
The OLRC *News*

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OLRC Receives \$500,000 in Federal Funding



Kent State University received \$3 million in federal funding for three KSU programs and of that the Ohio Literacy Resource Center received half a million dollars; that's right, \$500,000! With leadership from Marty Ropog, Director of the Center and Dr. Nancy Padak, Project Administrator of the Center and Professor of Teaching, Leadership and Curriculum Studies, plans are underway to develop a project to provide support systems to assist GED graduates in achieving a win-win college experience while attending Kent State's main campus and Stark County campus. A team of OLRC and KSU staff are establishing the structure for this project that will include a technology-enriched support system for GED graduates, computers and online support activities; tutoring, mentoring and internships, including help with applications and other procedures. Full tuition and fees scholarships, renewable up to five years, will be funded by private foundations and corporations.

Through research, we learned that it is the first ever scholarship opportunity of this magnitude for GED graduates. We are committed, motivated, and dedicated to the success and the future of the project. Therefore, thoughtful and careful planning in the structure of this project is imperative as we take this journey with our students. The initial goals for this project are to provide on-line resources, collaborate with the Academic Success Center at KSU, offer person-to-person support, provide scholarship winners with laptop computers, and develop internships opportunities related to their career goals. Additionally, the students will keep journals (paper or electronic) to chronicle their successes and challenges in the higher education environment and to offer advice for students who follow. Their voices will help us in designing support systems that directly relate to the students' needs.

This is an exciting time and project for our ABLE students. In Ohio, 18,000 Ohioans earn their GEDs each year. A vast majority of these graduates need additional education to achieve their goals as workers, citizens, and family members. Further attainment of education increases workers' earnings, creates economically stable homes, and improves children's learning opportunities. Through this project they will be given that opportunity. Thus, this funding will allow us to first learn from GED graduates what they need to be successful at the university and second create those support systems to assist them in achieving their educational goals. Over the next few months we plan to market this project to about 200 GED graduates that are currently enrolled at the Kent Campus of KSU. We hope to select GED graduates that are interested in this project and willing to participate in focus groups, take on roles as mentors and cyber-mentors for incoming freshmen, and become our teachers – the team firmly believes that hearing from current students about their experiences as KSU students is our key to ensuring their success and the success of future students. The launch of this project is Fall 2002.

We hope you will join us in the celebration and development of this much needed project! For more information about this project, contact Sandra Golden, Literacy Projects Coordinator at (800) 765-2897 extension 25351, or look for updates on our website: <http://literacy.kent.edu> .

Ohio Literacy Resource Center

Enhancing Adult Literacy in Ohio

A publication of the Ohio Literacy Resource Center located at Kent State University
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Ropog Leads Ohio Literacy Resource Center

The OLRC is pleased to announce that Marty Ropog has been named Director. Marty has provided leadership for Center activities since she joined the team in 1996. Over these years, she has gained expertise in nearly every one of the Center's major functions. This rich experience, coupled with her leadership skills, interpersonal skills, extraordinary multi-tasking abilities, and vision for OLRC's future, will ensure that the OLRC will continue to provide support for Ohio's adult literacy programs and practitioners.

Other OLRC staff members will continue to take responsibility for major projects. Consequently, those with questions or resource needs related to those projects are advised to contact the staff person most directly responsible:

ABLElink	Phil Luedke	ablelink@literacy.kent.edu
EFF	Judy Franks	jfranks@literacy.kent.edu
Family Literacy	Dianna Baycich	dbaycich@literacy.kent.edu
Ohio History		
Conference	Sandra Golden	sgolden@literacy.kent.edu
LINCS	Tim Ponder	tponder@literacy.kent.edu
Math Literacy	Nancy Markus	nmarkus@literacy.kent.edu
Tradebooks	Connie Sapin	csapin@literacy.kent.edu
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Marty Ropog, Director

Photo by: Jeff Glidden,
KSU Photographer

From the Director:

OHIO LITERACY RESOURCE CENTER? AHA. SO...WHAT DO YOU GUYS DO?

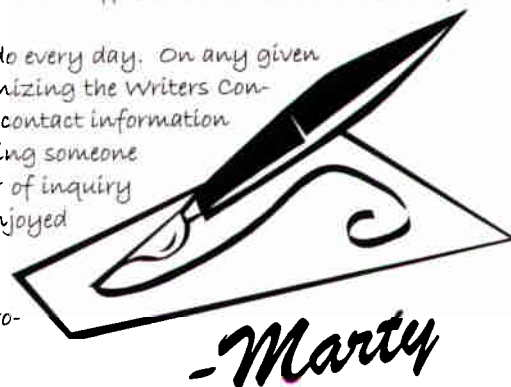
If I had a dollar for every time I've been asked that question over the last six years I wouldn't be sitting here writing about it, I'd be on the beach saying "I'm retired," which is universally understood. With our latest grant for the GED support project we've had to introduce the OLRC to a completely new set of people. I imagine it's often the same with most adult education practitioners: "So, what's all involved with helping an adult increase basic skills?" or "So, ESOL huh? What's that all about?" It's usually tough to explain what the OLRC does in a time span short enough to prevent the explainee's eyes from glazing over. If that person isn't already vested in the field of adult education there's an additional layer of explaining "adult education."

