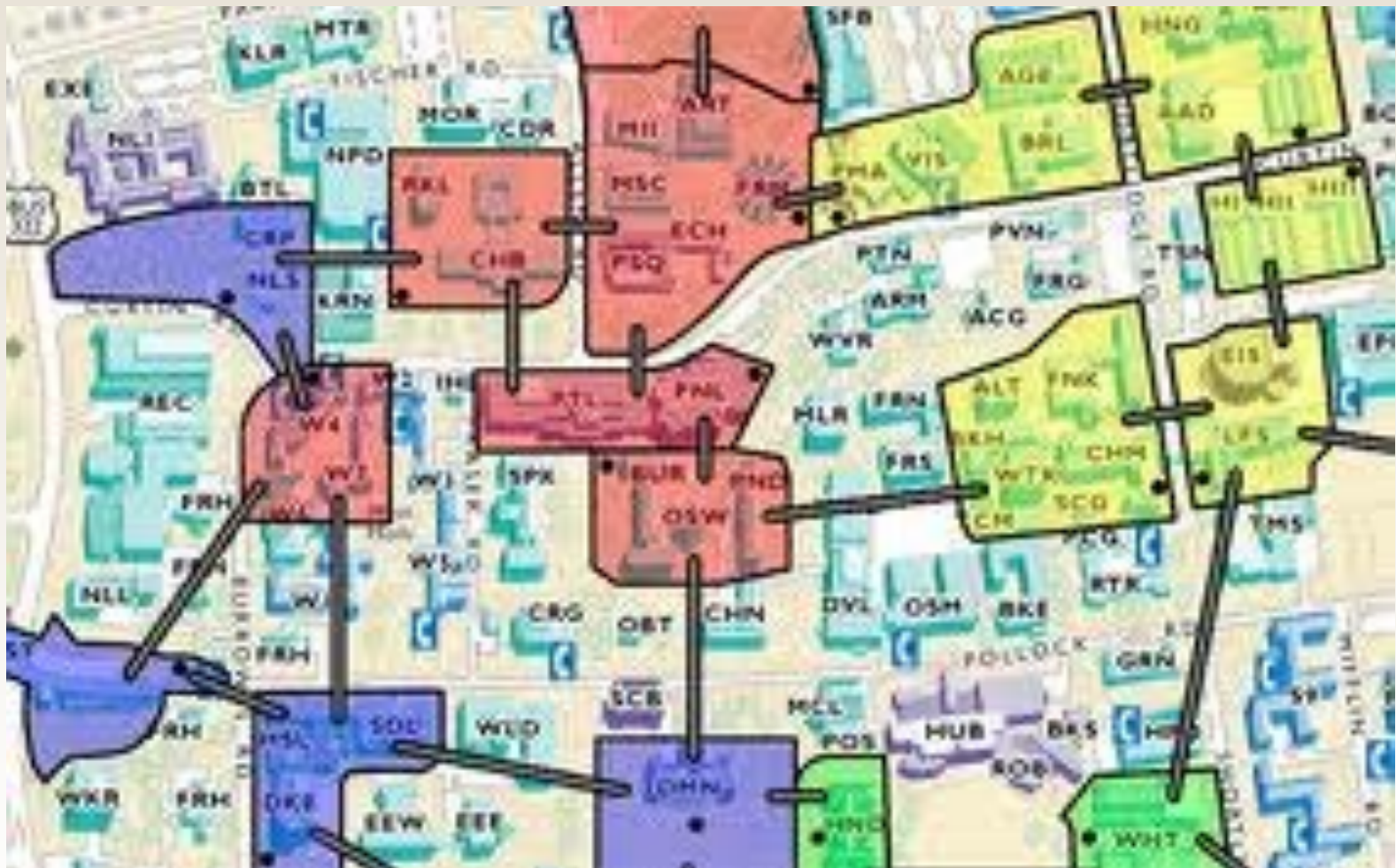
Grammar





Writing Strategies

Writing Territories



Writing Territories- an Example

- trapped in the opossum cage
- I slept with a butcher knife
- my night with a mountain lion
- digging up past lives in Sicily
- my brief stint living in Kenya
- Gollum, the one-eyed demon cat
- meet and marry on a Greek island



POW

- Pick my idea
- Organize
- Write and say more

Narrowing a Topic



My Brief Stint Living in Kenya

My Brief Stint Living in Kenya

teaching at the harambee school

low budget photo safari

observing the witch smeller

living in a mud hut

going to the big city

visit from my boyfriend

getting to know the locals

My Brief Stint Living in Kenya

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Teaching at the Harambee School

Teaching at the Harambee School

home economics

English

students as servants

the rogue pig

Teaching at the Harambee School

home economics

English

students as servants

the rogue pig



Home Economics

Home Economics

cornbread and cake
the 21 types of dirt
too loud to teach
grading by propane lantern

