

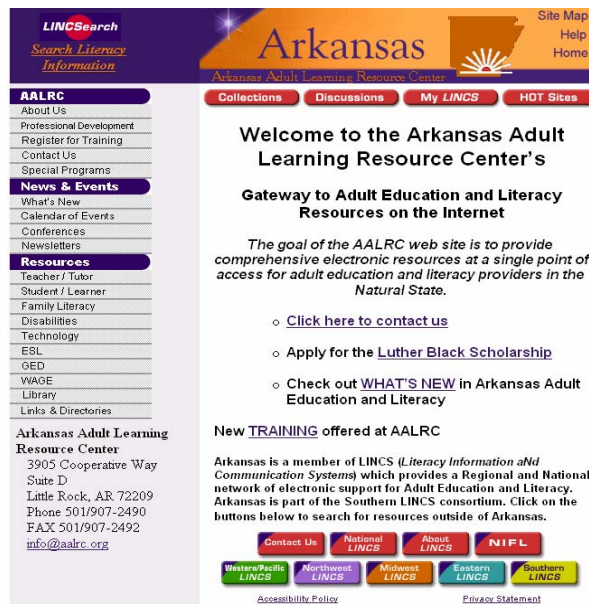
Adult Learning Network

The Adult Learning Network is a quarterly publication of the Arkansas Adult Learning Resource Center.

AALRC Enhances Services with Launch of New Web Site

This spring the staff of the AALRC has been putting the finishing touches on an overhaul of the AALRC web site found at <http://www.aalrc.org>. The purpose of the redesigned site is to offer more services online to administrators, teachers and students within adult education and literacy in Arkansas.

As a member of a national network of online literacy and adult education programs called LINC(S) (Literacy Information aND Communications Systems), the AALRC now provides Arkansas with extensive teaching tools, student activities, professional development programs, legislative issues and much more with a simple click of the mouse!



NEW FEATURES READY TO ACCESS NOW!

Some of the new features of the site that program directors and coordinators will want to direct their staffs to explore are:

- Teacher/Tutor** Lesson plans and other teaching tools specifically designed for adult education and literacy providers.
- Student/Learner** Great activities designed for the adult learner. If a learner needs more practice in a specific area, there are many online resources they can use for exercises. And the self- esteem building from using the computer is an added bonus!
- Professional Development** New links and new information have been added to aid programs in staff development.
- Family Literacy** All new literacy information is now on the site, as well as online access to the National Literacy Directory.

Continued on page 7

Professional Development News

Tuition Reimbursement Program

Contact your Program Advisor at the Adult Education Section or Marsha Taylor at the AALRC for more information on this program. You must use a newly revised form available from the AALRC. Reimbursement is applicable to courses taken for Adult Education Certification ONLY!

Remember: (1) The application form must be submitted to the AALRC **10 working days before class begins.** (2) Your class grade and receipt of payment must be received **within 30 days of class ending.**

There is a new requirement: Applicants must provide documentation that the class will count for adult education licensure.



For a list of courses available in adult education, please contact the following:

University of Arkansas
at Little Rock
Dr. Charlotte Robertson
(501) 569-8933

University of Arkansas
at Fayetteville
Dr. Buddy Lyle
(479) 575-5119 or
(479) 575-4578

Arkansas State
University
Dr. David Agnew
(870) 972-3943

University of Central Arkansas
Dr. Sherry Roberts
(501) 450-5431

NOTICE:

If you are unable to attend a workshop for which you have registered, please contact the AALRC as soon as possible. Participants are often placed on waiting lists because workshops fill up. If you find that you cannot attend a workshop and you call ahead, this gives us time to notify waitlisted participants that they can attend.

Upcoming Events:

May 8-9	Literacy Strategies Pilot Project Training
May 13	AANC, Little Rock
May 15	AANC Newport
May 16	WAGE Advisory Board
May 19-20	Payne Jordan Training Session 3
July 21-25	ESL Institute, Arkadelphia

AALRC Staff

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Literacy
Resources

Marsha Taylor
Professional
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Technology
Coordinator
Betsy Reagan

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Disabilities
Project
Manager
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Tanya Light

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Disability News

New Research Concerning the Neurology of Learning Disabilities

Dr. Jim Russell, Adjunct Professor of Behavioral Studies at Webster University, was a recent presenter at the Learning Disabilities Association National Conference in Chicago. Dr. Russell addressed some of the recent neurological research about how adults with learning disabilities process information and the impact on reading skills and student retention.