We know that you may be very familiar with a portion of what the OLRC does; you may have been to Kimberly McCoy's Using Technology in the Classroom presentation, read the Math News by Nancy Markus, called for technical support on the ABLELink line, or have participated in the Writers Conference. Because of the varied projects of the OLRC and to assist some new ABLE staff we decided that we should **briefly** introduce or reintroduce the Center.

The "short" version is: the goals of the OLRC include coordinating projects and providing resources and support to adult education practitioners, and working with a number of state, regional, and national agencies and organizations to accomplish these goals. Most of our major projects are highlighted in our newsletters, website, and publications. As examples, we work as part of the Resource Center Network to provide resources and professional development, with the National Institute for Literacy to coordinate the Midwest LINCS project, and with the state ABLE office to assist them with the implementation of initiatives.

But even those examples don't really get into exactly what we actually do every day. On any given day a staff member of the OLRC might be writing an article on diversity, organizing the Writers Conference, developing curriculum that uses the EFF framework, providing program contact information to a potential volunteer, working with Kent State to reassign a budget item, helping someone send their APR, researching potential distance learning uses, or writing a letter of inquiry for a grant from the Starbucks Foundation. One of the main reasons I've enjoyed working here so much is that it's never been the same day twice.

If you happen to be near Kent State, stop by to see us in action! We'd love to introduce ourselves and show you around!



Celebrate and Promote Diversity

Linking Cultural Diversity to Adult Basic Education

Sandra Golden

What is cultural diversity? Culture has many meanings and usages such as popular culture, high culture, organizational culture, ethnic culture, subculture, and uncultured. The word culture is derived from the Latin word *cultural*. Historically the meaning of culture has evolved from meanings such as cultivating manners and social graces to a much broader meaning - the fabric of people. Tallmadge C. Guy (1999) proposes that the popular definition of culture has come to refer to the shared values, attitudes, beliefs, behaviors, and languages used within a social group. For the purpose of this article the discussion will focus on cultural diversity as it relates to adult basic education learners. Our students' cultural backgrounds vary based on their values, beliefs, and experiences. Thus, to develop a rich, culturally relevant adult education learning environment research shows that the following fundamentals must be addressed: (Model adapted from Marchisani and Adams).



1. **Instructor cultural self-awareness** - As adult educators we must first have an understanding of our own cultural framework and how that shapes the learning process for our students. This means examining our own cultural values, beliefs, attitudes, and behaviors of learning and often times stepping out of our framework to understand how our students learn best rather than impose our way of learning on them.
2. **Learner cultural identity** - Know your students and their cultural background and use this information effectively and creatively during instruction (Ladson-Billings, 1994). Recognizing that your students have many strengths and are motivated to learn produces a strong student-teacher relationship.
3. **Inclusive curricula** - Instructional material should be reflective of students' lived experience and material that the student can relate to and does not imply stereotypical messages. Instructional material or activities developed from the use of newspapers, magazines, or trade books are ways to bring authentic material to the learning environment. (Refer to the website address below to learn more about trade books and how to use them in your classroom).
4. **Instructional methods and processes** - The use of instructional methods and processes that allow the students to be active participants in their learning are excellent and invaluable. Research shows that sharing power and responsibility are critical in the learning process. However, the use of different learning modalities must be considered. For example, class presentations are not recommended for all students because of varying cultural beliefs, such as Chinese Americans who may feel uneasy in class presentations or leading a class discussion.

Therefore, it is important as adult educators that we embrace the process of lifelong learning so that we can provide our adult learners with an improved learning experience. Engaging in the process of learning about cultural differences and the connection of adult basic education involves continual examination of our cultural lenses, knowing our students and appreciating their cultural influence in the classroom, creating inclusive learning material, and developing effective instructional methods. Overall, this leads to the road of constructing a culturally enriched, empowering learning environment.

References:

- Guy, T. C. "Culture as Context for Adult Education: The Need for Culturally Relevant Adult Education." In T. C. Guy (ed.), *New Directions for Adult and Continuing Education*, no. 82. San Francisco: Jossey-Bass, 1994.
- Ladson-Billings, G. *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass, 1994.
- Marchisani, L., and Adams, M. "The Dynamics of Diversity in the Teaching and Learning Process: A Faculty Development Model for Analysis and Action." In L. Marchisani and M. Adams (eds.), *Promoting Diversity in College Classrooms*. San Francisco: Jossey-Bass, 1992.

