Spring/Summer 2004

The OLRC News

Student Authors Realize Power of Words

Inside this issue:

***Beginnings* author, Yuan Hua at the 7th Annual Ohio Writers' Conference**

A renowned author giving warm embraces to new authors.
A moment in time.
Genuine smiles.
A celebration of the heart.

This vision captures the setting of the Ohio Literacy Resource Center's 7th Annual Ohio Writers' Conference, an event recognizing award-winning ABLE student writers. The celebration took place on May 21, 2004 at the Wyndham Dublin Hotel in Columbus.

Persistent, talented, creative--these are but a few words that describe the authors and artists who were published in the 7th edition of *Beginnings*, the annual publication of the Ohio Writers' Conference. From over 400 submissions by Ohio ABLE students that included poetry, short stories, and essays, 75 writers were selected by a team of readers and judges in March, 2004, and were subsequently invited to attend the day-long, annual spring conference in their honor. In addition, two artists, work and featured in this year's publication.

The Event

Following a morning registration, during which the participants received packets of information about writing and the writers received name tags with "author ribbons," the winners, along with their guests and teachers, began the day with a continental breakfast and warm conversation. Renowned storyteller, Lyn Ford, kicked off the day with an engaging tribute to the authors and the "power of their words."

Next, award-winning author, Crystal Wilson Harris, delivered a poignant keynote speech in which she shared her desire to write, her struggles, and ultimately her amazing success. Her message left the audience in genuine awe as she spoke from her heart and encouraged the ABLE students to continue to write about what they know best – their lives and experiences.

Following a sharing session, during which the participants worked in small groups to discuss the writing strategies that helped them succeed, Lyn Ford entertained the participants with powerful tales passed down from her ancestors. Her stories enlightened the audience and fostered a bonding among the writers, their teachers, and their guests. The authors then gathered for a group photo, followed by a luncheon. During lunch, Jim Bowling of the Ohio Department of Education congratulated and applauded the winners and offered his continued support for the project.

The festivities continued with the annual award ceremony. First, the *winning artwork* by Miguel Calderon and *honorable mention artwork* by Crystal Bolin, both from Live Oaks ABLE in Cincinnati, was honored. Miguel's illustration featured a sketch of a young boy gently kissing the brow of a newborn infant – a treasured reminder of life's *beginnings.* His artwork was selected as the cover for *Beginnings VII* and was also captured on this year's program. Crystal's illustration was a sketch of a succulent strawberry – another reminder of *nature's beginnings.* Her artwork was also captured in the book. Each artist was presented with a framed copy of the original artwork.

Next, each *author* was honored. One by one, the writers were called to the stage to receive copies of *Beginnings VII* and an elegant, professionally designed certificate of achievement that was etched and

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Enhancing Adult Literacy

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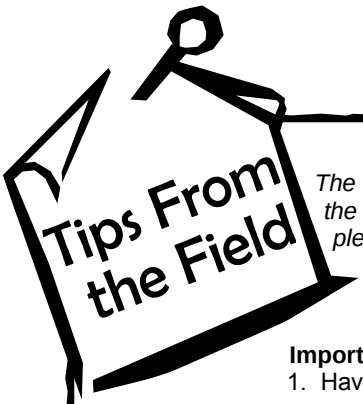
Cont.

personally signed by OLRC officials. The authors were greeted in a receiving line that included Lyn Ford, the storyteller, and Crystal Wilson Harris, the keynote speaker. Genuine smiles, embraces, and "Kodak" moments were shared. The ballroom was filled with pride, to be sure.

Following the award ceremony, the authors were invited to read what they had published during an "open mike" session. Without hesitation, swarms of participants raised their hands to read the words they had crafted and, with a sincere desire to share, they formed a line beside the microphone. Without a doubt, as the ABLE students read what they had written, this part of the day captured a deep sense of accomplishment and self-respect. The audience cheered, laughed, and cried. There were standing ovations and, needless to say, there was a deep sense of pride on so very many levels. ABLE students, teachers, guests -- bonded in an unforgettable moment in time. That's what this year's *7th Annual Ohio Writers' Conference* was all about.

