



California Adult Education Digital Learning Guidance

CALIFORNIA ADULT EDUCATION DIGITAL LEARNING GUIDANCE

FACILITATOR’S GUIDE

Table of Contents

Overview	2
Intended Audience	3
Participants: Educators and Staff at Adult Education Providers	3
Facilitators: Staff from Any Adult Education Provider or State Agency	3
On Your Role as a Facilitator	3
Supplemental Materials	4
Session Details and Resources	5
Agendas	5
Speaker Notes	6
Activity Templates and Digital Tools	6
About the Icons	7
Preparing for a Session	8
Session Materials	9
CHAPTER 2: Ensuring Equity and Access	10
CHAPTER 3: Foundations of Adult Education and Digital Learning	11
CHAPTER 4: Designing Flexible Learning Experiences	12
CHAPTER 5: Adopting Models that Work	13
CHAPTER 6: Data-Driven Instruction and Digital Assessments	14
CHAPTER 7: Fostering Healthy, Equitable, and Inclusive Digital Communities	15

Overview

This professional development program is based on the [California Adult Education Digital Learning Guidance](#) (DLG) and was developed with a focus on helping adult educators with designing and delivering effective digital learning strategies for adult learners.

There are six total sessions, one per each of the six content chapters in the Digital Learning Guidance (Chapters 2-7). Sessions explore key chapter concepts in greater detail, providing an interactive exploration of these ideas, while the broader chapter content can be found directly within the Guidance. The live synchronous sessions therefore serve as a supplement to the Guidance, helping educators to apply the concepts in real-world contexts.

In addition, to accommodate various learning settings, an online self-paced course has also been developed alongside this facilitator-led program. This course follows the same Digital Learning Guidance, allowing participants to explore the content at their own pace and in their own time.

The combination of guided sessions and self-paced learning creates a comprehensive and flexible learning environment. This blended approach can also provide an effective balance between structured learning, personal exploration, and practical application of concepts in the adult learning landscape

Sessions can be conducted in a manner best suited to the audience's needs – in-person, online, or a hybrid of both.

Facilitators will find these sessions robust and adaptable, able to restructure them to address specific needs and circumstances within their local context. While the program is turnkey in its current form, we encourage creativity and modification to meet the unique needs of diverse learning communities.

The program's ultimate goal is to empower educators with the digital tools and strategies necessary for creating accessible and effective adult learning in the digital age. We aim to foster an environment conducive to learning, where participants can freely interact, share experiences, and learn from one another, thereby promoting a richer, more comprehensive understanding of the Digital Learning Guidance.

Intended Audience

Participants: Educators and Staff at Adult Education Providers

The core participants intended for these sessions include educators and staff involved in adult education programs. This includes individuals working across multiple departments within an adult education provider or other state agencies.

Educators who deliver content, design curriculum, provide tutoring or mentoring support, or who have a vested interest in the educational outcomes of adult learners will gain valuable insights from these sessions. Additionally, administrative and support staff who contribute to the learning environment, including those involved in enrollment, student services, and technology support, will also benefit from participating.

The sessions are designed to help these diverse stakeholders better understand and implement digital learning strategies from the Digital Learning Guidance, which can enhance their effectiveness in serving adult learners. Participants will have the opportunity to develop strategic action plans to integrate digital learning tools and techniques based on their engagement with the sessions.

Facilitators: Staff from Any Adult Education Provider or State Agency

Facilitators for the sessions can include staff from adult education providers or state agencies. This includes program directors, professional development coordinators, instructors, and support staff. It isn't necessary for facilitators to be in senior or leadership roles. Any staff member who is enthusiastic about enhancing adult digital learning and is willing to lead a group through discussions and activities can act as a facilitator.

The roles of the facilitator will involve guiding the participants through the session material, fostering interactive discussions, addressing queries, and ensuring the objectives of the session are met. Facilitators will be equipped with the necessary tools and materials to successfully lead these sessions, regardless of their previous experience or role within their organization. All necessary session materials are linked in this document.

On Your Role as a Facilitator

Being a facilitator in these sessions means guiding the process of exploration and discovery rather than delivering knowledge in a top-down manner. Your role is not to be the expert in the room, but rather to cultivate a collaborative environment where participants can build their understanding of key concepts together.