The 21 Types of Dirt

cornbread and cake

the 21 types of dirt

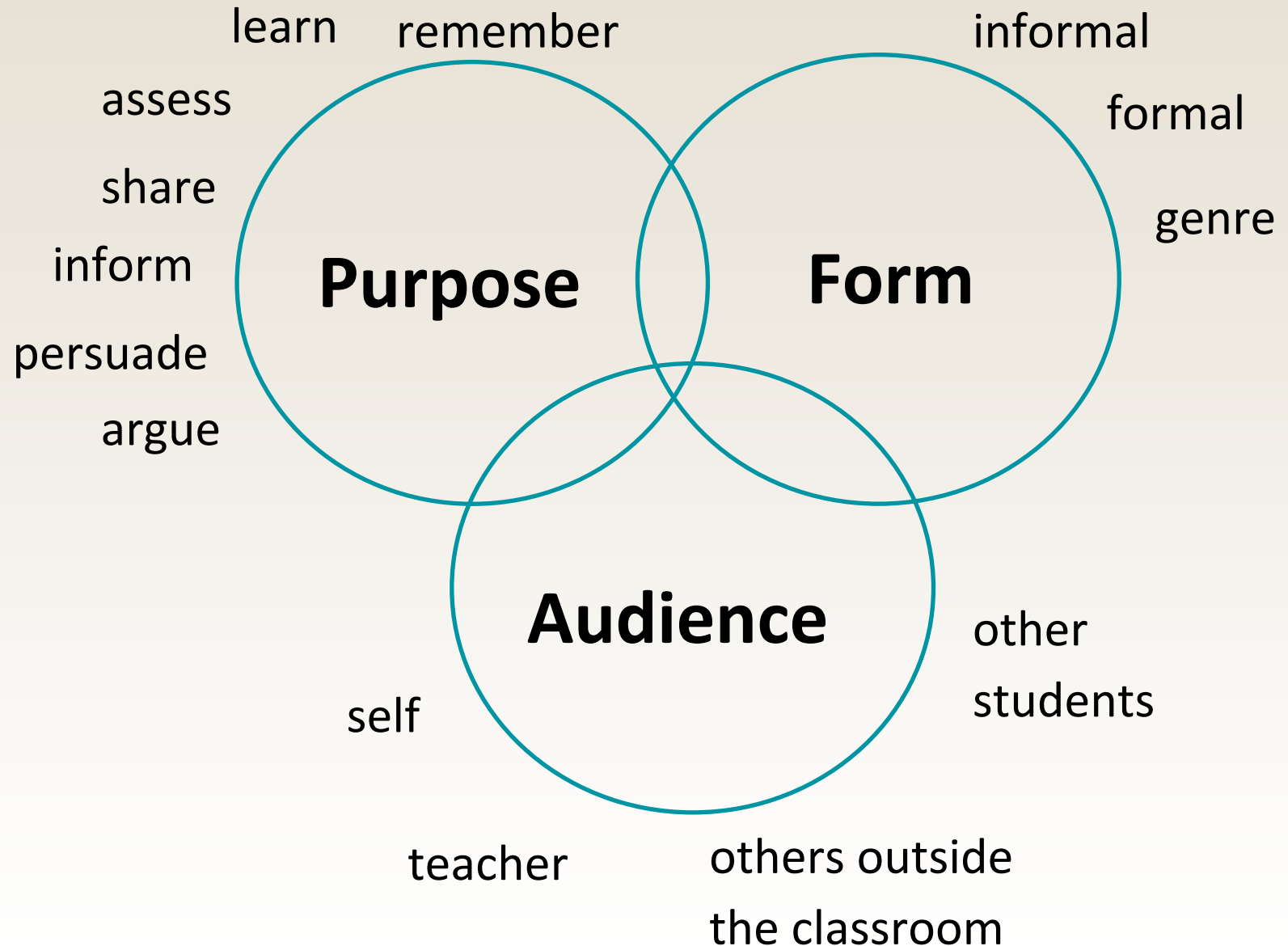
too loud to teach

grading by propane lantern

Your Turn



Making Decisions about Writing Activities



POW

- Pick my idea
- Organize
- Write and say more

Organizing Ideas

READWRITETHINK WEBBING TOOL

HELP

FINISH

ZOOM: ⊕ ⊖

ADD CIRCLE

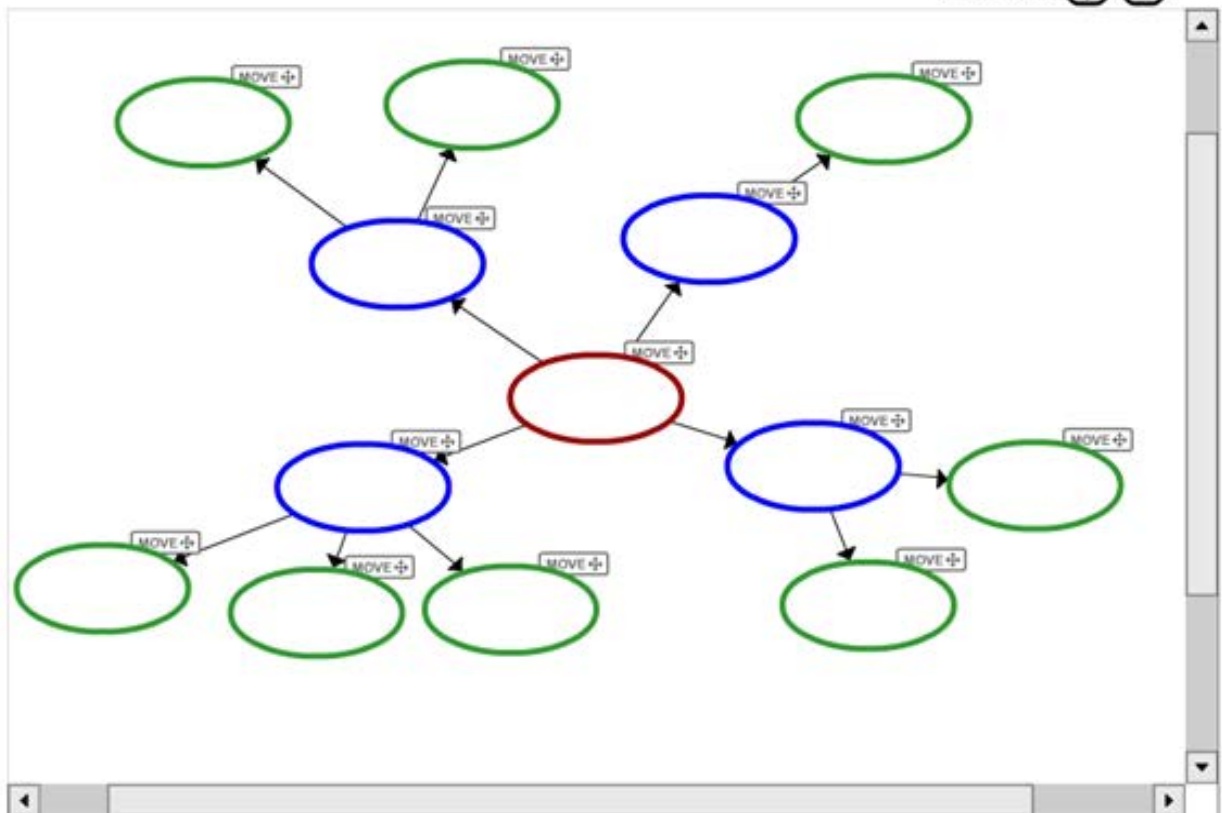
Drag the new circle to its place in the web

DELETE CIRCLE

Click the circle you want to delete.

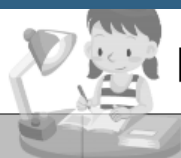
CONNECT

1. Click **Connect**
2. Click the circle you want to connect from
3. Click the circle you want to connect to
4. To change the direction of a connection, follow steps 1 – 3 again



Strategies for Revising





Essay Writing Rubric – Narrative

Advanced	Proficient	Approaching	Far Below
Thoroughly develops a sequence of events to tell about experiences, observations, or imagined ideas.	Develops a sequence of events to tell about experiences, observations, or imagined ideas.	Includes a limited development of a sequence of events that tell about experiences, observations, or imagined ideas.	Fails to develop a sequence of events that tell about experiences, observations, or imagined ideas.
Descriptive language and sensory details are used effectively to help the reader visualize what is happening.	Descriptive language and sensory details are used effectively to help the reader visualize what is happening.	A limited amount of descriptive language and/or sensory details are used.	Does not use descriptive language or sensory details.
Addresses every part of the writing assignment.	Addresses every part of the writing assignment.	Addresses only some parts of the writing assignment.	Addresses only one part of the writing assignment.
Shows a clear understanding of the purpose of the essay.	Shows a clear understanding of the purpose of the essay.	Shows some understanding of the purpose of the essay.	Shows little or no understanding of the purpose of the essay.
Uses a consistent point of view and maintains focus.	Uses a consistent point of view and maintains focus.	Uses an inconsistent point of view and/or does not maintain consistent focus.	Does not use a clear point of view or does not have a clear focus.
Writing relates to one topic.	Writing relates to one topic.	Writing relates to more than one topic.	Topic(s) are unclear and difficult for the reader to follow.
Uses transitions for a smooth flow. Appropriate paragraph breaks and organization are used.	Paragraph breaks are included appropriately.	Paragraph breaks and/or organizational structure are inconsistent.	Organizational structure is missing or extremely limited.
Includes a variety of sentence structures.	Includes a variety of sentence structures.	Includes limited sentence variety.	Uses simple sentences.
Uses higher level vocabulary appropriately.	Uses grade level vocabulary appropriately.	Attempts, but misuses grade level vocabulary.	Uses a limited/simple vocabulary range.
Has few or no errors in grammar, spelling, capitalization or punctuation. Any errors do not interfere with understanding.	Has some errors in grammar, spelling, capitalization or punctuation. Errors do not interfere with understanding.	Has several errors in grammar, spelling, capitalization, or punctuation. Errors may interfere with understanding.	Has serious errors in grammar, spelling, capitalization, or punctuation. Errors interfere with understanding.