We invite ABLE students to submit original literary works for next year's *Writers' Conference - Beginnings VIII* – 2005. Information and guidelines will be sent to ABLE teachers in the fall. *Deadline for written submissions is February 7, 2005. Deadline for artwork is November 1, 2004.*

***Beginnings* cover artist Miguel Calderon**



The following tips on motivating adult students came from ideas shared during the roundtable sessions at the Early Childhood Education Conference in the fall of '02. If you have ideas you would like to share, please contact Dianna Baycich at dbaycich@literacy.kent.edu

Topic: Motivating Adult Students

Important points:

1. Have a realistic approach
   - ▪Have a social worker do home visits and make referrals as needed for outside services
   - ▪Be empathic (within my role) and remind students to work at their own pace
   - ▪Have daily conversations with each individual student
   - ▪Pass out pocket calendars and teach time management skills
   - ▪Teaching team meets weekly to discuss strategy and integration of services
2. Make initial contact safe and interesting
   - ▪Opening day is a luncheon, some ice-breakers, fun
3. Roadmap to success
   - ▪"Success isn't perfection", "keep trying", and other positive messages
4. Provide quality instruction
   - ▪Make writing assignments purposeful and connected to real life
   - ▪Use newspaper sale papers and coupons to reinforce math skills
   - ▪At beginning of class explain what the lesson will be and why- -what it will accomplish
   - ▪Invite special speakers or musicians to the class
5. Reinforcement of learning success
   - ▪Award certificates for progress and accomplishments
   - ▪Send parents to conferences and let them share their experiences and successes
   - ▪Develop trusting relationships with the students
   - ▪Meet the students where they are and avoid judging them
   - ▪Build a relationship with students early in the program

Materials and strategies used:

- Call it the "Locater" not the test to avoid stigma
- Visit the home at beginning to explain the program (done before the locater test)
- Provide transportation
- "Mother Mentors" program
- Use videos to reinforce lessons.
- Give new students a questionnaire to find out more about family/personal situation
- Reinforce success: use incentives like books or other items

Resources and Reviews

Bell, S.M., Ziegler, M., & McCallum, R.S. (2004). What adult educators know compared with what they say they know about providing research-based reading instruction. *Journal of Adolescent and Adult Literacy, 47*, 542-563.

Adult literacy scholars frequently decry the lack of research-based guidance for instruction. The Reading Research Working Group, a collaboration of the NIFL and NCSALL, was charged with developing research-based principles and practices for adult literacy. This group accomplished its charge by relying on two large-scale research reviews related to beginning reading (*Preventing Reading Difficulties* and the *Report of the National Reading Panel*). Findings and recommendations are located at http://www.nifl.gov/partnershipforreading/adult_reading/adult_reading.html.

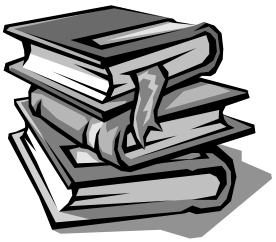
Bell, Ziegler, and McCallum used these findings to develop a survey that could be used to determine adult educators' knowledge about teaching reading. In addition the study explored the accuracy of adult educators' perceptions of their knowledge (i.e., did they know what they thought they knew?). Questions on the survey highlighted recommended research-based practices in alphabetics, fluency, vocabulary, and comprehension. More than 200 adult educators from a southeastern state completed the survey; they were attending a state department-sponsored, week-long literacy workshop.

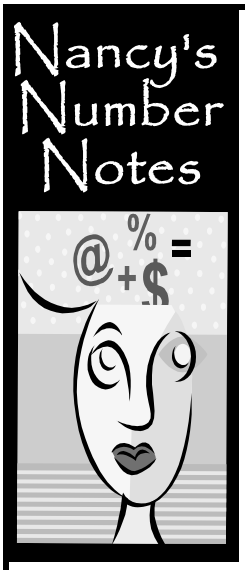
Results showed that these educators knew relatively little (about half of the items on the survey) about recommended practices in alphabetics, fluency, vocabulary, and comprehension. Those who taught beginning literacy knew especially little. Moreover, teachers' self-reports of knowledge did not match their actual knowledge, at least as measured on this survey.

