

Resources for Transitioning to Online Learning

A regularly updated list of resources for adult basic skills (including ESL/ESOL) educators (mostly) from the LINCS Discussion:

[Preparing for and offering adult basic skills online during the pandemic](#)

that began on 3.14, and was last updated 4.09.2020

“Disclaimer: The opinions expressed in the external links do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred. Not all resources on this list are available for free, and those who use it are encouraged to investigate carefully”

Compiled by David J. Rosen, Moderator, LINCS Community of Practice
Integrating Technology group djrosen123@gmail.com

Note: If you have questions about these resources, want to comment on or discuss them, or to suggest a new resource, please post your questions or comments at [Preparing for and offering adult basic skills online during the pandemic](#).

PREPARING to provide classes online

[Tips for Distance Learning: Adult Basic Education Distance Learning Resource Site](#)

A World Education Ed Tech Center website specifically for adult basic skills education programs that are moving -- or want to move -- their classes online. [Link](#) to a flier that shares information about the website.

[ProLiteracy COVID-19 Distance Learning Resources for Adult Literacy](#)

ProLiteracy compiled and continues to update a list of resources for online learning on its website <https://www.proliteracy.org/health>. Posted by Kevin Morgan, CEO, ProLiteracy. Michele Diecuch, Senior Director of Programs, mentioned more in an email announcement about this, that it provides “information about communications software, broadband access support, tips for tutoring from a distance, and digital curriculum available from [New Readers Press](#) and others to help learners continue instruction from home. This web page also includes a [blog](#) with helpful information about the COVID-19 virus.”

[Online Learning Consortium](#) (OLC), March 6 & 9 webinars and resources at the link below may be useful to colleagues who need to plan for providing classes online. <https://onlinelearningconsortium.org/about/continuity-planning-emergency-preparedness-resources/> Posted by Sarah Stocker, LINCS CoP Integrating Technology group

Quizlet has [a resource](#) highlighting **how digital tools and services, such as video conferencing, online document editing, and digital learning tools can help** if schools or programs are closed for extended or undetermined periods of time. Posted by David J. Rosen, Moderator, LINCS CoP Integrating Technology group

PPT slides offering guidance on how to put together online learning by Torry Trust at Univ. of Massachusetts, Amherst. https://docs.google.com/presentation/d/1j7gr-wD18yF4kTwS3H7pwQSsy_E1ee125S3jnEMNLR8/edit?fbclid=IwAR0VD0wit0BM4W3iixZu3UXF0kByvDHSXVoKhVnKVU4y3abTuzfnh1MjRVw#slide=id.g710950a3bb_0_38 Shared by Penny Pearson at OTAN, and posted by Jen Vanek, World Education Ed Tech Center

Article from Harvard University titled *Best practices: Online pedagogy* with great tips for teaching remotely. Many refer to things that can be done in Zoom (Polling, Gallery view, etc). Posted by Kevin Morgan, CEO, ProLiteracy

VOX article that points out the increased demand for virtual workplace software but also that in many cases **Zoom, Microsoft, Google and others are lifting restrictions on free versions** given the COVID-19 situation:

<https://www.vox.com/recode/2020/3/11/21173449/microsoft-google-zoom-slack-increased-demand-free-work-from-home-software> Posted by Kevin Morgan, CEO, ProLiteracy

Companies that are offering free subscriptions to online tools, courses, and learning resources during the pandemic <http://amazingeducationalresources.com/> Posted by Susan Giuliano, LINCS CoP Integrating Technology group

Action plan for instructors to deliver Adult Ed including ESL, ABE, Math, and GED Prep to learners at home using smartphones and devices. The Learning Upgrade app is available as a no-cost pilot to new programs. To get instructors started, Learning Upgrade offered a webinar that goes through their approach to remote onboarding, ongoing communication, tracking progress, and rewarding success. The webinar was on Thursday March 19, 2pm EST. To sign up for the no-cost pilot and the webinar, visit: <https://web.learningupgrade.com/remote-learning/> Originally posted by Vinod Lobo from Learning Upgrade. Modified after the webinar date by David J. Rosen, Moderator, LINCS CoP Integrating Technology group.