Suggested Readings:

- Guy, T. C. (ed.) "Providing Culturally Relevant Adult Education: A Challenge for the Twenty-First Century." In T. C. Guy (ed.), *New Directions for Adult and Continuing Education*, no. 82. San Francisco: Jossey-Bass, 1994.
- Ladson-Billings, G. What We Can Learn from Multicultural Education Research, *Educational Leadership*, May 1994
- Ladson-Billings, G. and Gomez, M. L. Just Showing Up: Supporting Early Literacy Through Teachers' Professional Communities. *Phi Delta Kappan*, May 2001

Website Resource:

<http://literacy.kent.edu/eureka/>

Resources and Reviews

Ambruster, Bonnie, Lehr, Fran, and Osborn, Jean. (September 2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. U.S. Department of Education Educational Research and Development Centers Program PR Award R305R70004. Washington, DC: Partnership for Reading.

The Partnership for Reading, a collaboration of the National Institute for Literacy, the National Institute for Child Health and Human Development, and the U.S. Department of Education, asked the Center for the Improvement of Early Reading Achievement and the National Institute for Literacy to develop this booklet. The genealogy is the most complex part of this attractive publication. It disseminates and popularizes the findings and conclusions found in the *National Reading Panel Report 2000*.

Well-known reading researcher Susan B. Neuman, now the U.S. Assistant Secretary for Elementary and Secondary Education, introduces the guide "by teachers for teachers." Topics covered include phonemic awareness, phonics, vocabulary, and text comprehension instruction. Although written for kindergarten through grade 3 teachers, the clear explanation of terms and processes can be applied to the adult learner as well. Each section defines terms, gives clear examples, presents common questions and answers, and summarizes the main points.

The best news is the cost. It is free. You can download it from www.nifl.gov or you can order a free glossy, spiral-bound version at www.ed.gov/pubs/edpubs.html that will arrive in 10 days or so. The full report of the National Reading Panel on which the booklet is based can be ordered at no cost on www.nationalreadingpanel.org.

Armstrong, Patricia. (2000). *Information Transformation: Teaching Strategies for Authentic Research, Projects, and Activities*. Portland, ME: Stenhouse.

Don't be fooled by the use of the word "research" in the title. This teacher-friendly book about information skills, which was written for high school students, is a gold mine of strategies, worksheets, and lesson plans for thinking and writing activities in adult education and family literacy classes, especially those using EFF standards. The lessons offer ways of using Internet sites (Plug It In), extension suggestions (Take It Further), and excellent reflective activities (Think It Over and Student Self Assessment).

All aspects of writing and looking for information are here. The first section deals with planning considerations of topic, purpose, and audience. The second section discusses the search-- asking questions, knowing where to find and how to evaluate information. Organizing, drafting, and revising written work occupies the third section. The book includes blackline masters and several appendices including 1) a long list of How To Show What You Know; 2) an outline of the Dewey Decimal System; 3) a glossary of Computer terms; and 4) recommended web sites and books on technology and writing. Teaching writing just got easier--and more interesting.

Davis, Laura and Keyser, Janis. (1997). *Becoming the Parent You Want To Be: A Sourcebook of Strategies for the First Five Years*. New York: Broadway Books.

This realistic and supportive book takes the culture and context of individual parents and families into consideration when exploring parenting practices. The authors suggest that parents work out a long-term perspective that includes their vision (or values with a small "v") of what they want their children to learn. The approach is based on the assumptions that children construct knowledge and develop according to personal temperament and timetables. Behavior is an attempt to learn. The authors assume that parents want to learn about parenting and do the best job that experience and circumstances permit.

The 28 chapters are divided into six sections: 1) The Framework of the Parenting Journey; 2) Children's Feelings; 3) Children's Bodies; 4) Dealing with Difficult Behavior; 5) Social Learning and Play; and 6) Family Relationships. The nine principles on which the book is based convey the scope of the book: Developing a Vision for Your Family; Learning About Children; Cultivating a Spirit of Optimism About Your Children; Understanding That Parents Are Always Growing; Learning to Trust Struggle and Disequilibrium; Working Toward a Balance of Needs; Teaching Children to Feel Safe, Strong, and Good About Their World; Being Human: When You're Not Yet the Parent You Want to Be; and Building a Supportive Community. The user-friendly format utilizes bulleted suggestions and shaded boxes of real parents' stories and summarized bits of information. This well-written book can be read in large sections or used as a reference utilizing the comprehensive index.

For programs with a family literacy orientation, Chapter 9 on Building a Supportive Community is worth the price of purchase alone. The National Parenting Center gives the book its seal of approval. The book can be ordered on the web site www.becomingtheparent.com.



OLRC Staff Presents at Longaberger



Ohio Literacy Resource Center staff, Sandra Golden and Kimberly McCoy, had the opportunity to present to employees at the Longaberger Company's home office in Newark, Ohio, on Tuesday, October 16, 2001, for their diversity month. The home office is a replica of the Longaberger Medium Market basket; yes a basket. This seven-story building has 84 windows, capacity is 500, and square footage is 180,000 - definitely a must see!

