

On the fly:
**Adapting quickly to emergency
remote instruction in a family
literacy program**

Presenters: Carol Clymer, Beth Grinder McLean, Emily Wolfe

COABE Virtual Conference, March 2021



PennState
College of Education



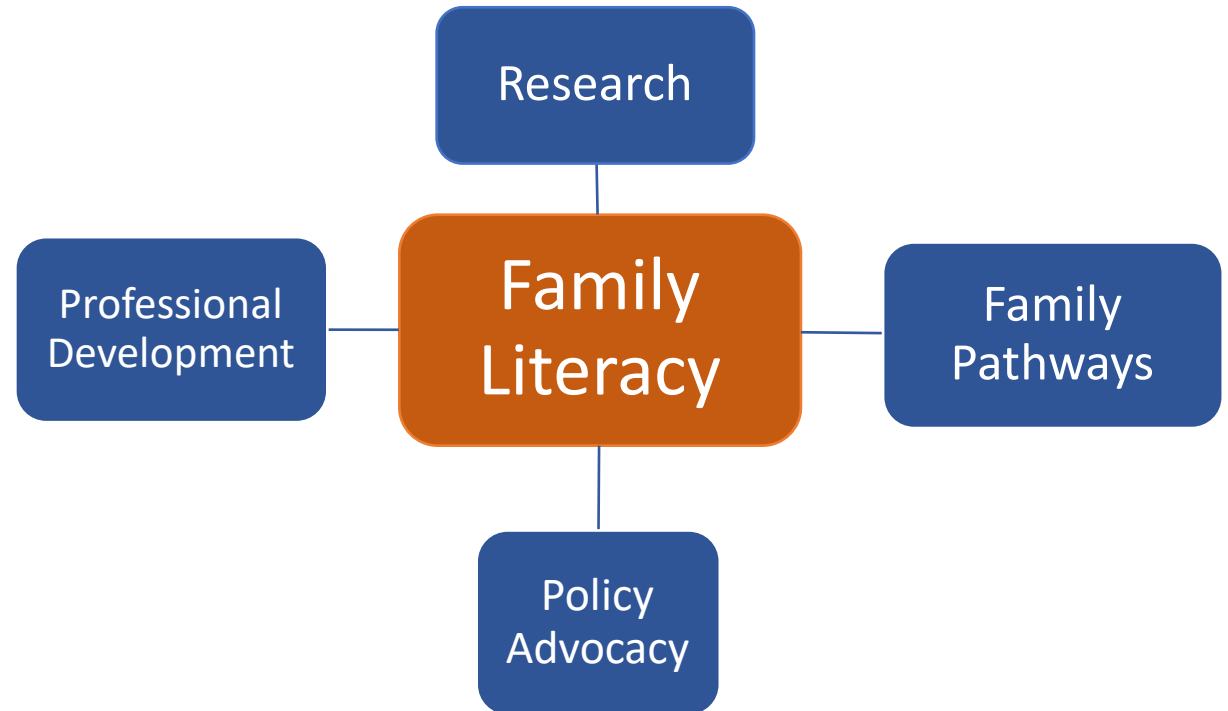
Agenda

- The Goodling Institute for Research in Family Literacy
- Overview of Family Literacy
- Family Pathways Program
- Distance Education in FL, PE, and ILA
- Transition to Remote Instruction
- Strategies, Resources, and Examples for Online Instruction in a FL Class
- What's Working, Challenges, & Opportunities
- Discussion



About Us – Goodling Institute

“Beyond the individual disciplines of early childhood education, elementary education, adult education, and parent education and engagement, *research must focus on how each discipline works together in family literacy settings.*”



<https://ed.psu.edu/research-grants/centers-institutes/goodling-institute>

What Is Family Literacy (FL)?