Other online resources lists

COVID 19 ED TECH Recommendations <https://wakelet.com/wake/6143f9a6-f02d-43c5-adcb-cff542e2de4e> Posted by Ashly Winkle, LINCS CoP Integrating Technology group

DELIVERING classes online

[Tips for Distance Learning: Adult Basic Education Distance Learning Resource Site](#)

A World Education Education Technology Center website specifically for adult basic skills education programs that are moving -- or want to move -- their classes online.

Web-based real-time presentation and web conferencing software

Zoom (basic version is free and, during the pandemic, for educators the sessions are not limited to 40 minutes <https://zoom.us/pricing>)

Loom (Chrome extension) for one-way communication -- "me on video with my desktop screen. I only use the Free version." Posted by Bernie Floresca

Google Hangouts

From Google: "Starting this week, we will begin rolling out free access to our advanced Hangouts Meet video-conferencing capabilities to all G Suite and G Suite for Education customers globally including:

- Larger meetings, for up to 250 participants per call
- Live streaming for up to 100,000 viewers within a domain
- The ability to record meetings and save them to Google Drive

These features are typically available in the [Enterprise edition](#) of G Suite and in [G Suite Enterprise for Education](#), and will be available at no additional cost to all customers until July 1, 2020. If you need help getting started, please visit our learning center [page](#) or follow the instructions outlined in [our message to G Suite admins](#).

We're committed to supporting our users and customers during this challenging time, and are continuing to scale our infrastructure to support greater Hangouts Meet demand, ensuring streamlined, reliable access to the service throughout this period." Posted by Sherry Lehane, LINCS CoP Integrating Technology group

Uber Conference Free version allows 45 minutes. Has many of the same features of other conferencing/web-based presentation software. Here's a [video](#) on how to use Uber Conference and Google Meet, presented, and posted by Sherry Lehane, LINCS CoP Integrating Technology group

Google Meet (Google Hangouts Meet) . See [video](#) on how to use Google Meet presented, and posted by Sherry Lehane, LINCS CoP Integrating Technology group

SeeSaw *I have found much success with the following free tool that is available in browsers, phones, and portable devices. When you look at the app or YouTube for videos about it, the context is always K-3 instruction, mostly because those learners are typically lacking many written skills. In helping*

teachers prepare and connect with adult learners who are no longer face to face with them, I have found some features of SeeSaw that are valuable for the adult education population to really consider. Below are some features and highlights:

Setup is easy. *The teacher simply makes up a class and chooses the first of three options. This prints out an instruction sheet for learners to connect to your class and the procedure is as easy as downloading the SeeSaw app (or going to the site). When the app is installed, it asks for use of the camera and if allowed it instantly asks to see the QR code that is on the instruction sheet provided by the teacher. This connects them. Alternatively, a learner can type in a code to enter the class and that may be used most by those not on portable devices or phones.*

Communication is easy! *Both teacher and learner simply click a big green button, click video and poof they are recording a video. When they are done recording they get the opportunity to trim either the front or back end to get rid of any start up or ending noises and then they just click a green button and poof ... they get to choose who this video is going to. Teachers can select individual learners or the entire class simply by clicking on checkboxes. By default, learner work all goes to a digital journal of their own. Every item added to the journal allows both the teacher and learner (and other learners if the teacher allows it) to comment, like, and even reply with an audio or video response. Speaking of audio recordings, the process is almost identical to making a movie. One clicks a big green plus button, clicks audio and they are recording. When done they can trim again and hit another green button to ship it off where it needs to go.*