For the month of October, the Longaberger Company invites different organizations to speak to their employees about various aspects of life, and the Ohio Literacy Resource Center was asked to speak about literacy. The presentation titled "Do You Know the Facts About Literacy?" covered the mission and purpose of the OLRC and some of the many projects we are doing, or have done, in the field of literacy and technology. Sandra provided information about the Starbucks Family Literacy Fun Nights and the Ohio History Project Conference. Sandra also discussed the definition of literacy, characteristics of the adult learner, and the history of adult education. Kimberly spoke about the annual Writers' Conference, the annual Leadership Institute, and the retreat held at Salt Fork State Park to develop Workforce Modules. Kimberly also presented some of the publications the OLRC provides, such as Teacher-to-Teacher, OLRC News, and The Technology Update. In addition, she shared information about ABLELink (Ohio's response to the National Reporting System) the Technical Assistance/Training Network, which provides free technical support for ABLE-funded programs throughout the state, and the professional development workshops and presentations the technology team provides at national and local events.

Furthermore, in discussing what the center's mission and purpose are, Sandra, also an educator with the Cleveland Municipal School District, shared her experiences first as a volunteer and now as a teacher in the adult education arena. Sandra and Kimberly also provided some adult literacy statistics based on the 1990 U.S. Census data for Ohio and surrounding counties, which include Licking, Muskingum, Coshocton, Perry, and Fairfield. For example, 7% of Ohioans have less than a 9th grade level of education but in Licking county 6% have less than a 9th grade level of education. This illustrates Licking county's percentage (where Longaberger is located) is lower than the entire State. Some of the other items that were covered dealt with the type of volunteer positions that are needed in many adult programs, such as tutoring and clerical support. Also, discussed were other ways one can support literacy in their communities, such as reading to

children, donating money and/or equipment, being a lifelong learner, and encouraging others to be lifelong learners. Contact information, for the counties mentioned above, and a package that illustrated how to increase family literacy in their communities were also provided.

Sandra and Kimberly will be presenting, "Do You Know the Facts About Literacy?" at the Ohio Association for Adult and Continuing Education Conference (OAACE) April, 2002 at the Adam's Mark Hotel in Columbus. For the latest information about OAACE, visit the website located at <http://www.able-ohio.org/oaace/> or contact Jeff Fantine, conference chair, at (800) 753-1519 or e-mail fantine@ohio.edu.

For more information about any of the literacy projects mentioned in the article, contact Sandra Golden, Literacy Projects Coordinator by phone (330) 672-5351 or e-mail sgolden@literacy.kent.edu. For additional information about technology projects, contact Kimberly S McCoy, Technology Projects Coordinator by e-mail kmccoy@literacy.kent.edu or phone (330) 672-0757.

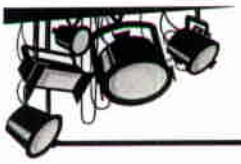
To learn more about the Longaberger Company's home office and other area attractions, visit their website at www.longaberger.com, or contact them via e-mail at guestrelations@longaberger.com or phone (740) 322-5588.

Did You Know ?

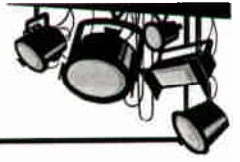
Did you know the
Ohio Literacy Resource Center:

- Was invited to present at the first state Family Literacy Conference in Kentucky
- Has an EFF site at <http://literacy.kent.edu/ohioeff>
- Has two graduate assistants, one student worker, and a consultant planning summer 2002 weddings





EFF Highlights



How the EFF Standards Work

One of the hottest topics in education reform for more than a decade has been standards. The fear that our future American workforce is not keeping up with their peers in Western Europe and Japan was brought to the forefront with the 1983 publication of *A Nation at Risk*. The National Governor's Association began to see national goals and standards as a mechanism needed to speed educational reform, a priority with voters. In 1989, the governors announced National Education Goals as the central piece of the America 2000 educational reform agenda. The US Department of Education adopted these goals in 1992 with the goal of adult literacy and lifelong learning being "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

The 16 Equipped for the Future (EFF) Standards define the core knowledge and skills adults need to effectively carry out their roles as parents, citizens, and workers. These standards have been identified through research on what adults need to do in order to meet the broad areas of responsibility defining these three roles. They do not address the full range of activities adults carry out, but focus on the skills adults need to meet their 4 purposes for learning.

- Access - To gain access to information and resources so they can orient themselves in the world.
- Voice - To give voice to their ideas and opinions with the confidence that they will be heard and taken into account.
- Action - To solve problems and make decisions on their own, acting independently, in their roles.
- Bridge to the Future - To keep learning in order to keep up with a rapidly changing world.

With these purposes as the starting place for defining the EFF Standards of what people know and do, we can now focus on the application rather than just the possession of skills. While some of these skills are familiar to adult educators, their definitions reveal them to be more clearly linked to purposeful action. *Read with Understanding*, then, is defined as:

To read with understanding adults need to determine the reading purpose; select reading strategies appropriate to the purpose, monitor comprehension and adjust reading strategies; analyze the information and reflect on its underlying meaning; integrate it with prior knowledge to address reading purpose.