A Writing Rubric

Evaluate	Verbalize
This doesn't sound right.	Say more about this.
This is not what I wanted to say	Leave this part out.
People may not understand this part.	Leave this part the same.
This is not useful to my paper.	Change the wording.
This part is good	Cross out and say this a different way.
People won't be interested in this part	

Activity

QuickWrite

CCRS- Writing that Comes from Reading Texts

- arguments to support claims
- conveying complex ideas
- planning, revising, editing
- researching

■ CCRS- Writing Tips

- Listening and speaking should be built into any sequence of activities along with reading and writing.
- “Re-read it, think it, talk it, write it”

CCRS-Video Clip

Getting Ready to Write: Citing Textual Evidence

<https://www.teachingchannel.org/videos/teaching-about-textual-evidence>



Teaching Channel

Grade 6-8
ESL, Adv, ABE, HI

CCRS- Some ELL Modifications to Consider

- Increased work on writing, spelling rules, listening/speaking, sentence structure, pronunciation
- Students' experiences taken into account
- Students' own culture used as source of materials (writing assignments, readings, discussion topics)

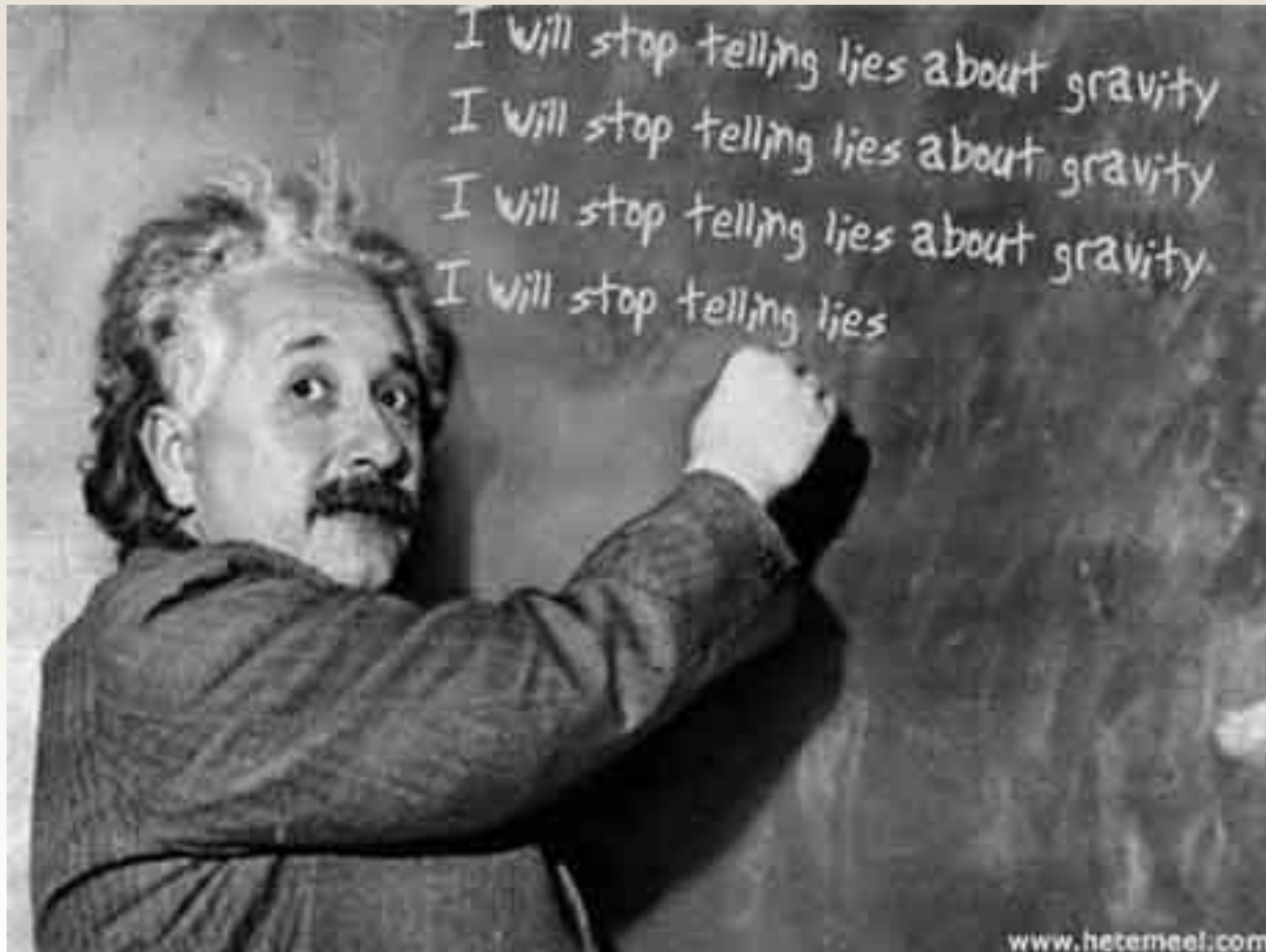


Explicit Instruction/ Scaffolding