Ohioans can view these results as bad news for the southeastern state where the study took place. But what do *we* know about research-based practices? (See the article cited above for a copy of the survey.) Have we read and discussed the Partnership for Reading document mentioned above? Do our programs offer systematic professional development opportunities in literacy? Do we know that our instruction is offering students the best possible opportunity to grow as readers?

National Research Council. (2002). *Performance Assessments for Adult Education: Exploring the Measurement Issues.* Washington, DC.: National Academy Press

This book reports on the inner workings of an adult education workshop. According to workshop attendants, "In the United States, adult education includes adult literacy, adult secondary education, and English for speakers of other languages (ESOL) services provided to undereducated and limited English proficient adults" (p. 2). The purpose of the workshop was to address each of these categories of learners and the intent of the publication is to "assist states and local adult education programs in their development and implementation of performance assessments" (p. 6). The report first summarizes specific measurements and reporting requirements of National Reporting System and then discusses the purpose of assessment and test design, examines standards as they relate to developing performance assessment (including reliability, validity, and fairness that must be considered in developing quality assessments), and then depicts challenges in Adult Education. The greatest problem is "the need to have trained and qualified individuals for all phases of performance assessment development, administration, and scoring." This publication will be helpful to any group or individual who is seeking to improve their performance-based assessment program or to those who wish to create a new assessment-based program. Provided in the report are many recommendations on how to appropriately train assessors and how to continually develop programs for individuals who are already involved with and familiar with the process of literacy assessment and data collection.





Question:

How do I help students make the quantum leap from knowledge to understanding?

Answer:

We've all had students who seem to understand a topic, only to encounter it in a different time or situation and have NO idea what to do. Much as I'd like to follow my students around for the rest of their lives, I just don't have the time!

First we need to ask some questions: "How can we solve this problem?", "What do we know?", "How might we begin?", "Can we find another way to solve this problem?" Too often we don't model problem-solving, but we model doing exercises. We read the problem, write a formula, and then solve the problem. When students look at a problem and the formula doesn't jump out at them, they think they can't problem solve. We need to encourage exploration and alternative strategies. There is never just one way to solve the problem. The time spent discussing strategies is well spent.

In addition, we need to give our students opportunities to solve different types of problems. A worksheet with all the same type of problems may be useful in the beginning of a topic, but students need to practice doing work that includes many different types of problems. Don't wait until the students are ready to take the GED; start problem-solving sessions from day one. Working in small groups on GED-type problems will help your student make that quantum leap.

Metacognition

Metacognition is essential to successful learning because it enables individuals to better manage their cognitive skills and to determine weaknesses that can be corrected by constructing new cognitive skills. Almost anyone who can perform a skill is capable of metacognition – that is, thinking about how they perform that skill. Promoting metacognition begins with building an awareness among learners that metacognition exists, differs from cognition, and increases academic success. The next step is to teach strategies, and more importantly, to help students construct explicit knowledge about when and where to use strategies. A flexible strategy repertoire can be used next to make careful regulatory decisions that enable individuals to plan, monitor, and evaluate their learning.

Recent research indicates that metacognitively aware learners are more strategic and perform better than unaware learners, allowing individuals to plan, sequence, and monitor their learning in a way that directly improves performance. Metacognition is separate from other cognitive constraints on learning such as aptitude and domain knowledge. There is strong support for the two-component model of metacognition which includes **knowledge** and **regulation** of cognition.

Reflective aspect of learning- Knowledge about cognition corresponds to what students know about themselves, strategies, and conditions under which strategies are most useful. Declarative, procedural, and conditional knowledge can be thought of as the building blocks of conceptual knowledge.