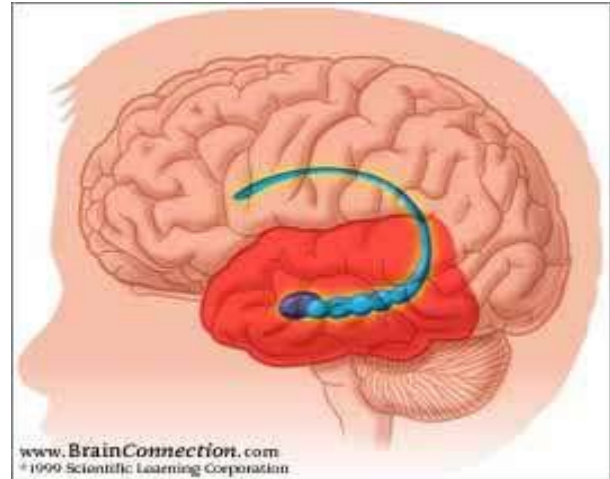
The research shows that some people with learning disabilities process reading in the Broca's area. The Broca's area of the brain is used in higher-level thinking skills, and requires 3-5 times the energy to process while reading. This requires additional energy and time, and dovetails with the Shaywitz research which shows that most dyslexic adults do well with the higher levels of semantics, but do poorly at the lowest level, which is phonemic awareness (see *The Neurobiology of Reading and Dyslexia*, by Sally E. Shaywitz, M.D., and Bennett A. Shaywitz, M.D. <http://ncsall.gse.harvard.edu/fob/2001/shaywitz.html>).

Also supporting the Shaywitz research is new research that indicates that people with learning disabilities use more systems in the brain to read than people without learning disabilities use. In neurology, the more systems you use, the more your performance decreases, and the more time and energy you require to complete the cognitive task. (Average is 3 times longer and 5 times more energy)

Dr. Russell also described the latest Shaywitz research that was outlined in an article called "Poor Reading Means Poor Prospects," and investigates the apparent "fight or flight" conflict that we see in poor readers. In a nutshell,

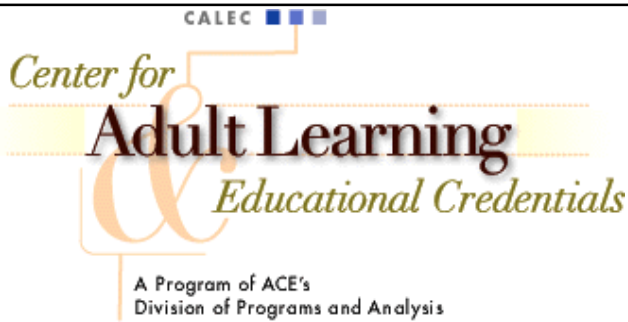
her theory is that poor readers who are still children initially try repeatedly to access the hippocampus in the brain, which is the "granddaddy" of memory storage.

Hippocampus



However, if the information being taught was never processed in the first place, there is no way to integrate the new knowledge into memory for later output. The hippocampus is where you keep your ability to "fight back" in the learning process by accessing what you have learned. The amygdale, on the other hand, is the seat of emotions including anxiety, fear, and dread. When a person experiences enough failure, the thalamus basically shunts processing attempts straight over to the amygdale and the person wants to run (flight). By the time the person is an adult, the act of trying to read may be sufficient to trigger this flight response...and we wonder why adult education and literacy programs have so many problems with student retention. Maybe in addition to improving our intake and instructional procedures, it would help to increase our knowledge of how the brain works. Notice that the person was not born with this "attitude" [of flight]. It was a learned response to an inability to process information and resulted in a brain-based trigger response.

Disability News (continued)



GED Accommodations Brochure Available

GED Testing Service has published a brochure that programs can use to disseminate information to students about accessibility and accommodations on the GED tests. The brochure describes who might be eligible to request accommodations, what some accommodations may include, and how to get assistance in requesting accommodations.

You can request copies of the brochure by calling Patricia Jones, GED Testing Service, (202) 939-9490.

TABE Audiocassette Validation Study Update

Dr. Larry Evans of UAMS has completed the research testing at local adult education programs as part of the TABE audiocassette validation study, funded by the National Institute for Literacy (NIFL) and coordinated by the AALRC. The AALRC and NIFL would like to thank the programs that participated in the study, which should be completed by June 2003.

Each participating student was asked to take the TABE test twice: once with pencil and paper, and once using the audiocassette version. The purpose of the study is to determine if the standardized audiocassette version of the TABE test is a valid assessment tool. Dr. Evans also hopes to show that the audiocassette format is a valid accommodation for some students with learning disabilities.