The EFF list of necessary skills is different from what adult educators traditionally use. It starts with Communication Skills—the skills adults need for access to information: reading and writing, listening and speaking, and observing. But it also includes three additional categories of skills that adults need in order to use the information they access in their roles. These categories of skills include those we traditionally think of as interpersonal skills, and those decision-making and learning skills we traditionally talk about as "higher order" or critical thinking skills. Grouping the skills into four categories is intended to

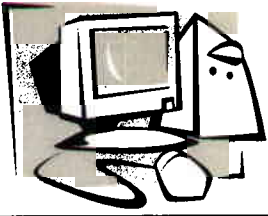
demonstrate the interchangeability of skills within a category. For example, the activities that require adults to *Work Together* (Community Role Map) can be accomplished by using oral and visual communication skills, but reading and writing may not be the most important means of communicating. Similarly, the specific interpersonal skills needed may vary from situation to situation depending on the task and context. These categories allow adult learners to think about all the skills as tools they can draw on selectively to achieve their purposes more effectively.

One of EFF's most important contributions to adult education this far has been helping learners and teachers see the explicit connection between what happens in the classroom and what adults do in the rest of their lives. The **Role Maps** enable students to put their goals in the context of this broader picture and the **Skills Wheel** enables students and teachers to identify the full range of skills they need in order to carry out the activities important in their lives. Using the Wheel as part of goal-setting and the initial assessment process, students can see areas where their skills are already developed or where further work is needed.

Four conceptual threads have shaped the EFF framework in important ways:

- a purposeful, constructivist approach to learning
The EFF framework has focused not on bodies of knowledge to be mastered, but on purposeful activity. A constructivist approach focuses on enhancing the individual's capacity to make meaning and achieve purposes by selecting, monitoring, making decisions, and acting upon new information.
- rooting education in the context of people's lives
With a focus on use, "context" came to be seen as the reasons people have for learning and is linked to a purposeful approach to learning.
- an emphasis on application, not just possession, of skills
A focus on application rather than possession of skills and knowledge sees learning as active and a process not of acquiring facts but of enhancing one's ability to understand, make decisions, and act upon that knowledge.
- a view of adult development as transformative rather than additive
Adult development is not simply mastering more knowledge and skills cumulatively, but as mastering consecutively more complex principles of thinking, feeling, and relating.

The most significant accomplishment of EFF has been to shift our thinking about the purpose of adult education. EFF has pushed us to think about preparing people for the future by teaching skills and knowledge adults need to be more effective workers, parents, and citizens.



Winter 2002

The OLRC News

Tech Talk

Viruses, Viruses, and More Viruses

Kimberly S. McCoy & Marty Ropog



In recent years viruses such as Melissa, Code Red, SirCam and the "I Love You" virus, just to name a few, have been in the news because of their ability to spread at a rapid pace and affect

so many users in a short period of time. For example in March of 1999, the Melissa virus forced Microsoft and other major businesses to shut down their e-mail systems until the situation was handled. Also, in May of 2000, the "I Love You" virus reached at least 45 million users in one day and caused major corporations including Ford Motor Company to close down their e-mail systems for a period of time. Unfortunately, viruses will continue to be a part of our daily lives as society continues to utilize the many tools and resources available through computers. Hopefully, this guide will assist you in not becoming a virus victim and eliminating the possibility of giving or spreading one to your colleagues, friends, and family members.

What is a virus?

Whatis.com sited at <http://whatis.techtarget.com/> defines a virus as a piece of programming code usually disguised as something else that causes some unexpected and usually undesirable event. A virus is often designed so that it is automatically spread to other computer users. Viruses can be transmitted as attachments to e-mail note, as downloads, or be present on a diskette or CD. The source of the e-mail note, downloaded file, or diskette you've received is often unaware of the virus." Viruses have the capabilities of corrupting and deleting files, causing a real nightmare for you and your computer system.

What is a worm? Webopedia available at <http://www.pcwebopaedia.com/TERM/v/virus.html> states "A worm is a special type of virus that can replicate itself and use memory, but cannot attach itself to other programs." Unfortunately,

worms are usually intended to attach themselves to the e-mail addresses in your address book and may be programmed to go through a computer network. Melissa, "I Love You", Code Red and SirCam are all considered worms.

How do I protect my computer from viruses and worms?

There are a number of genuine computer viruses out there that have a range of different affects - from wiping out key files on your hard drive to doing absolutely nothing. Your best defense against these viruses and worms is a *regularly updated* virus scanner also referred to as an anti-virus program. Anti-virus programs allow users to search their computer for viruses and remove the infected file(s). A user can schedule these programs to scan/search on a daily, weekly or monthly basis. A user also has the option of setting up these programs to scan items downloaded from the Internet or attachments received via email and floppy diskette from others. If you regularly download items from the Internet and don't already have a download folder, create one. Then make a habit of saving all items downloaded from the Internet into the download folder and scan the folder prior to opening or executing the item you just downloaded. McAfee, accessible at <http://www.mcafee.com> and Norton Antivirus protection located at <http://www.symantec.com/>, are two of the most popular virus programs used. In addition to having one of these applications on your system, it's essential that the program and its virus definitions are current. Information on updating is available in the program's help files or on their Website. Both sites provide a comprehensive list of recent viruses, the date they were discovered, protection information, risk rating, how they may infect your system and removal instructions. Symantec Norton Antivirus page is available at <http://securityresponse.symantec.com/avcenter/vinfodb.html> and McAfee's resource is obtainable at <http://vil.nai.com/VIL/newly-discovered-viruses.asp>.