- Programs that support the family as a unit
- Historically, a four-component program
 - Adult Education (AE) – Adult Basic Education/Adult Secondary Education or English Language Learning for adult learners.
 - Parent Education (PE) – Information about child development and connecting to the child’s school. Often integrated in AE or ILA.
 - Interactive Literacy Activities (ILA) – Ideas and opportunities for parents about engaging in activities to foster their child’s learning at home. Unique programming that focuses on parents and children together.
 - Early Childhood/School-Age programs – Often provided by preschools or elementary schools.

Why Is FL So Important Now?

- Pandemic has illuminated the importance of family literacy programs to adult learners who are parents.
 - Parents often tasked with supporting their child's learning and they were unprepared for the challenge
 - Parents may not have the knowledge about how to connect to schools and/or understand the lessons.
- Family literacy programs can provide AE lessons about supporting their children, in terms of:
 - Accessing digital devices and understanding digital content
 - Communicating with teachers and schools
 - Finding websites that enhance learning for adults and children
- By working with parents, family literacy programs can help counter the "COVID-slide."



On the fly: Adapting quickly to emergency remote instruction in a family literacy programme

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Abstract

The COVID-19 pandemic has led to extraordinary changes in family literacy instruction, forcing face-to-face programmes to shift rapidly (or “on the fly”) to online, remote instruction. This study is one of the few on online teaching and learning in family literacy and, to the knowledge of the authors, the first on emergency remote instruction in a family literacy programme during the COVID-19 pandemic. This article examines how the Goodling Institute for Research in Family Literacy at The Pennsylvania State University in the United States has responded to the pandemic by converting its face-to-face family literacy classes into emergency remote instruction using online platforms. Serving eight immigrant families in 2019–2020 who live in the State College area in central Pennsylvania, the *Family Pathways* programme includes adult education, parent education and interactive parent–child literacy activities. The article discusses how teachers created online learning opportunities for parents and children to learn together, the strategies and resources instructors used to teach remotely, how challenges such as discomfort with technology were addressed, and what has been learned from the experience. Although COVID-19 presents unprecedented challenges for educators and learners in family literacy programmes more broadly, it has also compelled instructors in this particular programme to use remote instruction creatively and has revealed the critical importance of family literacy programmes as an educational support system for low-income and immigrant families.

New Goodling Institute Publication

Soon to be found on the Goodling Institute website:

Practitioner's Guide #8

Supporting family literacy:

What we learned yesterday will guide us today

Family Pathways Program

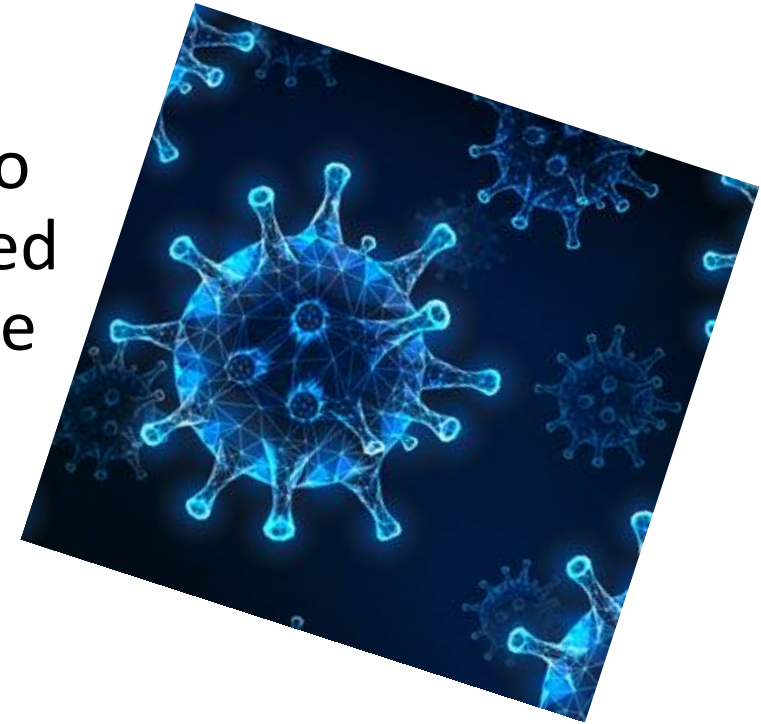
- Classes in State College, a university town in central PA.
- In 2019-20, the Family Pathways program served 8 families (all ELLs) from China, Egypt, Iran, Japan, Panama, and Turkey.
- The parents had 2nd to 5th grade reading levels in English and their educational attainment ranged from high school to postsecondary.
- Children (ages 12 months to 8 years old) were enrolled in different schools throughout the State College area.
- Classes were taught by two instructors: Emily Wolfe and Anna Kaiper-Marquez.

