

# Distance Learning Project

# Student Handbook



Northern Berkshire Adult Basic Education Program  
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Project Sponsors  
Massachusetts Department of Education  
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Northern Berkshire Adult Basic Education Program

Materials and teacher support are free to enrolled students.

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Northern Berkshire Adult Basic Education Program  
Distance Learning Project

# Student Handbook

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Northern Berkshire Adult Basic Education Program

## Distance Learning Project

Basic Skills, Workplace and GED Education for Adult Learners

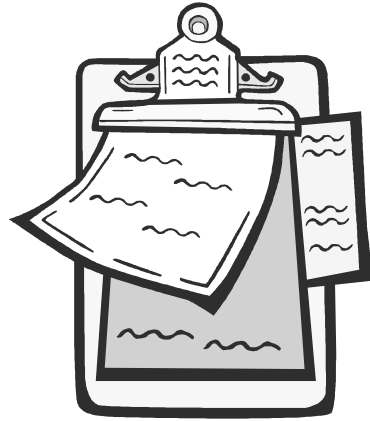
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### Distance Learning Project Overview

The Distance Learning Project is a teacher supported, multimedia learning program for adult learners who are unable to attend regularly scheduled classes. The project is designed for adult students interested in improving basic skills in reading, writing and math, workplace skills and GED preparation. Videos, workbooks, Web-based activities and CD ROM's are used to support the learning process.

Assessment, orientation, training and ongoing contact and support are important parts of the program. Students identify learning goals and create a learning plan with the help of an instructor. Study is self-paced and progress followed and supported throughout the program. Access to computers, TV's, VCR's, and supervised computer labs are available in a variety of community locations.





# *Planning*



# GOALS

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Give Meaning To What You Do

Become Who You Want To Be

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- Set Goals  
What do you want to achieve?
- Make Plans  
What can you do to reach your goal?
- Develop Action Steps  
What steps can you take?
- Identify Resources and Support  
Who can help you?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Sample Goal Plan

### **My Goal**

To learn to how to read with more understanding

### **Time Frame**

3-6 months

### **My Action Plan**

1. Set a specific time each day to read
2. Get a library card and visit the local library each week
3. Enroll in an Adult Education Program where I can strengthen reading skills

### **My Resources and Support**

1. A teacher at an adult education program
2. A tutor to work one to one
3. A librarian at the local public library
4. Books, videos, online learning resources

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## My Goal Plan

### **My Goal**

### **Time Frame**

### **My Action Plan**

- 1.
- 2.
- 3.

### **My Resources and Support**

- 1.
- 2.
- 3.
- 4.

# How to Be a Successful Distance Learner

## **1. Before you begin**

- Understand what is expected of you in the program.
- Make a commitment to work on your lessons each week.
- Schedule specific times that you can work on your lessons each week.
- Find out what time of day is most productive for you.
- Discover if several short or one longer study time works best.

## **2. Know what you want to accomplish**

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

## **3. Get the most from your lessons**

- Learn to use course tools: workbooks, videos, computer, CD-ROM.
- Find a study space in your home and a place to keep your learning materials.
- Communicate with your teacher on a regular basis by phone, e-mail or in person meetings.
- Write down any questions you have for your teacher or tutor.

## **4. Using resources and support**

- Schedule and keep meetings with your teacher.
- Attend open lab sessions to work on the computer and get assistance.
- Participate in special events.
- Use other resources to help you stay on track: library, tutor, and other materials.



# *Getting Started*



## Northern Berkshire Distance Learning Project Student Goals Checklist

Please check the areas most important to you.	<input checked="" type="checkbox"/>
1. To improve basic reading skills and/or workplace reading skills	
2. To develop everyday and/or workplace math skills	
3. To strengthen everyday writing skills and/or writing in the workplace	
4. To prepare for the GED	
5. To develop basic computer skills to support distance learning	
6. To develop job search skills and build skills to become a better employee	
7. To prepare for college	
8. Other	

### Student Distance Learning Contract

- I agree to work toward meeting my learning goals outlined above and in my individual work plan.
- I agree to work for a minimum of 3-4 hours a week in the distance learning project.
- I agree to record the time I spend on lessons and activities in the student time log.
- I agree to maintain my student work portfolio.
- I understand that I will meet regularly with my teacher.

Student \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_



## Distance Learning Readiness Assessment

### 1. Before you begin

- I signed my Distance Learning contract and I know what is expected.
- I can commit to working 3-4 hours each week on my studies.

### 2. Know what you want to accomplish

- I completed the Goals' Checklist and I set my goals for this course.
- I have designed an Individual Learning Plan with my teacher.