Video and Picture annotations and voice overs. *This is a big category and one that everyone will want to really take some time to explore. SeeSaw lets you easily share video you make, pictures you take, or even sketches you draw and annotate all of these and even add voice overs to the pictures and drawings. A teacher can demonstrate a skill and then leave the learner with a practice exercise for them to try. The learner simply hits the assignment, starts their microphone up and gets to work on the screen and all of that is captured and returned to the teacher when done. Amazingly simple!*

Here is a video introduction to SeeSaw. *Although most of the SeeSaw instructions seem aimed at younger learners, I have found that older learners love the simplicity and variations of work allowed just with a phone or other portable digital device!*

Most of all, as we all adjust to not being around each other and our students as much, doing a short little "Hi, I was thinking about you today and wanted to check in on you. How are you and your family doing? Have you had any chance to look at that work we talked about last time and if so did you have any questions for me? If so, please shoot me a message. I'll be checking in on you in a couple of days" The return rate teachers are finding with such a message has been

impressive for me to observe. Even better, the positive glow teachers experience as they watch their short videos or watch their learners sharing their processing and thoughts. Ed Latham, LINCS CoP Integrating Technology group

Chat Tools

I have used [Backchannel Chat](#), a free, easy-to use program designed for teachers to use in a classroom or remotely. You can set up a separate Backchannel Chat for each of your classes. You can change it every day or leave it up as one long chat over a week or more. You can save it if you wish, but the idea is to encourage students to ask (you and each other) questions. You could leave your Backchannel Chat open all day if you wish, or you could set a time limit. David J. Rosen, Moderator, Integrating Technology group

Online curricula and courses for adult basic skills (including ESL/ESOL)

Free online curricula

IDEAL states have approved for programs to use in their Distance Learning classes. https://docs.google.com/document/d/1fb3BrxDaoxiBRrt_tSQtk0nGFmoA1O5XrG4QvwyMrAw/edit?usp=drivesdk Compiled and posted by Diana Satin, LINCS CoP Integrating Technology group

LINCS Learner Center - <https://learner.lincs.ed.gov/>. The Learner Center links to federally-funded resources for learners. It is organized around goals such as "Learn to Read" or "Learn English". All Learner Center resources are freely available, online, and ready for adult learners to engage with at any time! (The Learner Center only hosts federally-funded materials and resources). There is no need to register as a LINCS user to access LINCS Learner Center or any of the resources in it. There are a lot of resources on the site, so instructors may want to recommend specific resources to learners, so that learners don't have to explore the entire site to find the resource that may be of best use to them.

For Spanish speakers, there is a Spanish-language version of the website, accessed here: <https://learner.lincs.ed.gov/?language=es>

There are also some helpful video resources under the Common Questions on the site to help folks get started. Here's a link to the resources:

<https://learner.lincs.ed.gov/faq?language=en#question-1> Posted by Jessie Stadd, MSG/LINCS Staff member

Companies offering free or discounted subscriptions to online courses and learning resources during the pandemic

Amazing Education Resources

This is an extensive list of resources that, for example, could be searched to see

if the company is offering free or discounted subscriptions or prices for its services or its products during the pandemic
<http://amazingeducationalresources.com/> Posted by Susan Giuliano, LINCS CoP Integrating Technology group

Aztec software

Aztec software will donate free seats of its learning system for any displaced adult ed program

For businesses and institutions not already an Aztec customer, free access to Aztec Lite Online, Aztec's easy-to-use online learning management system for five (5) concurrent licenses. An unlimited number of students can be enrolled in the system but only 5 can use it at any given time. Included in this offer is access to the following learning series: Aztec's Fundamentals Series (GLE 0.5-2.9), Aztec's Foundations Series (GLE 3.0-5.9), and Aztec's Bridge Series (6.0-8.9), and Aztec's Kaplan GED or HiSET or TASC Learning System

For existing customers with access to the full administration system we would like to provide increased flexibility, which may include payment deferrals, and discounted licenses to address your needs to increase capacity during this crisis.