DE in Family Literacy, Parent Education, and Interactive Literacy Activities

- Research on distance education for family literacy programs is scarce.
- Typically, parent education and ILA are delivered in-person, but COVID-19 has reinforced the need for different delivery methods.
- One study found that in-person and online learning helped parents learn new parenting ideas and techniques for using digital media (Clarkson, 2017).
- Family literacy programs have used text messaging and/or emailing to reach parents with tips and ideas for parenting and ILA and reminders about classes, resources, and activities- this has led to increased attendance in programs (Kraft and Monti-Nussbaum, 2017).

Transitioning to Remote Instruction

- April 2020- COVID-19 Pandemic.
- Instructors moved relatively quickly from in-person to remote instruction, primarily because they maintained a consistent class structure and continued using some of the same technologies.
- Instructors had already developed relationships with families.
- Parents adjusted to new methods of teaching and learning easily because they had access to cell phones and/or computers with internet.



Teaching Strategies, Resources, and Examples

Online Family Literacy Class Structure

Schedule for
Today

- **Check ins**
- **SCASD Website, updates, and remote learning plan**
- **Warm Up**
- **Writing Assignment**
- **Khan Academy Homework with commas**
- **Comma Practice**
- **Homework for Wednesday**
- **Children's Story Time and Chat**
 - **Tuesday @ 2 pm**
 - **Saturday @ 2 pm**

Online Instruction in a FL Class




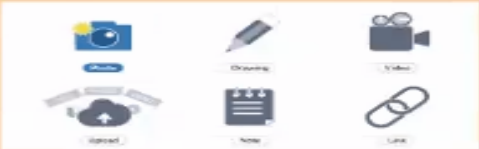




Dear SCASD Families,

The purpose of this site is to provide one place for you to go as you work to support your elementary children at home. We know that managing a number of communications and information is challenging and so wanted to try and streamline as much information and resources as possible into one place for you. As we continue to work through this process, please don't hesitate to reach out to your child's teacher for support. We have been working hard as a SCASD team to support our teachers as they create remote learning opportunities for their students. For more detailed information please see our communication [to families from principals](#) sent on March 20th.

NEW

All SCASD students and teachers in grades K-5 now have access to MyOn Reader, a personalized literacy environment that engages students at all reading levels by providing the largest integrated library of digital books. Parents interested in having students utilize this tool can join one of several webinars to learn how to access the tool and put "just right" texts into your child's hands during school closure. Several options for the *Myon Overview* webinar have been scheduled via zoom both during the day and after school in an attempt to accommodate schedules. The training lasts approximately 60 minutes.