Control aspect of learning- Regulation of cognition corresponds to knowledge about the way students plan, implement strategies, monitor, correct comprehension errors, and evaluate their learning.

A strong correlation between these factors suggest that knowledge and regulation may work in unison to help students become self-regulated learners.

If students are taught metacognitive awareness concerning the purpose and usefulness of a strategy as they are taught the strategy, they are more likely to generalize the strategy to new situations. Given the importance of high-stakes accountability and the use of standards, it is imperative to teach metacognitive skills in the ABLE classroom. The Metacognitive Awareness Inventory could be used to begin discussions in your classroom by using these guiding questions:

1. Think about your own metacognitive processes. What kinds of strategies do you use to monitor and access your own learning?
2. Of the declarative, procedural, or conditional knowledge which are you more proficient? more inefficient?
3. Of planning, information management, monitoring, debugging, or evaluation strategies which are you more proficient? more inefficient?

Metacognitive Awareness Inventory (MAI)

	True	False
1. I ask myself periodically if I am meeting my goals.		
2. I consider several alternatives to a problem before I answer.		
3. I try to use strategies that have worked in the past.		
4. I pace myself while learning in order to have enough time.		
5. I understand my intellectual strengths and weaknesses.		
6. I think about what I really need to learn before I begin a task.		
7. I know how well I did once I finish a task.		
8. I set specific goals before I begin a task.		
9. I slow down when I encounter important information.		
10. I know what kind of information is most important to learn.		
11. I ask myself if I have considered all options when solving a problem.		
12. I am good at organizing information.		
13. I consciously focus my attention on important information.		
14. I have a specific purpose for each strategy I use.		
15. I learn best when I know something about the topic.		
16. I know what the teacher expects me to learn.		
17. I am good at remembering information.		
18. I use different learning strategies depending on the situation.		
19. I ask myself if there was an easier way to do things after I finish a task.		
20. I have control over how well I learn.		
21. I periodically review to help me understand important relationships.		
22. I ask myself questions about the material before I begin.		
23. I think of several ways to solve a problem and choose the best one.		
24. I summarize what I've learned after I finish.		
25. I ask others for help when I don't understand something.		
26 I can motivate myself to learn when I need to.		
27. I am aware of what strategies I use when I study.		
28. I find myself analyzing the usefulness of strategies while I study.		
29. I use my intellectual strengths to compensate for my weaknesses.		

	True	False
30. I focus on the meaning and significance of new information.		
31. I create my own examples to make information more meaningful.		
32. I am a good judge of how well I understand something.		
33. I find myself using helpful learning strategies automatically.		
34. I find myself pausing regularly to check my comprehension		
35. I know when each strategy I use will be most effective.		
36. I ask myself how well I accomplish my goals once I am finished.		
37. I draw pictures or diagrams to help me understand while learning.		
38. I ask myself if I have considered all options after I solve a problem.		
39. I try to translate new information into my own words.		
40. I change strategies when I fail to understand.		
41. I use the organizational structure of the text to help me learn.		
42. I read instructions carefully before I begin a task.		
43. I ask myself if what I'm reading is related to what I already know.		
44. I reevaluate my assumptions when I get confused.		
45. I organize my time to best accomplish my goals.		
46. I learn more when I am interested in the topic.		
47. I try to break studying down into smaller steps.		
48. I focus on overall meaning rather than specifics.		
49. I ask myself questions about how well I am doing while I am learning something new.		
50. I ask myself if I learned as much as I could have once I finish a task.		
51. I stop and go back over new information that is not clear.		
52. I stop and reread when I get confused.		

Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology, 19,* 460-475.

Scoring Guide

For each True on the MAI give yourself 1 point on the following charts. For each False, give yourself 0 points in the Score column. Total the score of each category and place in box.