Introduce



Model by Thinking Aloud



Share Your Own Writing



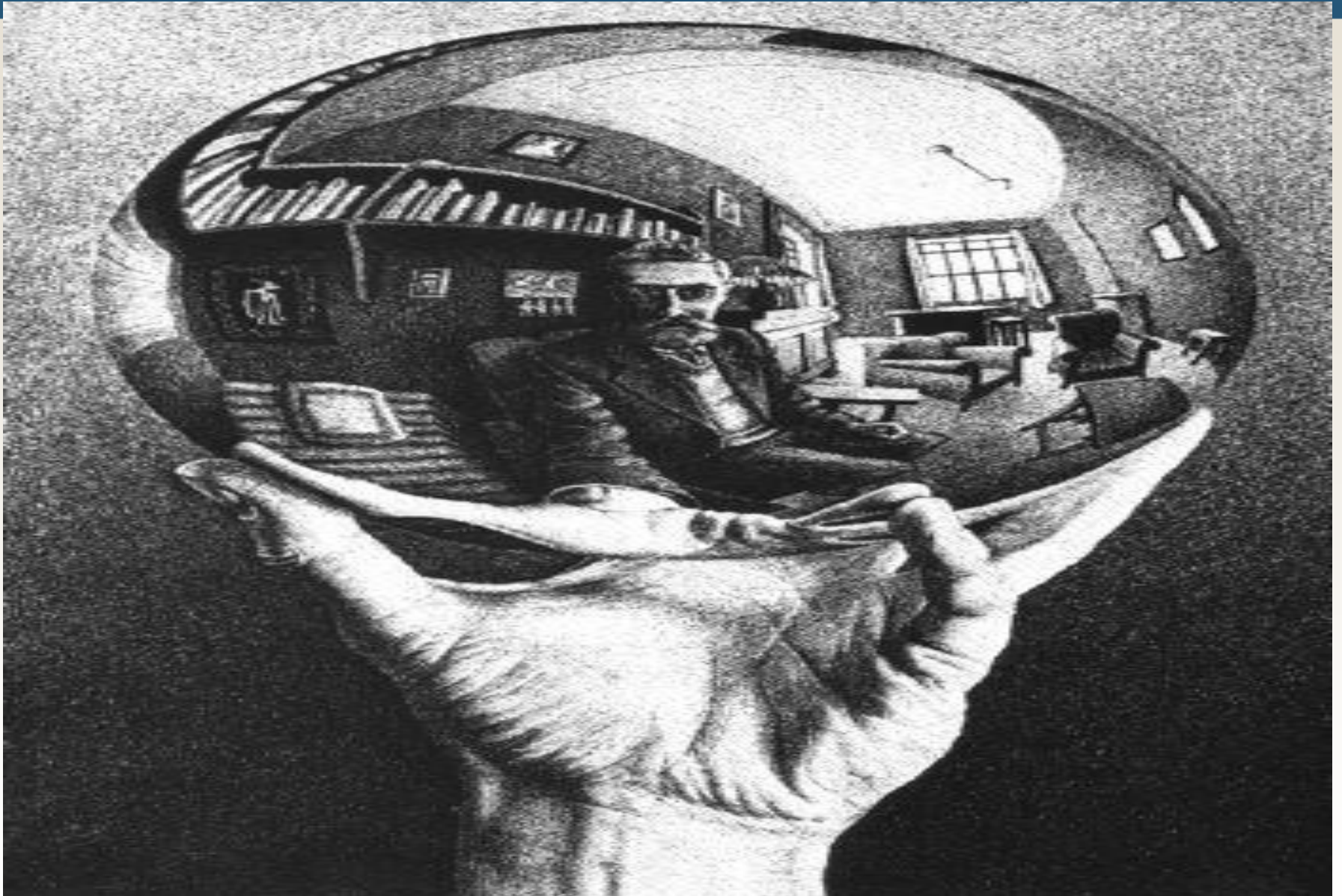
Provide Guidance and Feedback



Allow Opportunities for Independent Practice



Reflect





Resources for Writing Instruction

Types of Resources Available

- Research on adult writing instruction
- Research-based products
- Professional development opportunities

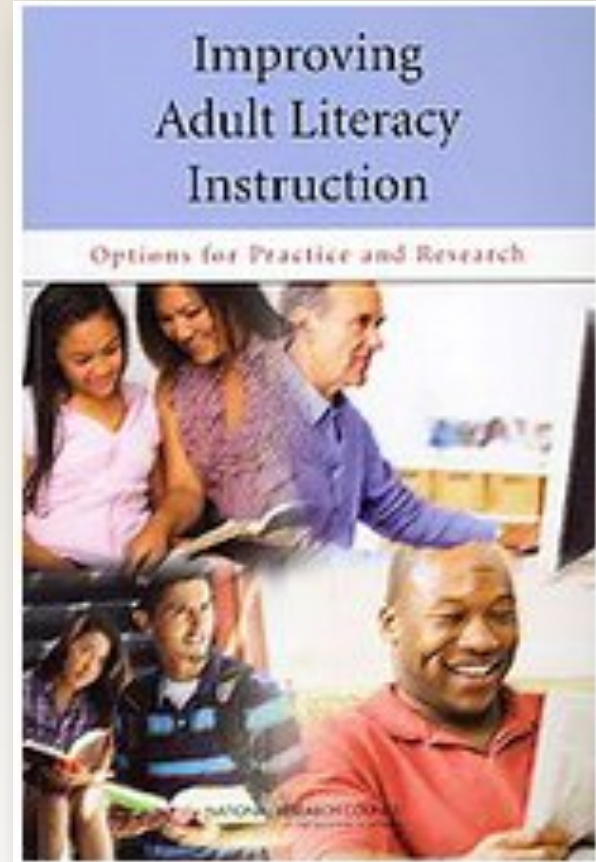
Research on Adult Writing Instruction

- The evidence base for writing instruction is even more reliant on K-12 research than the research on reading instruction for adults.
- Very few resources discussing the research on reading and writing are on the LINCS website.
- Most resources are on reading alone or reading and writing research combined.
- Writing can be explicitly taught.
- Resources offer specific strategies.

Synthesis of Research on Adult Writing Instruction

In 2012, the National Research Council released *Improving Adult Literacy Instruction: Options for Practice and Research*. This 500-page document synthesizes the research on literacy and learning instruction in the United States, focusing on individuals ages 16 and older who are not in the K-12 education system. The full report can be accessed at