Online Instruction in a FL Class

<p>Log on to Reflex or IXL. Try to get your green light on Reflex. If you choose IXL, pick any 2nd grade skills for practice. Try to master 3-5 skills!</p>	<p>Explore digital pattern blocks through these Pattern Block Task Cards. You will need to open the App.</p>	<p>Play the Make the Sum Game with a parent or sibling. You will need a deck of cards.</p>
<p>New!</p> <p>Choose a book to read with someone in your household. Login to Seesaw to complete this activity:</p> 	<p>New!</p> <p>Read a nonfiction book. Make your own Seesaw post! Use the green plus sign to add a picture, video, or just write the title of your book!</p> <p>Tell at least 3 nonfiction text features that you found in your book, using text tools, drawing tools, voice, or comments!</p> 	<p>New!</p> <p>Read a nonfiction book. Make your own Seesaw post! Use the green plus sign to add a picture, video, or just write the title of your book!</p> <p>Tell at least 3 key details or important facts that you learned from your book, using text tools, drawing tools, voice, or comments!</p> 
<p>Read a book aloud to a stuffy, a family member, or on a phone call to a family member or friend!</p>	<p>Build a fort and read under your fort!</p>	<p>Read for 20 minutes on EPIC</p>
<p>New!</p> <p>Set up a writing space and take a picture! Post the picture in the Seesaw activity and add a voice recording to explain why it works for you as a writer.</p> 	<p>New!</p> <p>Write a letter or a poem to your teacher. Explore the tools on Seesaw in this activity:</p> 	<p>New!</p> <p>Take a picture of one sign of spring and post it on Seesaw! Write a caption for your photo in this activity:</p> 
<p>Make a shopping list for your family.</p>	<p>Plan out your day for your family. What will your day look like?</p>	<p>Draw a picture of yourself doing something you like to do. Write down why you like to do what you drew in</p>

Online Instruction in a FL Class



CORONAVIRUS

Article on
Corona Virus

Vocabulary:

- Outbreak
- Pneumonia
- Mucus
- Contagious
- Vaccine

Online Instruction in a FL Class

Match the words to their meanings

- | | | |
|---------------|-------|---|
| A. Cough | ..... | 1. Can be passed on easily by physical contact |
| B. Fever | ..... | 2. To release air from the mouth with a sharp sound |
| C. Virus | ..... | 3. Forbidden by law and is a criminal act |
| D. Bacteria | ..... | 4. Bacteria that causes infection and makes us sick |
| E. Contagious | ..... | 5. A disease spread all around the world |
| F. Illegal | ..... | 6. To release air from the nose |
| G. Cure | ..... | 7. Lots of small germs |
| H. Pandemic | ..... | 8. To have a high body temperature |
| I. Hospital | ..... | 9. A place you go when you are sick |
| J. Sneeze | ..... | 10. To stop or relieve an illness |



Online Instruction in a FL Class

- **Think of a time in the past when you were sick. How did you get sick? How did it make you feel? What did you do to feel better? What have you done since that time to help prevent getting sick again?**

Type your answer in AT LEAST 2-3 paragraphs.

A few years ago, I had a special headache. It is called a migraine.

I usually have a headache. About two to three times a week. So the headache is not very special to me.

There are many reasons for headaches. Drink alcohol, get stressed, or lack sleep.