### 3. Getting the most from your studies

- I will participate in the Distance Learning Orientation to learn how to use course tools including workbooks, VCR, computer, and CD-ROM.
- I will keep my work in a portfolio to track progress.
- I will write notes and questions in my journal to ask my teacher/tutor.

### 4. Using your resources

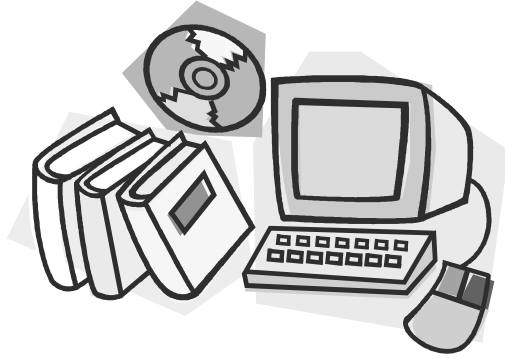
- I will meet with my teacher on a regular basis.
- I will call, e-mail or write to my teacher when I have questions or problems.
- I know I can ask to work with a tutor if I need individual help.
- I know I can participate in computer lab days to support my learning.

Student \_\_\_\_\_

Date \_\_\_\_\_

### Distance Learning Skills Checklist

PRE	Working in a Distance Learning Classroom	POST
	<b>General Skills</b>	
	• Complete student contract and goals checklist	
	• Establish Individual Learning Plan	
	• Participate in orientation	
	• Maintain portfolio folder of course work	
	• Record hours using the student time log	
	• Maintain regular contact with teacher	
	<b>Workbook Skills</b>	
	• Use answer keys to self-check and guide learning	
	• Use table of contents and/or index to locate topics	
	• Use glossary and reference handbook resources	
	• Match workbook units to video programs and online activities	
	<b>Video Viewing Skills</b>	
	• Use VCR to view program videos	
	• Use television viewing guide to locate and view videos	
	• Use videos with online and workbook activities	
	<b>Online Skills</b>	
	• Use online program resources for learning	
	• Navigate online learning Web site	
	• Send documents to instructor	
	• Use online portfolio	
	• Use online e-mail or classroom message system	
	<b>CD-ROM Skills</b>	
	• Use CD to view video clips to support learning	



# *Working with Materials Overview*



## What is a Multimedia Curriculum?



A multimedia curriculum is a learning program that includes:

- Videos
- Workbooks
- Online Materials

Some students work in all three areas, while others may use only one or two of the curriculum pieces.

# TV411

## Overview

TV411 is a self-paced multimedia education program that is designed to help adults gain the basic reading, writing, and math skills they need to achieve their learning goals. The series uses real-life topics to teach pre-GED level basic skills in reading, writing, math, learning strategies, and life skills. Each of the program's workbooks has a related half-hour video. Videos and workbooks may be used together or alone. TV411 online materials supplement the workbooks and videos with informative articles and self-checking learning activities.

## Program Components

**Videos:** TV411 videos are in a magazine format. Each video has a variety of segment types, including real life and fictional characters who appear throughout the 20-video series. Video segments illustrate the everyday use of reading, writing, and math skills. Videos also include stories of real adult learners and interviews with authors, songwriters, and poets.

**Workbooks:** There are 20 magazine style workbooks in the TV411 series. Each workbook includes instructional segments and activities that build upon the material presented in the corresponding video. As in the videos, the workbooks have recurring segments. Some of these segments are How To, Good Reading/Good Writing, Words to Know, and People. The back cover of each workbook gives students a skills checklist to keep track of the work they have completed in that issue.

**Online Materials:** At the TV411 Web site (<http://www.tv411.org/>), students will find lessons and practice activities in reading, writing, vocabulary, math, and learning. The Web site also has articles of interest to adult learners. These articles about people, money, health, and parenting serve as springboards for discussion, writing, and further learning.

# Workplace Essential Skills

## Overview

Workplace Essential Skills is a multimedia education series designed to help adult learners improve basic skills in reading, writing, communication, math, and employment readiness. The program includes videos, workbooks and online activities.

## Program Components

**Videos:** Twenty-five half-hour video programs comprise the WES program. Each program teaches essential attitudes, abilities, and competencies. Basic reading, writing, communication and math skills are introduced using workplace situations.

**Workbooks:** Four workbooks contain important topics in the areas of employment, reading, math, and writing/communication. Each workbook chapter contains vocabulary lists, key points, and chapter reviews, and is linked to a video. Chapters have a preview section called “Before You Watch” and an instruction and activity section called “After You Watch”. Answer keys are provided at the back of each book making self-checking possible. The workbooks can be used effectively with or without the video component.