www.nap.edu/catalog.php?record_id=13242

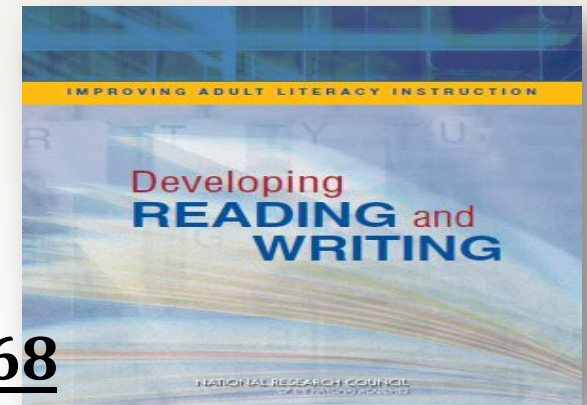


Practitioner-Friendly Research

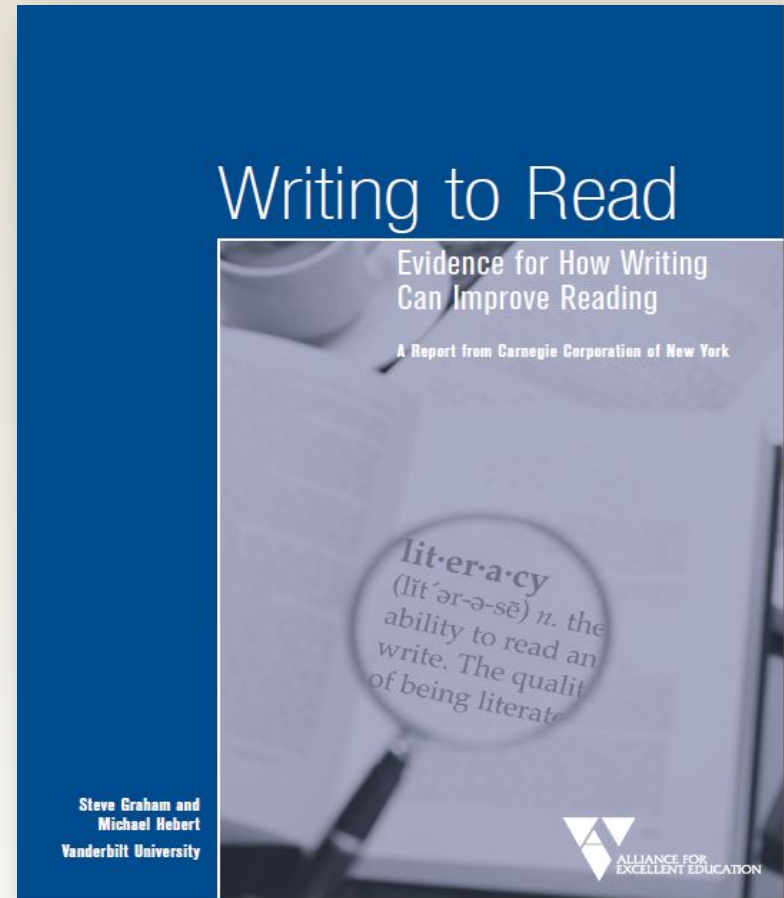
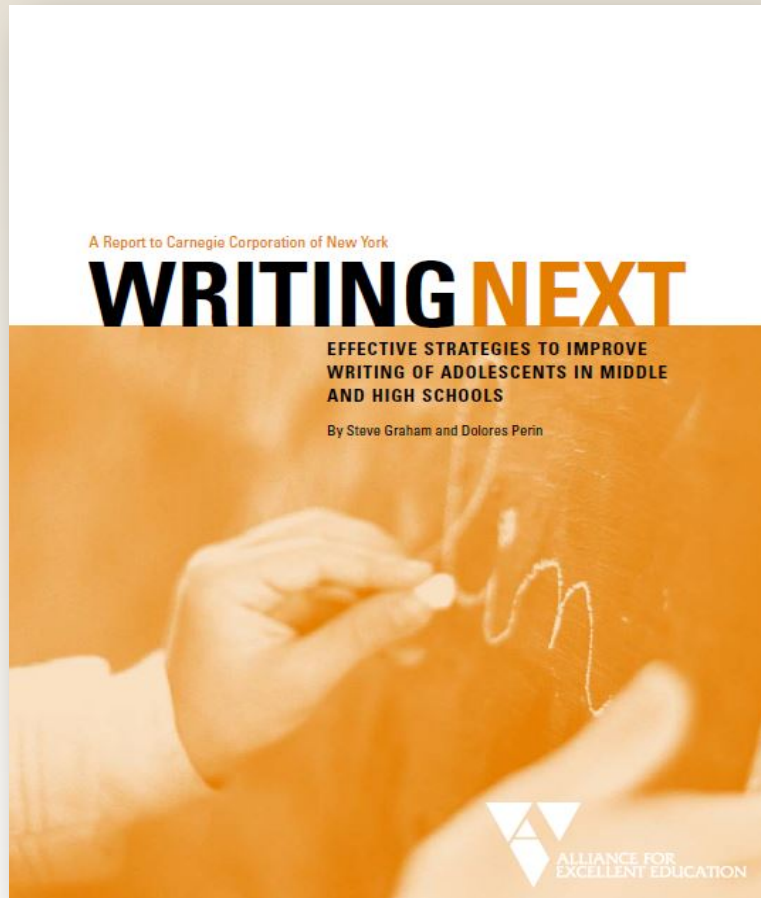
In addition to the full report, the NRC has released **IMPROVING ADULT LITERACY INSTRUCTION: *Developing Reading and Writing***: a practitioner-friendly booklet that summarize the results of the report and provides information that is relevant to curriculum developers, literacy program administrators, teachers, and tutors.

The booklet can be accessed at:

www.nap.edu/catalog.php?record_id=13468



Synthesis of Research on Adult Writing Instruction



www.all4ed.org/files/WritingNext.pdf

lincs.ed.gov/programs/teal/publications/writing-read

Exploring LINCS for Writing Products – Step 1

LINCS Literacy Information and Communication System

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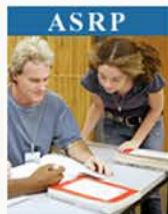
About

Search



Learn Featured LINCS Resources

<< Pause >>



ASRP provides research-based assessment strategies to improve reading instruction for Adult Basic Education (ABE) and Adult Secondary Education (ASE) learners.

[Read More](#)

[More Resources](#)

Participate LINCS Community



Participate in ongoing, topic-specific discussions with fellow adult education practitioners and leaders. Join groups of interest, access high-quality resources, and learn about upcoming events in the field.

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Find resources in our Resource Collection by entering a keyword or phrase

Search within a specific topic area

Program Management
Reading and Writing
Science

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Welcome to LINCS, a professional learning community for adult educators that provides access to resources, professional development, and a connected

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Recent Conversations

August 29, 2013

[Adult literacy practitioners' use of materials: Reading Teacher Research Survey](#)

What's New



[College and Career Readiness Standards for Adult Education](#)

2013

[College and Career Standards](#)

Exploring LINC'S for Writing Products– Step 2

Professional Development

Federal Initiatives

Resource Collection

Resource Collection Search

LINC'S Resource Collection Review Process

Reviewer Biographies

LINC'S Regional Professional Development Centers

Publications

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Home » Professional Development » Resource Collection » Resource Collection Search

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Search the Resource Collection using the filters below. You can select multiple values in each feature by holding control or command when clicking. You can deselect filters by holding control or command when clicking on items already selected. You can also clear filters by clicking "Clear Search Filters" below.

Displaying 1 - 20 of 46

Search Terms

Resource Type

Topic Areas

Year

Product Research

Evidence-based Professional Development
Financial Literacy
Formative Assessment
Health Literacy
Math and Numeracy
Postsecondary Completion
Program Management
Reading and Writing

2001
2002
2003
2004
2005
2006
2007
2008

Search

Clear Search Filters



Acquiring new vocabulary through book discussion groups

2013

Reading and Writing

A Report on the Minnesota (STAR) Student Achievement in Reading (STAR) Project

A Report on the Minnesota Student Achievement in Reading (STAR) Project

2012

Exploring LINC'S for Writing Products– Step 3



[Reading and Writing](#)



[Improving Adult Literacy: Developing Reading and Writing](#)

2012

[Reading and Writing](#)



[LINC'S Resources for Teaching Adults to Read](#)

2012

[Reading and Writing](#)



[Teaching Excellence in Adult Literacy \(TEAL\) Just Write! Guide](#)

2012

[Reading and Writing](#)

Exploring LINC'S for Writing Products – Step 4

Literacy Information and Communication System

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Search

Home » Teaching Excellence in Adult Literacy (TEAL) Just Write! Guide

Teaching Excellence in Adult Literacy (TEAL) Just Write! Guide

Resource URL:
<https://teal.ed.gov/tealGuide/introduction>

Author(s):
Mary Ann Corley, Ph.D.
Heidi Silver-Pacuilla, Ph.D.