The second-best defense is to be wary of e-mail attachments, even if the attachments are from someone you

know and trust. Check a few things before you open any attachment:

- 1.) Does the language sound strange - grammar, spelling, and word choice inconsistent with the sender's usual messages?
- 2.) Is the message personalized or does it just start with "Hi!" or simply start a message (W32/Goner is the most recent example of this)?
- 3.) Is the attachment titled strangely, particularly from that person (For example, the I LOVE YOU virus)?
- 4.) Are you expecting an attachment from the sender? If not, contact the sender prior to opening the attachment.
- 5.) Is the extension (the last 3 letters of the filename) one of the following: .exe, .vbs, .bat, .scr? If you're not sure, check one of the sites referenced below for the filename.

Don't just use the subject of the e-mail to confirm validity. Several viruses sent out through email have genuine sounding subjects that may have come from messages in your own inbox.

Finally, get in the habit of backing up your files on a regular basis. In the event you do become a virus victim and your files are corrupted or erased at least you will have a clean and virus free backup. We recommend backing up your entire system once a week to a zip disk, a cd, or on your local network.

What is a Virus hoax?

A virus hoax is an e-mail about a virus that doesn't exist, unfortunately it only takes a minute to send out hoaxes to everyone in your e-mail address book. Always assume that virus "warnings" are hoaxes (most are) even if the message is from someone you know and trust. About.com has an excellent article about how to spot an email hoax available at http://www.urbanlegends.about.com/c/ht/00/07/How_Spot_Email_Hoax0962932962.htm. According to the article, a few things you should watch out for are wording such as "Forward to everyone you know," "This is not a hoax/urban legend," and the mentioning of a person or company in authority for instance, "AOL has confirmed that this is a real virus!"

Before forwarding or acting on any type of warning, please visit one of the following sites to confirm its validity:

- a) Symantec Security Response <http://www.symantec.com/avcenter/>
- b) McAfee Avert Virus Alerts <http://www.mcafee2b.com/avert/virus-alerts/default.asp>
- c) Vmyths.com-Truth About Computer Virus Myths & Hoaxes <http://www.vmyths.com>
- d) Urban Legends Reference Pages: <http://www.snopes2.com/inboxer>
- e) HoaxBusters from CIAC through the U.S. Department of Energy <http://hoaxbusters.ciac.org/HBHoaxInfo.html>
- f) Virus Bulletin <http://www.virusbtn.com/index.html>
- g) Urban Legends and Folklore <http://urbanlegends.about.com/>

Lastly, "When in Doubt, Don't Send It Out"

Hoaxbusters <http://hoaxbusters.ciac.org/HBHoaxInfo.html>



Focus on Women and Literacy



The OLRC, with the help of Dr. Joanne Dowdy of Kent State University, is developing a webliography of women and literacy resources that contain useful information for instructors and students. This information includes websites, books, movies, and ERIC documents.

Daphne Greenberg of the University of Georgia will be overseeing a Women and Literacy Special Collection. The Special Collections are collections of high quality internet resources. If you haven't visited the Special Collections you can do so by going to <http://literacy.kent.edu> and clicking on the Collections button toward the top of the page.

New Showcase Items

*Integrating Technology into ESOL Curriculum:

<http://easternlincs.world.org/docs/cia/index.htm>

This site was developed for teachers who are interested in integrating technology into ESOL/EFL classrooms and promotes the use of technology in the field to bring more equitable access to knowledge, skills, and technology to learners.

*Charting a Course: Preliminary Needs Assessment Using Equipped for the Future:

<http://www.vcu.edu/aelweb/charting.PDF>

A collection of handouts and forms produced during an Equipped for the Future project for the Virginia Adult Learning Resource Center. Team members focused on orientation activities that require thought and input from the student. (Adobe Acrobat needed to view this document)

LINCS Tutorial

If you are new to the LINCS system, you may find this online introduction and tutorial of interest. <http://www.nwlincs.org/nwlincsweb/tut123.htm>

Workforce Development

On October 4 through the 6th the Ohio Literacy Resource Center hosted a working group of Workplace Education teachers, students, and specialists at Salt Fork State Park. The project was funded through a grant from GTE/Verizon. Five groups worked on developing online modules addressing skill development in the areas of Working with Difficult People, Problem Solving, Time Management, Test Taking/Professional Development, and Prioritization of Tasks. Each group had an adult education student, teacher, technology specialist, and liaison/facilitator. Specialists in the areas of Workplace Education, English for Speakers of Other Languages (ESOL), basic skills, and Equipped for the Future (EFF) were present to assist the groups and locate resources. A bank of ten Internet-connected computers was available for research, as well as books, articles, and other resources provided by the OLRC and participants, including a webliography of resources provided by Pat O'Connor from Kent State University.