Results from the study will be available on the AALRC website (www.aalrc.org) as soon as it is complete.

Strategies and Accommodations Workshop

Patti White conducted the *Strategies and Accommodations* workshop again this year on May 1-2. The purpose of the workshop was to review and practice using instructional materials and strategies that are effective and appropriate for teaching adult students with learning disabilities. The focus of the materials was teaching both cognitive and metacognitive skills. Participants spent 1½ days learning to use all of the teaching materials, and the AALRC gave each participant their own box of materials at the end of the workshop, a value of about \$200 each. Thirteen adult educators participated.



Some participants of the Strategies and Accommodation Workshop on May 1-2, 2003 - Left: Alida McCartney and Peggy Dukat, Right: Tiffany Gathen and Ethel J. Meyer

Blame It On the Written Word

An article was published in Time Magazine on March 26, 2001 called, "Blame It On the Written Word", which reported that the English language has 1,120 different spellings for 44 phonemes. The Italian language has 33 different spellings for 25 phonemes.

Are there fewer Italian dyslexics? Sì.

TABE tests, Form 7&8, Survey on Audio-Tapes

Every adult education and literacy program in Arkansas should have picked up their TABE Tests package on audio-tape by now.

If not or if you need an additional package for your satellite office, please contact Klaus Neu (klaus@aalrc.org) for further information.

*Analysis of AR Adult Education
Advertising Campaign*

Introduction

Over a six week period in the beginning of 2003, 116 participants called the “800” number promoted by the Adult Education Advertising Campaign in order to obtain further referral information about adult education programs. Potential participants were referred to 28 different local programs in 22 counties and to the national Kentucky Educational Television (driven by the demand for distance learning opportunities). The majority of the adult education programs (19) received 1 to 2 referrals, five programs received between 3 and 9 (Texarkana Adult Ed., SEARK, Shorter College Adult Ed., NWA Comm. College in Benton Co., Forth Smith Adult Ed.) , and four programs received 10 or more referrals (Fayetteville Adult Ed., KET, Pulaski Co. Adult Ed., Little Rock Adult Ed.).

Sources

The advertising campaign involved radio spots, newspaper ads and custom brochures. Seventy-seven callers responded to the radio spots, twenty-seven callers to ads in their local newspaper and 12 callers were motivated through other sources such as personal referrals through friends, parents, or former students.

Reason for call

Fifty-seven percent (66 of the 116 callers) requested information about the program located closest to them, which could serve their interest in getting a GED. Forty-three percent (50 of the 116 callers) were motivated to dial our “800” number in order to get information about:

Requested Information	Number of calls
Workforce Education	11
English as a Second Language	11
General Information	6
General Refresher classes	5
Reading classes	4
Volunteer opportunities to teach adults	3
Spanish classes	2
Computer	1
Secondary education	1
Forklift training	1
Math classes	1
Adult Basic Education	1
Other	3

Response from the contacted Adult Education Programs

At the end of the advertising campaign all 28 programs with referrals were contacted regarding their success in signing up new participants for their local programs. A total of 18 of 28 programs shared their follow-up information. These programs followed up with 93 callers leading to the following results:

Caller started program	Referred to different program	Caller didn't show for class	Follow-up impossible
23	6	58	6

Furthermore, some programs reported a secondary impact of the campaign. Some individuals were motivated by the campaign to sign up directly for different programs without ever calling the “800” number. These new participants were not captured in the data reported in the first column above.

Tech



Talk

TECHNOLOGY

Improving Computer Skills as an Adult Education Provider

Educators now realize that it is not enough to bring computers and software programs into a classroom; the larger purpose of enhancing student learning must drive these efforts. Those responsible for teacher professional development have the responsibility of keeping the focus on the learning not on the technology as they help teachers learn to use technology to support instruction and help students meet identified learning outcomes. This can be an overwhelming task; especially since many of those responsible for teaching the teachers are in fact full-time teachers themselves!

An easy and highly effective means of accomplishing this goal of enhancing student learning through the use of technology is to employ an Integrated Practice model. It is important to remember that success can only be claimed if the teachers in these sessions return to

their classrooms and actually apply their new skills in lessons with students. Transfer of learning into actual practice can't be assumed to occur naturally.

The Integrated Practice model in essence is simply encouraging teachers to step into the role of student as they experience a technology learning activity. Teachers learn about a technology tool in the context of how they will use it with specific students. But the completion of the learning cycle for the teachers is to go back to the classroom and try it with their students.