Author(s) Organizational Affiliation:
American Institutes for Research

Published:
2012

Keywords:
Writing, Instructional methods, Research methods

Number of Pages:
89

Product Type:
Instructional Material


Target Audience:
Professional Developers, State Staff, Teachers

Skill Level:
NRS EFL 1--ABE Beginning Literacy
NRS EFL 2--ABE Beginning Basic Education
NRS EFL 3--ABE Intermediate Low
NRS EFL 4--ABE Intermediate High

Year Published:
2012

Resource Type:
[Product](#)

Related Topics:
[Reading and Writing](#)



View Resource

Exploring LINC'S for Writing Products – Step 5 teal.ed.gov

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JUST WRITE! GUIDE

February 2012

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Table of Contents

▼ Introduction

[Introductory Letter](#)[Why Write? Why Teach Writing?](#)

▼ Overview

[Fact Sheet:
Research-Based Writing
Instruction](#)

► Research-Based Writing Interventions

► Enhancing Teaching Practices

[Glossary](#)

TEAL Center Fact Sheet No. 1: Research-Based Writing Instruction

Recent research reviews have gathered what we know about effective practices for teaching writing to adolescents. This fact sheet examines the research on writing instruction for youth and adults, with attention to those who struggle to learn. Extrapolating from these major analyses provides guidance for adult educators to boost their writing instruction for adult learners.

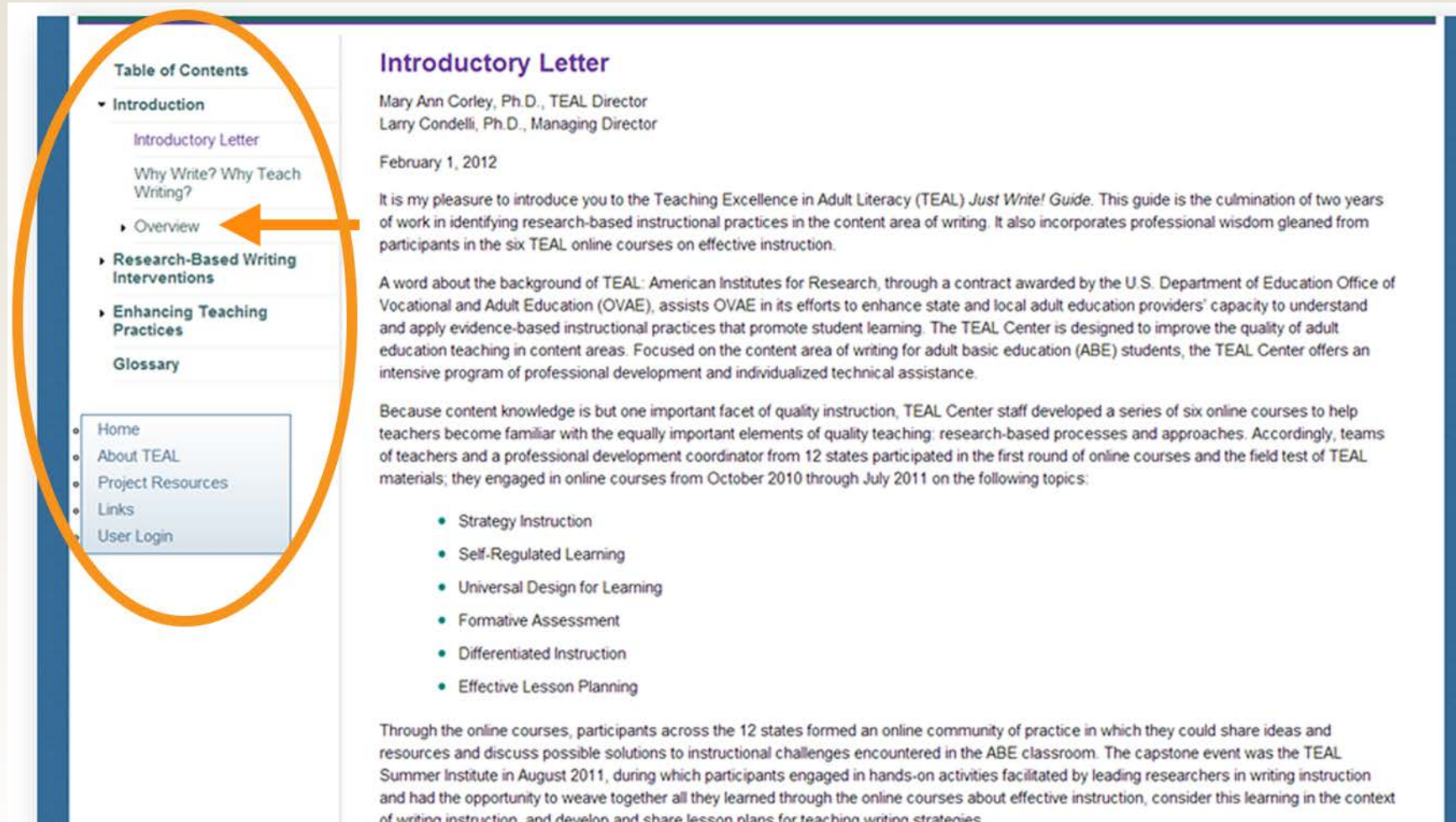
About Writing Instruction

Recent reviews of research have gathered what we know about effective practices to teach writing. *Writing Next* (Graham & Perin, 2007b), and a companion analysis, "What We Know and What We Still Need to Know" (Graham & Perin, 2007a), examine the research on writing instruction in grades 4–12, with attention given to those whose writing skills need improvement. *Writing to Read* (Graham & Hebert, 2010) analyzes the research on how writing instruction and practice can improve reading skills. Although these studies focus on students younger than most of the adult education population, they provide direction for instruction with adults. This fact sheet provides a thumbnail sketch of these three major studies and the implications for adult educators and learners.

Elements of Writing

Writing is multifaceted and includes a number of skills that must work together. Evaluating writing can be subjective

Exploring LINC'S for Writing Products – Step 6



The screenshot shows the LINC'S website interface. On the left, a navigation menu is highlighted with an orange circle. The menu includes a 'Table of Contents' section with links to 'Introduction', 'Introductory Letter', 'Why Write? Why Teach Writing?', 'Overview', 'Research-Based Writing Interventions', 'Enhancing Teaching Practices', and 'Glossary'. Below this is a 'Home' section with links to 'Home', 'About TEAL', 'Project Resources', 'Links', and 'User Login'. An orange arrow points from the 'Overview' link in the 'Table of Contents' to the main content area.

Introductory Letter

Mary Ann Corley, Ph.D., TEAL Director
Larry Condelli, Ph.D., Managing Director

February 1, 2012

It is my pleasure to introduce you to the Teaching Excellence in Adult Literacy (TEAL) *Just Write!* Guide. This guide is the culmination of two years of work in identifying research-based instructional practices in the content area of writing. It also incorporates professional wisdom gleaned from participants in the six TEAL online courses on effective instruction.