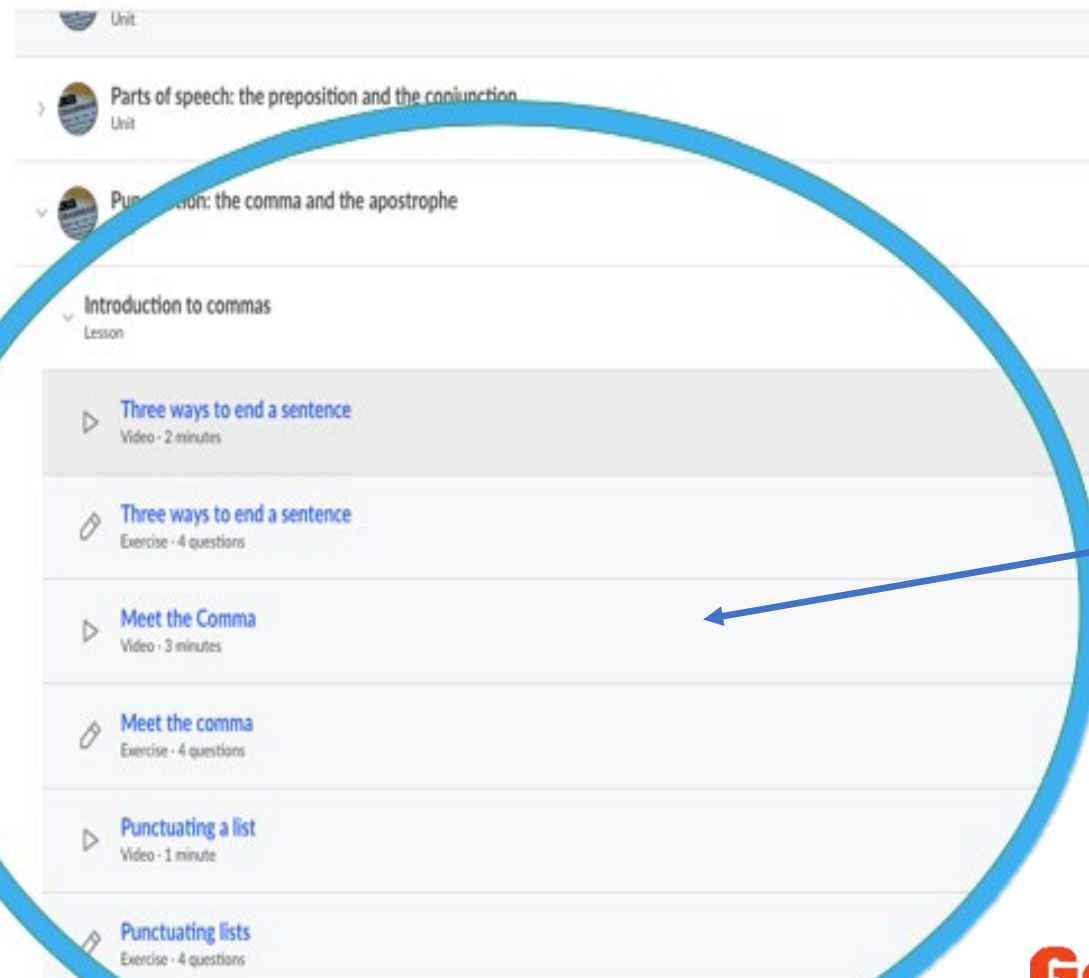
A Headache makes me feel bad and every few minutes I feel like someone is hitting my head. I take Tylenol if I feel the pain is severe.

But at that time, I ate Tylenol and took a nap, but my condition did not improve. Rather, it was accompanied by chills and dizziness.

Three days later, I realized I couldn't stand it without the help of a

Online Instruction in a FL Class

HOMEWORK



The screenshot shows a list of course items from Khan Academy. A large blue circle highlights a section of the list. The items are:

- Unit
- Parts of speech: the preposition and the conjunction
Unit
- Punctuation: the comma and the apostrophe
Unit
- Introduction to commas
Lesson
 - ▶ Three ways to end a sentence
Video - 2 minutes
 - ✎ Three ways to end a sentence
Exercise - 4 questions
 - ▶ Meet the Comma
Video - 3 minutes
 - ✎ Meet the comma
Exercise - 4 questions
 - ▶ Punctuating a list
Video - 1 minute
 - ✎ Punctuating lists
Exercise - 4 questions

From Khan
Academy

Online Instruction in a FL Class

Which sentence is correct?