Should you have any questions, please feel free to contact our Community Relations Support group at crs@aztecsoftware.com, visit our website at www.aztecsoftware.com, <https://www.aztecsoftware.com/192020-2/> or call us at 800.273.0033 Posted by Jonathan Blitt, CEO, Aztec software

ABE

News For You

News For You currently has [free online access](#) for Instructors and Students on Census 2020 stories. This includes a Teacher's Guide with suggested lesson plan and exercises for the online issue. The Census articles include sentence-by-sentence audio, popup vocabulary definitions, and bonus interactive exercises. Stories include an explanation of the census and why it's important, a timeline of when it's happening, a story about how many people plan to respond to the census, a story about how the Census Bureau is working to keep rumors from spreading online, a recap of the last census, a story about jobs with the Census Bureau, and a story about what America might look like in the future.

The Census issue of News For You and the related Teacher's Guide are also available in a printable PDF for those instructors/students who do not have access to a computer/phone and/or broadband. If you follow [this link](#), on the right side of the page you'll see "Free Resources to Print" and the links for the files that can be downloaded and printed out.

*For instructors or students who do have online access, [News For You](#), a weekly publication for adult learners that uses current event articles and human interest stories to engage learners' interest while building skills in reading, comprehension, and vocabulary is now free. Use the courtesy password **22667F** through April 30, 2020, to access News for You Online. Kevin Morgan, CEO, ProLiteracy*

ASE/HSE Prep

Essential Education's [GED Academy](#) , [HiSET Academy](#), [TASC Academy](#), [TABE Academy](#) and Life Essential series
[Aztec](#) Software (e.g. for correctional facilities)
[New Readers Press Online](#) (GED/HiSET)

ESOL/ESL

[Leamos](#) (Let's Read) a simple and easy-to-use pre-ESL online literacy course that teaches non-literate Spanish-speaking adults to read and write
[Burlington English](#)
[Voxy](#)
[USALearns](#) (free)
[Rosetta Stone](#)
[News For You](#) (see description above, under ABE, by Kevin Morgan)

[List of free and proprietary ESL/ESOL curricula](#) from [The Literacy List](#).

Apps

Basic Literacy/ABE/ASE/ESOL

[Learning Upgrade](#) (ABE/ESL) To get instructors started, we offered a webinar that goes through our approach to remote onboarding, ongoing communication, tracking progress, and rewarding success. Webinar: Thursday March 19, 2pm EST For more info and to sign up for the no-cost pilot and the webinar, visit: <https://web.learningupgrade.com/remote-learning/> Posted by Vinod Lobo, CEO Learning Upgrade

ESOL/ESL

[Learning Upgrade](#) (ABE/ESL) To get instructors started, we offered a webinar that goes through our approach to remote onboarding, ongoing communication, tracking progress, and rewarding success. Webinar: Thursday March 19, 2pm EST For more info and to sign up for the no-cost pilot and the webinar, visit: <https://web.learningupgrade.com/remote-learning/> Posted by Vinod Lobo, CEO, Learning Upgrade

Open Education Resources (OERs)-- Free and Open Resources

<https://www.crowdedlearning.org/explore/skill-directory>

[OER Commons](#)

Online Platforms

[Examples of Online Learning Environments \(platforms\) and free or Inexpensive Online Resources for Blended Learning for Adults](#) has many useful resources for online and blended learning, including a list of content management systems, learning management systems, online file storage systems, tools to create your own website, free or open education resources, and apps. David J. Rosen

Google's free [Teach from Home](#) site. *I like that it specifically addresses the issues of moving to online learning during the pandemic, and that it is not just a list of tools but, before the tool, there is a statement of what a teacher may want to do in the online teaching environment.* David J. Rosen, Moderator, LINCS CoP Integrating Technology group, prompted by Michael Matos, Director of the Illinois Digital Learning Lab

Edmodo <https://new.edmodo.com/?go2url=%2Fhome> and [Distance Learning Toolkit of Edmodo Resources](#) A [post in the LINCS Integrating Technology pandemic discussion](#) by Integrating Technology Moderator, David J. Rosen, describes how this free, online platform can be used for adult basic skills online teaching.