A word about the background of TEAL: American Institutes for Research, through a contract awarded by the U.S. Department of Education Office of Vocational and Adult Education (OVAE), assists OVAE in its efforts to enhance state and local adult education providers' capacity to understand and apply evidence-based instructional practices that promote student learning. The TEAL Center is designed to improve the quality of adult education teaching in content areas. Focused on the content area of writing for adult basic education (ABE) students, the TEAL Center offers an intensive program of professional development and individualized technical assistance.

Because content knowledge is but one important facet of quality instruction, TEAL Center staff developed a series of six online courses to help teachers become familiar with the equally important elements of quality teaching: research-based processes and approaches. Accordingly, teams of teachers and a professional development coordinator from 12 states participated in the first round of online courses and the field test of TEAL materials; they engaged in online courses from October 2010 through July 2011 on the following topics:

- Strategy Instruction
- Self-Regulated Learning
- Universal Design for Learning
- Formative Assessment
- Differentiated Instruction
- Effective Lesson Planning

Through the online courses, participants across the 12 states formed an online community of practice in which they could share ideas and resources and discuss possible solutions to instructional challenges encountered in the ABE classroom. The capstone event was the TEAL Summer Institute in August 2011, during which participants engaged in hands-on activities facilitated by leading researchers in writing instruction and had the opportunity to weave together all they learned through the online courses about effective instruction, consider this learning in the context of writing instruction, and develop and share lesson plans for teaching writing strategies.

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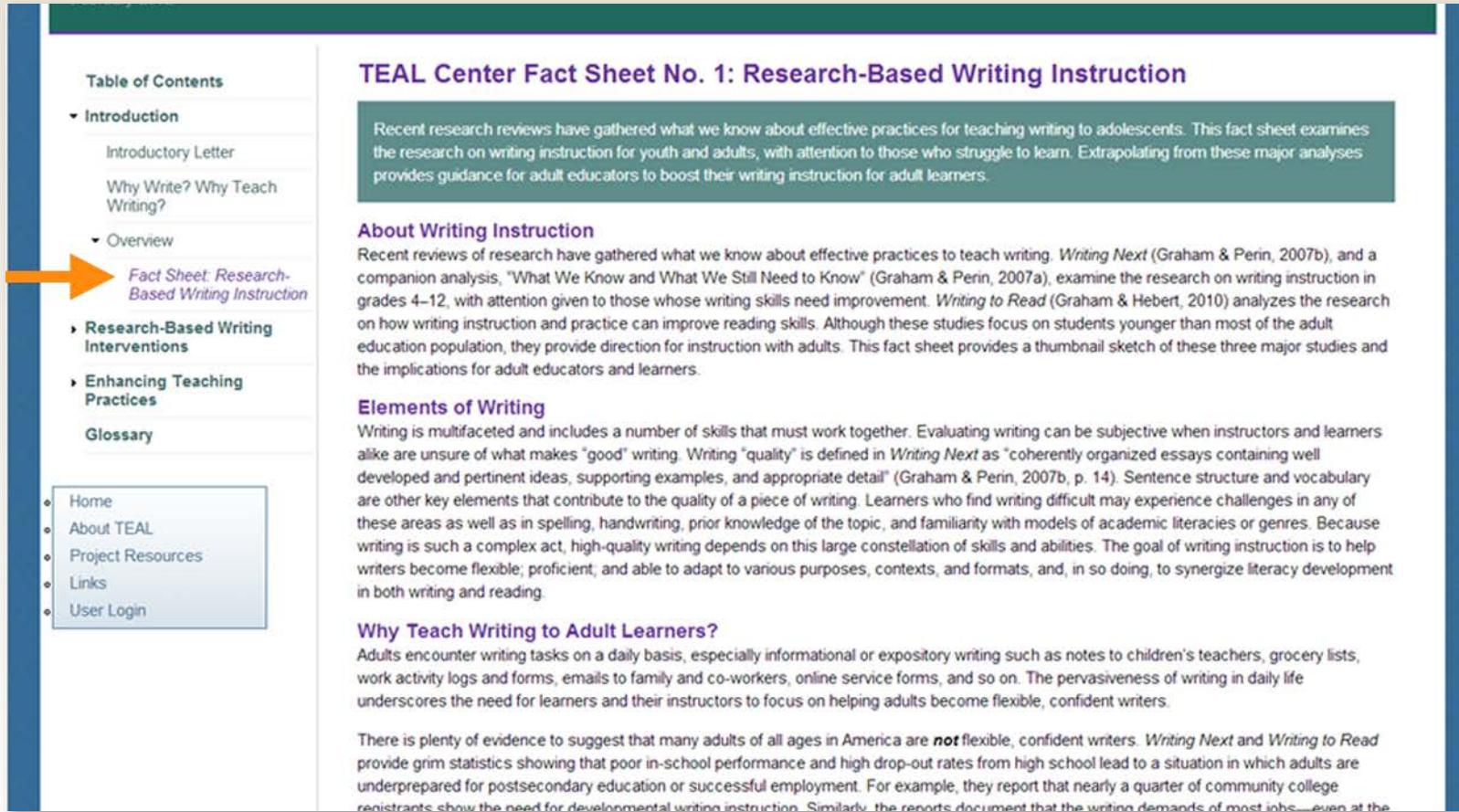


Table of Contents

- ▼ Introduction
 - Introductory Letter
 - Why Write? Why Teach Writing?
- ▼ Overview
 - Fact Sheet: Research-Based Writing Instruction**
- ▶ Research-Based Writing Interventions
- ▶ Enhancing Teaching Practices
- Glossary

[Home](#)

[About TEAL](#)

[Project Resources](#)

[Links](#)

[User Login](#)

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Elements of Writing

Writing is multifaceted and includes a number of skills that must work together. Evaluating writing can be subjective when instructors and learners alike are unsure of what makes "good" writing. Writing "quality" is defined in *Writing Next* as "coherently organized essays containing well developed and pertinent ideas, supporting examples, and appropriate detail" (Graham & Perin, 2007b, p. 14). Sentence structure and vocabulary are other key elements that contribute to the quality of a piece of writing. Learners who find writing difficult may experience challenges in any of these areas as well as in spelling, handwriting, prior knowledge of the topic, and familiarity with models of academic literacies or genres. Because writing is such a complex act, high-quality writing depends on this large constellation of skills and abilities. The goal of writing instruction is to help writers become flexible; proficient, and able to adapt to various purposes, contexts, and formats, and, in so doing, to synergize literacy development in both writing and reading.