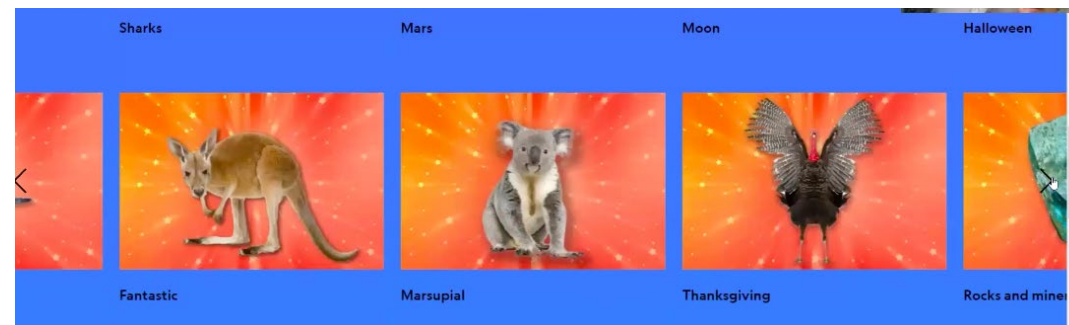
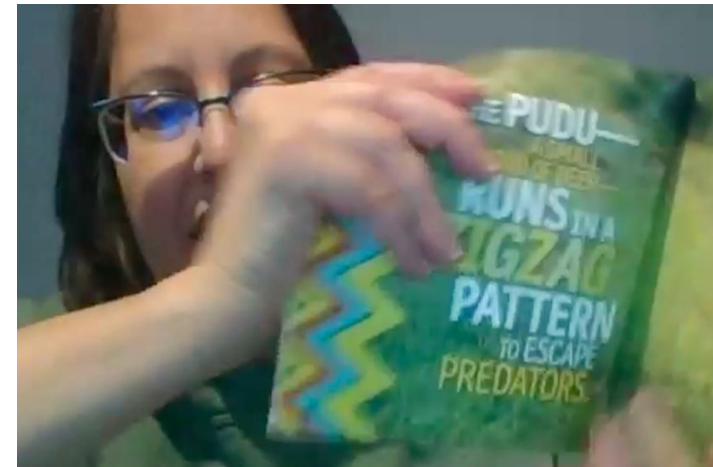
The colors on the U.S. flag are red white, and blue.

The colors on the U.S. flag are red, white, and, blue.

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The colors on the U.S. flag are red white and blue.

Online Storytime With Families



Online Family Literacy Class Structure

TODAY'S SCHEDULE

Check-in, Updates & Current Events

Adult Focused Time

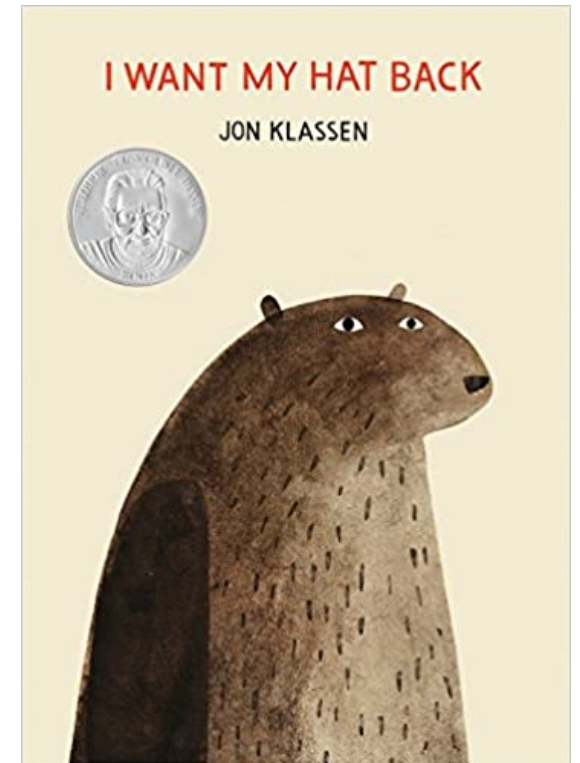
- Warm-up: The Marvels of Marie! Kahoot
- Review: If I Were President! homework
- Lesson & Practice: Correcting fragments
- Reading & Discussion: Election results
Declaration of winner
- Homework assignment