Schoology <https://www.schoology.com/> Widely used in k-12 and by adult basic skills programs, Schoology now offers a [Distance Learning Readiness Kit](#) Schoology is [free for individual teachers](#).

Helping adult learners Access the Internet

The National Digital Inclusion Alliance (NDIA) has a daily updated [webpage](#) that lists Internet Service Providers (ISPs) with free and low-cost Internet service plans.

[Everyoneon](#) offers broadband service to income-eligible families (for example, those that qualify for free or reduced school lunch, or who live in public housing) generally at a cost of around \$10.00 - \$12.00 a month, although this can vary from state to state. In some states they also offer (often refurbished) laptops or desktops, typically at between \$100 and \$200.

[Comcast Internet Essentials](#) also offers income-eligible families Internet access typically at \$10-12 per month, but has announced in some states 60 days of FREE higher bandwidth service during the pandemic. From the Comcast webpage: "Comcast is offering 2 months free to new Internet Essentials customers in response to recent and anticipated emergency measures associated with the Coronavirus (COVID-19). [Click here](#) for more details. [Pricing subject to change.](#)"

Of course, Internet access is free at public libraries. If your students have their own portable digital devices (smartphones, laptops, chromebooks, etc.) they may be able to access the Internet just outside a public library even when it is closed. If it has online

service during the pandemic, ask about Internet access outside your public library in any case. Some public libraries may be increasing their Internet access to 24/7 during the pandemic. Posted by David J. Rosen. Moderator, LINCS Integrating Technology group

Assessment

[Kahoot!](https://www.eschoolnews.com/2020/03/07/keep-learning-going-during-the-coronavirus/2/) is offering free access to all features to support distance learning in schools affected by the coronavirus outbreak. With Premium, teachers can use advanced reports to facilitate formative assessment and adjust instruction based on student performance – even when they cannot attend face-to-face classes. Premium also lets teachers collaborate with other teachers in their school or program. Source: Eschool news <https://www.eschoolnews.com/2020/03/07/keep-learning-going-during-the-coronavirus/2/>

Information and Education about the Coronavirus by Cellphone

[Education on the coronavirus for adult learners](#) - A free Cell-Ed guide in English and Spanish available on any feature phone with text messaging or smartphone. Provides micro-lessons on what coronavirus is, information on protecting oneself and others, and how to access updated information.

Tutoring remotely

Stacie Marie has developed “a remote tutoring guide that helps volunteer tutors get their adult learner a Google account so they can usually sign into sites and apps with one click through that. Also included many of the sites from here and others.”

Also, included a few ideas to get tutors thinking for learners that do not have access to tech, with or without a smartphone:

- Regular check-in calls and/or texts
 - Keep these short - unless the learner has something to look at it may get more confusing than becoming more clear
- Calls can be extra helpful for ELL learners practicing conversation
- Texts can be great for grammar
 - Send a short text, have the learner correct it, or find an error and text back and forth until it is correct
 - Practice expanding sentences - start with ‘I stayed home today.’ They add in a word retyping the whole sentence with the word in it then you do the same and continue on until you can’t come up with anything else to add
 - Practice writing a story - you start with a sentence, they add one, you add one and so on. Create poetry or lyrics this way too
 - Send a short text then call to discuss what vocabulary words mean or if it is grammatically correct
- Keep them as you would a lesson plan: if practicing grammar stick to one grammar point

- Set time expectations for responses for texts and calls - it can be at a set time each week or if ongoing set parameters of certain times during the day and a timeframe to respond

English language for Immigrants (ESL/ESOL)