The objective of the two-and-a-half day retreat was to develop a workable module around each specialty area. Each group reported out regularly on its progress. The modules will be finished by the end of the year and piloted during the first quarter of 2002 with the final release planned for April, 2002.

**Thank you! to all who participated
in this project.**

GED Calculator Resources

The Casio fx-260 calculator is the official calculator for the GED 2002 test. It will be provided at each test site, and there will be a short tutorial at the site. As teachers, it is our responsibility to help our students become familiar with this calculator. First and foremost, it is important to have the calculators available in classrooms for use as needed. If teachers aren't comfortable with this calculator's use, there are many resources available to us.

The Missouri Valley Adult Education Association has developed a web-site with lessons and practice exercises for the Casio fx-260 calculator. This site (<http://www.mvaea.com/casio.html>) is a valuable resource.

A second resource is the Steck-Vaughn GED skill book, *Mathematics Calculator*. This 48-page workbook is available in a 10-pack (ISBN 0-7398-4669-8 at \$30.53). It offers focused practice on GED 2002 simulated questions. An enlarged image of the calculator identifies critical keys and their functions. In addition, there are test-taking tips and strategies applicable to the GED 2002.

Ignoring the challenges of the calculator is not an option for our students. It is time to integrate this tool into our classrooms!



Check It Out

Interested in finding out more about EFF Standards? Check out these great resources!

- http://www.nifl.gov/lincs/collections/eff/eff_standards.html To learn about an individual Standard, click on a skill in the wheel. Now available in Spanish!
- *Equipped for the Future: The Evolution of a Standards-Based Approach to System Reform* by Sondra Stein <http://gseweb.harvard.edu/~ncsall/fob/1999/sondrastein.html> (*Focus on Basics* Vol. 3, Issue C Sept. 99)
- *A User's Guide to Standards-Based Educational Reform: From Theory to Practice* by Regie Stites <http://gseweb.harvard.edu/~ncsall/fob/1999/regiestites.html> (*Focus on Basics* Vol. 3, Issue C Sept. 99)
- *Articulating Learning with EFF Standards* by Jane J. Meyer <http://gseweb.harvard.edu/~ncsall/fob/1999/janemeyer.html> (*Focus on Basics* Vol. 3, Issue C Sept. 99)

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OLRC Welcomes New Graduate Assistants

The Ohio Literacy Resource Center proudly welcomes Lori Nuzzo and Kenan J. Bishop to the OLRC family.

Lori, a former student worker for the OLRC, has recently earned her bachelors degree in Elementary Education with a concentration in health, and is currently working towards her Masters in Education-Curriculum and Instruction-Math Specialist. Lori's focus at the Center has been the women and literacy webliography, NIFL Special Collections, family literacy special projects, and the lending library. Lori looks forward to working with Eureka! and submitting items for OLRC publications. Outside of the OLRC, Lori's main interest is her church. She is involved with the college ministry and helps to lead one of the Discipleship houses for college students. Lori's goals are to earn a graduate degree and learn more about adult literacy.

Kenan, a native of Cincinnati, has been with the OLRC since Fall of 2001. Kenan received his undergraduate degree in Elementary Education and is studying for a Masters in Education-General Curriculum and Instruction. Kenan's main focus at the OLRC is to "Get the Money!" as the "grant writing GA". Other projects include submitting items for OLRC publications and working with Dianna Baycich to create a map of the U.S. that features the number of Even Start programs in each state. Kenan's background includes a very special experience teaching elementary school in South Africa for two months. He taught grades 4, 6, and 7 at two primary schools in the area. It was an experience he truly enjoyed, and he wishes to go back to visit within the next two years.

Congratulations are also in order for the new Graduate Assistants. Both are planning summer weddings after recent engagements. Welcome and Congratulations!



Kenan Bishop and Lori Nuzzo

Tidbits

- Exploring Adult Literacy, the on-line journal of the College Reading Association, is looking for research articles written by adult education practitioners. The articles are peer reviewed and can be on a variety of topics. To view articles already published go to <http://literacy.kent.edu/cra/>. If you have an article you would like to submit, please send it to Laurie Elish Piper, Northern Illinois University, Graham Hall 119, DeKalb, Illinois 60115-2854.
- Get in on the conversation! Recently on the family literacy discussion list there has been some lively conversation about what curriculum means. Is it a prepackaged plan to follow or is it something that evolves based on the needs of the families in a particular program? There was also some interesting information about family literacy program policies on sex offenders. If you would like to participate or just peek in on these conversations, you can subscribe to the lists and view the archives of past discussions by going to the OLRC website at <http://literacy.kent.edu> and clicking on the discussion button at the top of the page. Then click on the title of the discussion list you would like to join.