Family Focused Time

- Activity debrief
- This week's story & activities: Rainbow Fish

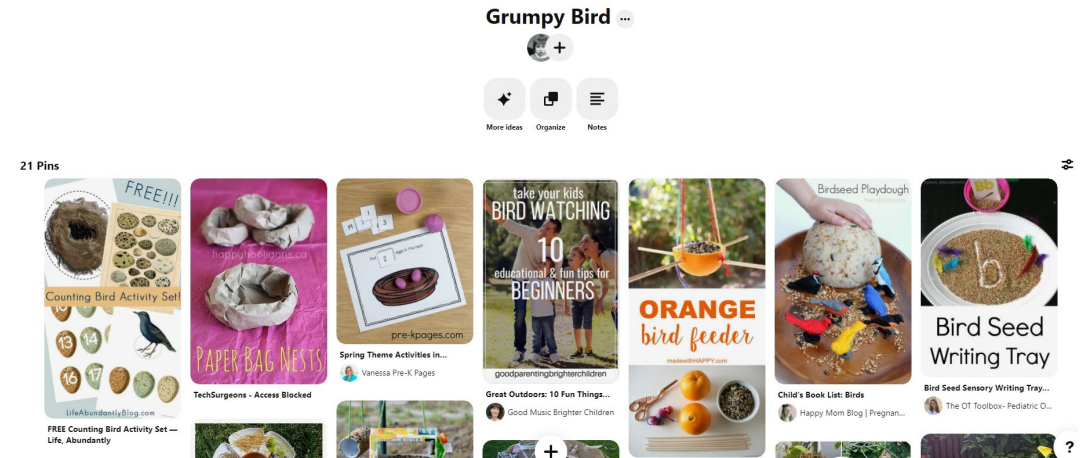
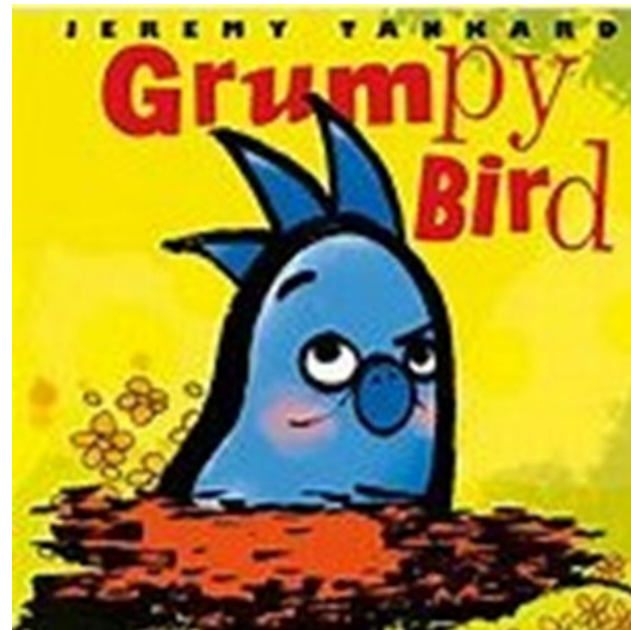
Remote Asynchronous ILA

- Here is the link to watch this week's story time with your children. You will LOVE *I Want My Hat Back*! https://psu.zoom.us/rec/share/zspwElvP7jpIBYXtxnrNWrURE4H5aaa8hHId8EOmE0yS_ojhsEUejJb_m-VMw8D?startTime=1589819136000
- Check out the featured activities on Pinterest. Click here: <https://www.pinterest.com/bigbadwolfe/i-want-my-hat-back/> (Links to an external site.)
- If you have a printer, you might want to print this off for even more activities.
https://www.candlewick.com/book_files/0763655988.kit.2.pdf



Remote Synchronous ILA

- Bedtime Story
- Letter Scavenger Hunt
- Bird's Nest



What's Working, Challenges, & Opportunities

What's Working

- Keeping class as “normal” as possible.
- Using visuals, interactive online activities, and videos to engage learners and to support learning differences.
- Tapping into classroom aide for classroom management, note-taking, individual support.
- Continuous check-in with learners, group communication via Whatsapp, and material drop-off to families.
- Encouraging learners to provide input and help guide the curriculum.

Challenges and Opportunities

- Digital access & discomfort with technology
- Understanding digital content
- Online class management
- Attendance and participation inconsistencies



What's Working for You? Challenges? Opportunities?

Further Questions?

- **EMAIL US!**

- Carol Clymer: cdc22@psu.edu

- Beth McLean: elg6@psu.edu

- Emily Wolfe: eap3@psu.edu

Thank
You