- [Newsela](#). Posted by Jennifer Kluempfen
- [EnglishClass101.com](#) Posted by Jennifer Kluempfen
- [Gamestolearnenglish.com](#) Posted by Jennifer Kluempfen
- [Eslcafe.com](#) Posted by Jennifer Kluempfen

CATESOL has a new service for ESL teachers, whether in California or elsewhere. They are doing "emergency training helping teachers move online. The form to register is https://docs.google.com/forms/d/1cM_ZS-E_oZzJFYJigvRYIa-pFYbHbsaoM5nO3vSqwKE/edit." Susan Gaer, CATESOL, and LINCS CoP Integrating Technology group member

Videos for ESL

[We Speak NYC](#)

[We are New York](#)

In the work I am doing with a school in Rwanda (where we work with teachers and students), I ran across a set of rap videos that everyone really loved - I think they are fun, demonstrate English rhythm and intonation and are great for incidental learning (learning on the fly) There are a bunch of videos by Fluency MC on YouTube - check it out <https://www.youtube.com/channel/UCo16riRNUATQWQxJODH6qwg> - Heide Spruck Wrigley, LINCS CoP Integrating Technology group member

Reading and Writing

[News for You](#) Online—New Readers Press is providing FREE access to *News For You* a weekly publication for adult learners that uses current event articles and human interest stories to engage learners' interest while building skills in reading, comprehension, and vocabulary. Use the courtesy password **22667F** through April 30, 2020, to access *News for You* Online at www.newsforyouonline.com. *News for You* Online includes a [Tips for Teachers](#) section where instructors can find the video *How to Use News for You Online* and other helpful resources. There are several articles related to COVID-19 with more being added in the coming weeks. Posted by Kevin Morgan, CEO ProLiteracy and New Readers Press

Reading-specific Resources

Newsela had gone to a largely for-pay model but is now providing free access for educators for the rest of the school year. [Find details in this 10 minute video.](#)

Our friends at the Illinois Excellence in Adult Education PD Portal did an outstanding webinar last week about online teaching options. [A great resource they highlight is ReadWorks](#) starting at the 30:54 mark. Stephen Schmidt, Moderator LINCS Reading and Writing group, posted in a discussion in that group.

Math and Numeracy

Teaching math or numeracy online

As practitioners are considering moving from face-to-face to online, I thought I would add my thoughts about how to move mathematics instruction online. I have taught online mathematics for many years. I would suggest for a new instructor who is moving online to consider using <https://zoom.us/> ZOOM is a great (free 40 minutes) real-time conference tool that I have used. It has a feature that will allow you to share a WHITEBOARD, then using a touch screen monitor/screen, you can write on it; or, if you have a [tablet pad](#) you can write, too. Without those, you can use a mouse but it is a bit more challenging. You could choose to record these meetings and upload them to YouTube. I would recommend creating a channel on YouTube to house these videos so other students can see them.

Another thing you can consider is the website: <https://classroomscreen.com/> it is a whiteboard, too.

Then using a screen recorder, like [Jing](#)

or [Screen-Cast-O-Matic](#).

You can upload those videos for students to access them, too.

This is a very simple way to still reach students as many of us are having to transition. A colleague of mine posted a list of [Education Companies Offering Free Subscriptions due to School closings](#).

In the LINCS Math and Numeracy CoP, we are also discussing moving math online. If you wish to join this content-specific discussion please join us: <https://community.lincs.ed.gov/discussion/how-do-we-move-math-instruction> or in the LINCS Science CoP: <https://community.lincs.ed.gov/discussion/how-do-we-move-science-instruction-online>

I will monitor all these discussions to help support everyone as we make these adjustments. Brooke Istas, Moderator Numeracy and Math Group, LINCS CoP

[Keeping Adult Learners Engaged in Worthwhile Math Experiences Online](#)
Math teaching ideas from the Massachusetts SABES Mathematics and Adult

Numeracy Curriculum and Instruction PD Center. David J. Rosen, Moderator
Integrating Technology