**Online Materials:** WES has an online classroom with additional content in each of the four main areas of the program. Students can access support and assistance from their online teacher through the use of the portfolio system. The portfolio allows students to save work and teachers to view and comment on completed online activities. A message center supports communication between teachers and students. The distance learning program teaches students basic computer skills for effective online classroom use.

**CD-ROM:** A CD-ROM is available to give access to online video clips that are used to enhance the Video Activities in the online classroom.

## GED Connection: Pre-GED, GED, and Fast Track

### Overview

GED Connection is a multimedia education series designed to prepare adult learners for the 2002 GED Tests. The program includes videos, workbooks, and online activities introducing the skills and knowledge needed to pass the GED exam. There is a series of 39 half-hour programs including instruction in the areas of writing, reading, social studies, science, mathematics, and test taking strategies. The Fast Track Series is a general review of GED topics. It includes one workbook covering all areas of the GED test. It is intended for students who need a short review of the content areas.

### Program Components

**Videos:** Thirty-nine video programs comprise the GED Connection program. Each video is 30 minutes in length and introduces a topic within one of the five main GED test areas. Each video helps bring to life the content covered in one of the chapters of the workbook material

**Workbooks:** The workbooks cover the five main test subjects for the GED test. Each workbook covers individual topics within a content area. Each chapter is linked with a video program and has a preview section called “Before You Watch” and an instruction and activity section called “After You Watch”. Answer keys are provided at the back of each book making self-checking possible. The workbook chapters match the video instruction chapter by chapter. The workbooks can be used effectively with or without the video component.

**Online Materials:** GED and Pre-GED Connection have an online classroom Web site offering additional content in each of the five GED test areas. Students can access support and assistance from their online teacher through the use of the portfolio system. The portfolio allows students to save work and teachers to view and comment on completed online activities. A message center supports communication between teachers and students. The distance learning program teaches students basic computer skills for effective online classroom use.



# *Staying on Track*



Northern Berkshire Adult Basic Education Program  
 Distance Learning Project  
 Massachusetts College of Liberal Arts  
 Freel Library, Lower Level  
 413 662-5314

### Staying on Track – Distance Learner Supports

- Contacts with your teacher and/or tutor
  - meetings
  - telephone
  - e-mail
- Orientation, initial and ongoing
- Print and video materials
- Online resources and supported distance learning labs

Distance Learning Project	<a href="http://abeged.com/">http://abeged.com/</a>
TV411	<a href="http://www.tv411.org/">http://www.tv411.org/</a>
Workplace Essential Skills Pre-GED Connection GED Connection GED Fast Track	<a href="http://www.pbs.org/literacy/">http://www.pbs.org/literacy/</a>

- Local libraries for access to quiet study space and computers

North Adams	662-3133	<a href="http://www.naplibrary.com/">http://www.naplibrary.com/</a>
Adams	743-8345	<a href="http://abeged.com/">http://abeged.com/</a> Public Libraries   Click on Adams
Williamstown	458-5369	<a href="http://www.milnelibrary.org/">http://www.milnelibrary.org/</a>
MCLA	662-5321	<a href="http://abeged.com/">http://abeged.com/</a> Public Libraries   Click on Mass College
Pittsfield	499-9484	<a href="http://www.berkshire.net/PittsfieldLibrary/">http://www.berkshire.net/PittsfieldLibrary/</a>

- MCLA Computer Labs

The MCLA Computer Labs are located in Mark Hopkins Hall. Students with MCLA computer user accounts and sufficient computer skills to work independently may use the College’s computer labs. Hours of operation vary throughout the year; please telephone (413) 662-5276 for current information.

## Using Your Time and Activity Log

### Time and Activity Log

To track your learning progress and record the time you spend on your lessons, use the day and time boxes.

1. Write short notes that record when you study and what you study.
2. Record teacher or tutor meetings and computer labs you attend.
3. Bring your “Time and Activity Log” with you when you meet with your teacher.

### Managing Your Time

1. Keep track of what you do during the day. Look to see where you can make better use of your time. Which commitments do you have that are fixed? Which commitments are flexible and might free up more time for your course work?
2. Know what is important for you to do.
3. Know which times of the day you work your best.
4. Keep interruptions to a minimum.
5. Avoid trying to be perfect in everything that you do.
6. Do not put things off.

Student: \_\_\_\_\_

### Distance Learning Time and Activity Log

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

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