Ohio History Reminder

It's not too late to get your class involved in the OLRC's Ohio History Project. Students can write about historical events in their community or interview family members and friends that witnessed or participated in historical events. This is a great activity to prepare your students for writing essays.

Here are some book suggestions for your students to read. These books will help improve reading comprehension and give students ideas for writing their history projects:

- *When I Was Young in the Mountains*, by Cynthia Rylant
- *Come Go with Me: Old-time Stories from the Southern Mountains*, by Roy Edwin Thomas
- *The Year of the Fire*, by Teddy Jam
- *Kate Shelly: Bound for Legend*, by Robert D. San Souci
- *Seven Brave Women*, by Betsy Hearne
- *Time of Wonder*, by Robert McCloskey
- *The Great Fire*, by Jim Murphy

Since these books are available at most public libraries, you can encourage your students to visit and use their community libraries.

For more book suggestions search our tradebooks database at <http://literacy.kent.edu/eureka/>. For more information on this event, contact Sandra Golden at sgolden@literacy.kent.edu.

Methods That Matter

If you are looking for ways to increase your students' learning and energize your classroom then *Methods That Matter: Six Structures for Best Practice Classrooms* by Harvey Daniels and Marilyn Bizar is a must read. The best practices described in the book follow the EFF philosophy of being purposeful, contextual, constructivist, and student centered. They have been proven successful in a variety of settings with a wide range of learners. Although many of the book's examples describe K-12 classrooms, these best practices can be used with adult learners as well.

In the first chapter of the book the authors explain what makes an instructional method a best practice. Each of the next six chapters is devoted to descriptions and examples of best practices:

- Integrative Units—thematic, interdisciplinary inquiries, co-planned with students, drawing on knowledge and skills from across the curriculum.
- Small group activities—structuring collaborative pairs, groups, and teams that decentralize the classroom and individualize the curriculum.
- Representing-to-learn—engaging ideas through writing and art; exploring genres and media of expression as ways of investigating, remembering and applying information.
- Classroom workshop—applying the studio-apprenticeship method with teacher modeling and coaching, student choice, responsibility, and exhibition.
- Authentic experiences—curriculum-centered ways of bringing life into school and students into the community for research and service.
- Reflective assessment—nurturing student reflection, goal-setting, and self-assessment; widening the evaluative roles and repertoires of teachers.

Book Drive a Success



The children's book donation drive held at two Starbucks stores during the months of November and December in Stark County was a huge success! A total of 143 books were collected. The Ohio Literacy Resource Center appreciates the generous donation made by Stark County residents. These books will be distributed to approximately 60 families during the OLRC/Starbucks "Family Fun Nights." Selected families, through their participation in Stark County Family Reading Math Centers, will be chosen and invited to attend the "Family Fun Nights." Selection will be based on the number of books they checked out from their local libraries. The reading contest is designed to encourage families to visit the library and read together. The "Fun Nights" will be held at Starbucks on The Strip, North Canton and at the Starbucks on Belden Village Dr., Canton.

A special thanks to OLRC staff members, Dianna Baycich, Kim McCoy, Connie Sapin, and Carrie Spence for their contribution to the book donation campaign. With their support 29 additional books will be given to "Fun Night" families.

Have We Told the Parents?

(Excerpted from the article "Power to the Parents" by Bev Bing in *FLA Connecting*, Oct. 2001.)

When we're starting a family literacy program we tell the legislators, the funders, our community partners and potential administrators about the importance and effectiveness of an integrated four-component family literacy program. When the program is established, we continue explaining and demonstrating the power of the integrated model with program staff, encouraging them to participate in ongoing professional development.

But do we explain the four-component model to the parents of our families? Or do we expect them to "get it" on their own? Explaining the integrated four-component model to parents in family literacy programs helps them understand why they are participating in PACT time when their goal is to obtain their GED. Explaining the integrated model to parents will also help them understand how everything they do in the family literacy program will benefit their entire family. Not only can this information influence retention, it can also be used to recruit new families to our programs.

There is a saying that knowledge is power, so let's give parents the knowledge they need to be powerful influences in their family's literacy development.

Family Literacy Winter Fun



What better way to give information out about family literacy than to give it directly to the families in the community? The Ohio Literacy Resource Center hoped to stress the importance of families reading, playing and learning together with the family literacy project, "Winter Fun." This past December, we disseminated a "Winter Fun" packet to all faculty and staff on the KSU campus. This packet consisted of suggested readings that ranged from classics such as *The Snowman* by Raymond Briggs to new favorites like *Snow Family* by Daniel Kirk. Also included in the packets were questions and topics to talk about with children; art activities; music and movement; math; science/nature; and cooking activities to do as a family.

In addition to the campus mailing, we also sent age-appropriate packets and materials for an activity to the children at the Child Development Center on campus and Happy Day School in Ravenna. The materials we provided were later made into felt board snowmen, foam snowflake picture frames, and heart-shaped wooden wall decorations. We hoped to foster family togetherness with this project.



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Enhancing Adult Literacy in Ohio

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