Knowledge about Cognition

Declarative Knowledge

- The factual knowledge the learner needs before being able to process or use critical thinking related to the topic
- Knowing *about, what, or that*
- Knowledge of one's skills, intellectual resources, and abilities as a learner
- Students can obtain knowledge through presentations, demonstrations, discussions

Declarative Knowledge	Score
5. I understand my intellectual strengths and weaknesses	
10. I know what kind of information is most important to learn	
12. I am good at organizing information	
16. I know what the teacher expects me to learn	
17. I am good at remembering information.	
20. I have control over how well I learn.	
32. I am a good judge of how well I understand something.	
46. I learn more when I am interested in the topic	
Total	

Procedural Knowledge

- The application of knowledge for the purposes of completing a procedure or process
- Knowledge about *how* to implement learning procedures (e.g. strategies)
- Requires students know the process as well as when to apply process in various situations
- Students can obtain knowledge through discovery, cooperative learning, and problem solving

Procedural Knowledge	Score
3. I try to use strategies that have worked in the past.	
14. I have a specific purpose for each strategy I use.	
27. I am aware of what strategies I use when I study.	
33. I find myself using helpful learning strategies automatically.	
Total	

Conditional Knowledge

- The determination under what circumstances specific processes or skills should transfer
- Knowledge about *when* and *why* to use learning procedures
- Application of declarative and procedural knowledge with certain conditions presented
- Students can obtain knowledge through simulation

Cont.

Cont.

Conditional Knowledge	Score
15. I learn best when I know something about the topic.	
18. I use different learning strategies depending on the situation.	
26. I can motivate myself to learn when I need to.	
29. I use my intellectual strengths to compensate for my weaknesses.	
35. I know when each strategy I use will be most effective.	
Total	

Regulation of Cognition

- Planning -- planning, goal setting, and allocating resources *prior* to learning
- Information Management -- skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing)
- Comprehension Monitoring -- assessment of one's learning or strategy use
- Debugging -- strategies used to correct comprehension and performance errors
- Evaluation -- analysis of performance and strategy effectiveness after a learning episode

Planning	Score
4. I pace myself while learning in order to have enough time.	
6. I think about what I really need to learn before I begin a task.	
8. I set specific goals before I begin a task.	
22. I ask myself questions about the material before I begin.	
23. I think of several ways to solve a problem and choose the best one.	
42. I read instructions carefully before I begin a task.	
45. I organize my time to best accomplish my goals.	
Total	

Information Management Strategies	Score
9. I slow down when I encounter important information.	
13. I consciously focus my attention on important information.	
30. I focus on the meaning and significance of new information.	
31. I create my own examples to make information more meaningful.	
37. I draw pictures or diagrams to help me understand while learning.	
39. I try to translate new information into my own words.	
41. I use the organizational structure of the text to help me learn.	
43. I ask myself if what I'm reading is related to what I already know.	
47. I try to break studying down into smaller steps.	
48. I focus on overall meaning rather than specifics.	
Total	

Monitoring	Score
1. I ask myself periodically if I am meeting my goals.	
2. I consider several alternatives to a problem before I answer.	
11. I ask myself if I have considered all options when solving a problem.	
21. I periodically review to help me understand important relationships.	
28. I find myself analyzing the usefulness of strategies while I study.	
34. I find myself pausing regularly to check my comprehension.	
49. I ask myself questions about how well I am doing while learning something new.	
Total	

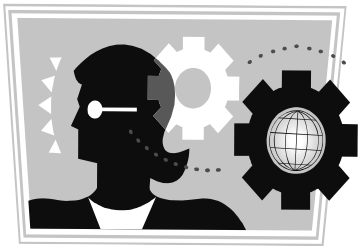
Debugging Strategies	Score
25. I ask others for help when I don't understand something.	
40. I change strategies when I fail to understand.	
44. I re-evaluate my assumptions when I get confused.	
51. I stop and go back over new information that is not clear.	
52. I stop and reread when I get confused.	
Total	

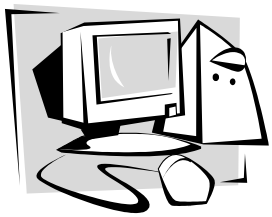
Evaluation	Score
7. I know how well I did once I finish a test.	
19. I ask myself if there was an easier way to do things after I finish a task.	
24. I summarize what I've learned after I finish.	
36. I ask myself how well I accomplish my goals once I'm finished.	
38. I ask myself if I have considered all options after I solve a problem.	
50. I ask myself if I learned as much as I could have once I finish a task.	
Total	

Adapted from *Assessing Metacognitive Awareness* by G. Schraw & R.S. Dennison.