As adults, we need to participate in the "doing" of an activity, but also benefit from processing what we are doing and making ongoing connections to our own situations. This approach helps to internalize an experience and prepare for incorporating it into teaching practice.

Stokes, S.M., Kaufman, T.U., & Lacey, A. (2002/2003) Preparing teachers of the 21st century.

AALRC DELIVERS MICROSOFT OFFICE TRAINING

Betsy Reagan, the AALRC Technology Coordinator, is conducting one-day workshops for Microsoft PowerPoint and Excel. Classes began in March at the Resource Center and included both beginning and intermediate classes for PowerPoint. Classes are scheduled several times a month. Class size is limited. Contact Tanya Light (tanya@aalrc.org) for dates and registration.

AALRC WEB SITE MAILING COMING YOUR WAY

Program Directors are encouraged to be on the lookout for a colorful postcard announcing the launch of www.aalrc.org. Please be sure to circulate and post this information to teachers and students since there are new and exciting tools, resources and information designed specifically for them!

AALRC Technology Committee

*Billy Upson
(Texarkana)*

*Gayla Feist
(Leslie)*

*Jacob Humphrey
(Fayetteville)*

*Diane Shores
(Helena)*

*Philip Less
(Little Rock)*

*Betsy Reagan
(Little Rock)*

*Rob Pollan
(Fort Smith)*

AALRC Enhances Services with Launch of New Web Site

(continued from page 1)

- Disabilities** This vital area has been “moved up” on the site to make it more readily accessible. Patti White, AALRC Disabilities Project Manager, has added extensive and “up-to-date” information that every adult education provider needs.
- ESL, GED, WAGE** Links to these programs have been moved to the homepage so that visitors can quickly retrieve the information they need. The information contained in these links has also been updated and includes quick links to the contact person for each program.
- Calendar of Events** The AALRC current events calendar is updated and will be continually changed to reflect added training courses, workshops and meetings. If you schedule a meeting or other activity at AALRC, please make certain that Wanda Johnson (wanda@aalrc.org) has it added to the online calendar.
- Special Programs** The AALRC staff and its facilities are involved in a variety of projects and programs that fall outside the standard budget of services provided by the AALRC. Any program funded by grants or other sources of funding will be posted on this page. Look for the latest information on Dr. Judy Ward’s Numeracy Project and Project IDEAL, the Distance Education project underway in Arkansas Adult Education.

MORE WEB SERVICES YET TO COME – ONLINE CATALOG PLUS A LIST OF EQUIPMENT YOU CAN REQUEST FOR YOUR CENTER!

One of the most exciting additions to the new AALRC web site will be the ability for any adult education or literacy provider to go online to check out media materials. Klaus Neu, the AALRC Media Coordinator, has implemented online library software. Klaus is currently inputting all media materials into the system. Once the input is complete, the catalog will be accessible from the AALRC web site. Providers will then be able to browse the catalog, request the materials, and have them shipped to their location – all from the convenience of their PC!

A second breakthrough will allow you to browse online for equipment that is housed in the AALRC warehouse, which can be used at your center. We have some great hardware that has been turned in by other centers that have received new equipment. You will simply be able to go online, browse the list, and then request the items you would like for your center. The AALRC will process the requests and fill them on a “first come, first served” basis. You will simply be asked to sign for the equipment you receive, at which time we will move it from the AALRC inventory report to your inventory list. Our goal is to have all equipment turned into AALRC back in the hands of other program staff, teachers and students quickly. The list will include computers (CPUs), monitors, mice, printers, telephones, keyboards and other hardware. ***Please be aware that this will be on a “first come, first served” basis.***

Keep a close watch on www.aalrc.org for an announcement on when both the online media catalog and the online equipment list will be posted.

Adult Learning Network

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Little Rock, AR 72209

Mailing
Address
Goes
Here

ADULT LEARNING NETWORK

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A Service of the National Institute for Literacy
HOME

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National Institute for Literacy
1775 I Street, NW
Suite 730
Washington, DC 20006
Phone 202/233-2025
FAX 202/233-2050
<http://www.nifl.gov>

NIFL's Literacy Hotline:
1-800-222-8213

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- Job announcements, curriculum materials, stories from CNN learning resources, and other regular new additions.

If you, your staff and /or your students would like a guide to learn all this information and much more, please feel free to contact us via email (klaus@aalrc.org) in order to get a **free "LINCS to Literacy"** CD with an easy to use PowerPoint presentation and a flyer with all the necessary information!