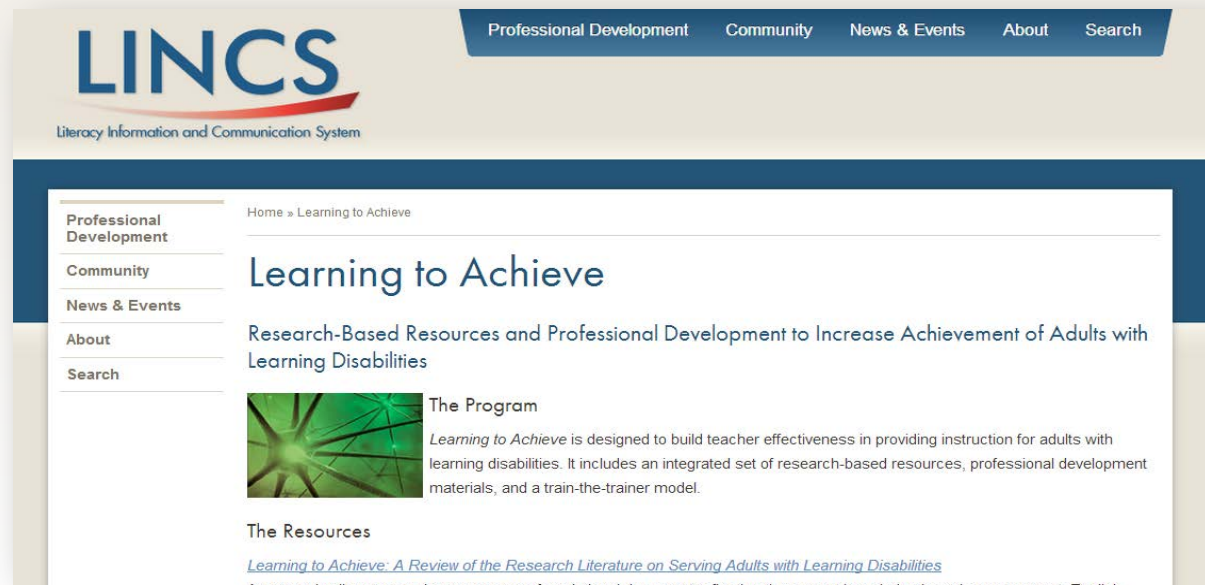
Why Teach Writing to Adult Learners?

Adults encounter writing tasks on a daily basis, especially informational or expository writing such as notes to children's teachers, grocery lists, work activity logs and forms, emails to family and co-workers, online service forms, and so on. The pervasiveness of writing in daily life underscores the need for learners and their instructors to focus on helping adults become flexible, confident writers.

There is plenty of evidence to suggest that many adults of all ages in America are **not** flexible, confident writers. *Writing Next* and *Writing to Read* provide grim statistics showing that poor in-school performance and high drop-out rates from high school lead to a situation in which adults are underprepared for postsecondary education or successful employment. For example, they report that nearly a quarter of community college registrants show the need for developmental writing instruction. Similarly, the reports document that the writing demands of most jobs—even at the


Learning to Achieve (L2A)

[Learning to Achieve](http://lincs.ed.gov/programs/learningtoachieve/materials.html) is a professional development resource to improve instruction for adults with learning disabilities. <http://lincs.ed.gov/programs/learningtoachieve/materials.html>



Developing Writers: A Workshop

<http://www.learner.org/workshops/hswriting/>




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**DEVELOPING
Writers**

► Graduate Credit
► Purchase Program

INTERACTIVES
Arbiter 
Build a Rubric 
Writer's Notebook 


[HOME](#) [About This Workshop](#) [Teacher-Talk](#) [Support Materials](#) [Site Map](#)

a workshop for
high school teachers


Grow as a teacher and
help your students grow
as writers.

WORKSHOPS

- 1 First Steps
- 2 A Shared Path
- 3 Different Audiences
- 4 Different Purposes
- 5 Usage and Mechanics
- 6 Providing Feedback on Student Writing
- 7 Learning From Professional Writers
- 8 Writing in the 21st Century

WORKSHOP DESCRIPTION


"Writing is the tool of power."
- Rafael Jesús González



7.2. Learner Web

www.learnerweb.org



You have gone full screen. [Exit full screen \(F11\)](#)

[Home](#) [What's New?](#) [Origins & Directions](#) [Features](#) [Learning Plans & Demo](#) [Media](#) [FAQ](#)

Learner Web Overview
by Mary Breden



Prezi

Current Projects»

- [IMLS National Leadership](#)
- [Department of Commerce
Broadband Technology
Opportunities Program](#)
- [Next Generation Learning
Challenges](#)
- [ELL-U Clubs](#)
- [Completed Projects](#)

Partner Organizations»

- [Content Development Partners](#)
- [Partner Regions](#)
- [Become A Partner](#)

Staff»

- [Portland State Staff](#)
- [Consultants](#)

Using the Web to Improve Adult Education

What is the Learner Web?

Developed at [Portland State University](#), the Learner Web is a learning support system for adults who want to accomplish specific learning objectives or goals such as earning a GED, improving their English language or other basic skills, increasing digital literacy, transitioning to higher education, preparing for a job, or improving job-related basic skills. The system is structured by the learner's selected Learning Plan and offers self-paced instruction, face-to-face or online work with a tutor or teacher, assessments, and an electronic portfolio. The Learner Web integrates support services from existing local education programs and community-based organizations where learners can receive assistance from classroom teachers, tutors, over the Web, and by telephone.

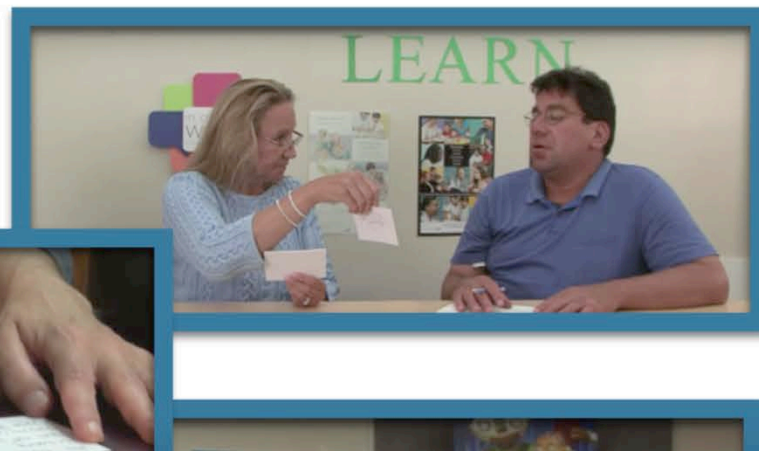
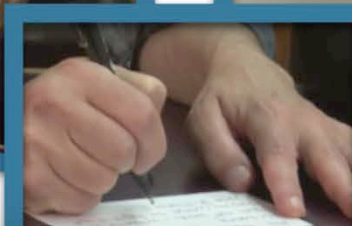
How Does the Learner Web Work?

The Learner Web consists of a Web-based software system that is implemented regionally. The System is organized around Learning Plans. A Learning Plan is a set of steps structured to help learners achieve an identified goal. For example, if the goal is to get a GED diploma, the steps might include finding out more about the tests, identifying what skills one needs to brush up on, learning new skills and knowledge, taking practice tests, etc. Each step is matched with online and community based resources and a workspace where Learners can take assessments or save their work in an e-portfolio.

For adults continuing to learn

Tutor Ready Reading and Writing

These resources, drawn from the research-based Teaching Adults to Read and Write online courses and workshops, focus on topics relevant to adult literacy tutoring. They provide answers to some common questions volunteer tutors ask about how best to help their learners improve their skills in reading and writing.





Closing

Questions or Comments?



Thank You and Evaluations

Please fill out your evaluation form.

We appreciate your feedback.

Thank you!