Remember!

We engage in metacognitive activities everyday - being aware of and monitoring our learning. Although related, cognition and metacogniton differ: Cognitive skills are those needed to perform a task whereas metacognitive skills are necessary to understand how it was performed. Successful adult learners employ a range of metacognitive skills, and effective teachers of adults attend to the development of these skills.





Spring/Summer 2004 The OLRC News

Project IDEAL: Update and Highlights for the 2nd year

Kimberly McCoy

Canton City ABLE
Cuyahoga Community College (Tri-C)
Franklinton Learning Center
Hamilton City ABLE
Mid-Ohio/ACES
Ohio Hi-Point JVS
Six District Compact ABLE (Kent)

The LATEST

The seven Project IDEAL pilot programs have completed their second year of implementation and are very enthusiastic about the pilot project and distance possibilities in the ABLE classroom. Project IDEAL in Ohio is a pilot project that is providing an opportunity for seven selected ABLE sites to develop and expand services beyond the classroom through distance education, using GED Connection online instruction, videos, and workbooks. As of May 2004, the pilot sites had collectively recruited 283 adult learners and 280 had completed orientation. The increase in participation is significant, compared to the 100 adult learners served in 2003. The annual report for fiscal year 2003-2004 will be available in October, 2004.

OAACE / COABE

On Sunday, April 25, 2004, all pilot participants attended the Project IDEAL Ohio breakfast meeting that was held at the Hyatt Regency, Columbus, to discuss current issues and concerns as it relates to the project. In addition, many of University of Michigan's Project IDEAL team members including Leslie Petty, Associate Director, Shannon Young, Research Associate/Program Manager, Debra Shafer, Training Projects Coordinator, Deb Walker, Trainer Support, and Donna Walter, Data Management, joined the Ohio participants. As always, their participation and leadership provided a great opportunity for Ohio participants to directly address issues and concerns with the national group.

In addition, Ella Bogard, Franklinton Learning Center, Sharon Halter, Ohio-Hi Point Career Center, Joyce Taylor, Six District Educational Compact ABLE in Kent, and Kimberly S. McCoy, Ohio Literacy Resource Center, conducted a presentation titled: Chapter 2: What Ohio Has Learned About Distance Instruction in ABLE. The three ABLE administrators did a wonderful job with sharing their successes and challenges during year one, and providing current information about their experiences with distance instruction in their local programs.

FUTURE PLANS AND NEXT STEPS

On Friday, June 11, 2004, pilot participants met with the Distance Learning Coordinator and members from the Project IDEAL Advisory Committee to discuss successes and challenges with the program. Unfortunately, retention still seems to be a problem with distance learners, but the pilot programs are very hopeful and optimistic about the capabilities of distance instruction. The Seven ABLE pilot sites will start recruiting and conducting orientation for the third year in September 2004, utilizing the GED Connection curriculum. However, more than likely, each of the pilot programs will also be utilizing a pre-GED curriculum (yet to be determined) in order to increase the likelihood of learners' success rates when working in a distance environment.

If you are interested in learning more about the Project IDEAL national consortium, please visit the Web site available at http://www.projectideal.org . For more information about Project IDEAL in Ohio please visit their Web site located at http://literacy.kent.edu/ideal and/or contact Kimberly S. McCoy, Distance Learning Coordinator, via phone at (800) 765.2897 ext. 20757 or (330) 672.0757 or via e-mail at kmccoy@literacy.kent.edu.

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