Live, free Adult Education math classes

Average attendance is about 10 students. Brett Taylor, the match teacher, prepares a lesson but also takes requests. He suggests to adult education teachers, "Feel free to pop in and see what we are doing. or let students know...Live Online Adult Ed GED Collaborate Classroom Link-
<https://tinyurl.com/2019collaborate>"

The class schedule right now is 10 am and 7 pm daily, except Sunday. Brett also records the class, and those recordings plus schedules are at his class website-
www.TinyUrl.com/aemath

He adds, "If you or any teachers you know would like to try teaching this way (Blackboard Collaborate) we will train in using it...free. My vision is a lot more classes almost around the clock...a schedule with varying levels and topics students could choose from."

Keyboarding

[Free keyboarding/typing programs](#) from [The Literacy List](#).

Accessibility and Universal Design

[Ten Steps Toward Universal Design of Online Courses](#) In the move towards more online learning, I want to highlight the need to think about making choices around platforms, materials and resources that are accessible for all. The University of Arkansas at Little Rock (UALR) offers [Ten Steps Toward Universal Design of Online Courses](#) to help with that process.

From UALR's site, "One does not achieve the level of usability aspired to with a simple checklist, but with an open mind and a commitment to making design and inclusion a priority. There are a few elements, though, that if taken into consideration, can enhance access and usability greatly. Knowing and incorporating these elements on the front end of the design process can save hours down the line.

1. [Include a welcoming access statement.](#)
2. [Provide simple, consistent navigation.](#)
3. [Choose tools carefully.](#)
4. [Model and teach good discussion board etiquette.](#)
5. [Use color with care.](#)
6. [Make sure text is readable.](#)
7. [Provide accessible document formats.](#)
8. [Describe graphics and visual elements.](#)
9. [Caption videos and transcribe audio clips.](#)

10. Rethink, redesign PowerPoint presentations.

Posted by Mike Cruse, LINCS Disabilities and Equitable Outcomes Moderator

There are several good resources for persons interested in learning more about UDL.

[Google's UDL Tech Toolkit](#)

National Center on Accessible Educational Materials (AEM)

- [AEM for Teacher Educators](#)
- [AEM for Workforce Development Professionals](#)

Center for Applied Special Technology (CAST): [UDL Curriculum Toolkit](#)

Posted by Mike Cruse, , LINCS Disabilities and Equitable Outcomes Moderator

Materials for Parents and Children at home

The Barbara Bush Foundation has prepared an [Educational Toolkit for At-Home learning](#).

Keeping Students' **Literacy** Sharp Through Text Messaging

<https://www.nbcdfw.com/about-nbc-5/community/reading-with-you/keeping-students-literacy-sharp-through-text-messaging/2334224/> Literacy content for children ages five-ten.

Professional Development (PD)

Edmodo

Two posts in the LINCS Integrating Technology pandemic discussion describe Edmodo. The first, by Integrating Technology Moderator, David J. Rosen, describe how a free, online platform can be used for adult basic skills online teaching. The second, based on the experience of professional developer Ginette Chandler in New Hampshire, describes how it has been used for professional development

<https://community.lincs.ed.gov/comment/28424#comment-28424> and <https://community.lincs.ed.gov/comment/28655#comment-28655>

PD Resources

“In response to COVID-19, the American Institutes for Research (AIR) has identified several resources that may assist adult educators on topics such as distance learning, online teaching, digital literacy, and health literacy. To access copies of issue briefs, companion learning resources and additional resources, visit AIR’s Adult Education Research and Technical Assistance Center (AERTAC) at

<https://www.air.org/center/adult-education-research-and-technical-assistance-center->

[aertac#covid](#) Among the featured resources are two new issue briefs on Digital Literacy and Health Literacy, produced by AIR for Teaching Skills that Matter in Adult Education, a current OCTAE initiative.” Catherine Green, American Institutes for Research