The term facilitator is purposefully chosen over lecturer to underscore this difference in approach. The 'sage on the stage' model, where an expert delivers knowledge, is replaced with the 'guide on the side' approach. As a facilitator, you'll foster dialogue, steer conversations, and help participants unpack their own insights and ideas. This shift transforms learning from a passive receipt of information to an active, collaborative process.

Your primary role is to stimulate conversation and peer interaction. Nurturing dialogue and encouraging educators to share their experiences and challenges can lead to shared knowledge and innovative solutions. This peer conversation is key to constructing a rich understanding of the material and creating a supportive professional learning community.

A critical aspect of this facilitator role is maintaining an open perspective on digital learning. With the rapid pace of technological advancement and varied contexts of adult learning, there isn't a one-size-fits-all solution or a definitive 'right' way. Encourage participants to brainstorm, share problems, explore potential solutions, and learn from each other's experiences.

In fostering this kind of collaborative environment, you enable participants to discover the most effective strategies and techniques for their unique context. Remember, as a facilitator, success lies not in imparting your knowledge but in supporting others to uncover theirs.

Supplemental Materials

These resources can be used to offer additional depth and context to the concepts explored in the synchronous sessions.

- **Digital Learning Guidance:** This comprehensive guide serves as the primary text and foundation for the professional development program. It provides an in-depth look at the various concepts, strategies, and recommendations for implementing digital learning in adult education. Participants can refer to this guide before, during, and after the sessions to complement their learning. The Digital Learning Guidance can be used for further reading, to clarify concepts, and as a tool for planning and implementing the strategies discussed in the sessions.
- **Self-Paced Online Course** (Canvas): An online course is available on Canvas to provide a flexible and interactive learning experience. This course mirrors the Digital Learning Guidance content, enabling participants to explore each chapter at their own pace. The self-paced structure of the course allows participants to revisit concepts, take time to reflect, and understand the strategies discussed in the Digital Learning Guidance. It can be accessed before the sessions for a preliminary understanding, during the sessions for more in-depth exploration, and after the sessions for revision and consolidation of learning.

These supplemental materials have been designed to align with the synchronous sessions, creating a rich and versatile learning environment. By using these resources in conjunction with the sessions, participants and facilitators can ensure a well-rounded and in-depth understanding of the Digital Learning Guidance.

Session Details and Resources

Agendas

Each of the six sessions follows a similar agenda structure. While the core components remain consistent, there may be slight variations in the order or the specific activities based on the session's content and objectives. This adaptable structure ensures each session is tailored to its specific topic while maintaining a cohesive learning experience across all sessions.

Each agenda includes:

- **Warm-Up Activity or Discussion:** These activities or discussions are designed to build community among participants and start exploring session content. They may range from ice-breakers to introductory discussions, preparing the group for an engaging learning experience.
- **Content Delivery:** Participants collectively review and discuss the key concepts from the relevant chapter of the Digital Learning Guidance. The facilitator guides this exploration, encouraging group interaction and reflection to enhance understanding.
- **Content Application:** In this segment, participants gain hands-on experience with digital tools and apply the key concepts discussed in the session. This practical exposure helps participants apply learning and demonstrates the real-world relevance and application of the ideas.
- **Discussion and Reflection:** Participants share their experiences, thoughts, and insights. This conversation is designed to enhance collective understanding, nurture various perspectives, and encourage the integration of learning into one's own practice.
- **Exploration of Next Steps:** The session concludes with a forward-looking discussion about how participants can continue learning and applying the material independently and collaboratively after the session. This might involve follow-up activities, suggested readings, or plans for group discussions, encouraging ongoing engagement with the content beyond the session.

By understanding the structure of the agendas, facilitators can confidently guide participants through the session, ensuring an effective learning experience.

Speaker Notes

To assist facilitators in leading each session, each slide deck includes comprehensive speaker notes. These notes are designed as a supportive tool for facilitators and should be reviewed prior to each session.

The speaker notes in each deck include:

- **Instructions:** Detailed guidance on how to present and facilitate the content of each slide, ensuring a smooth flow throughout the session.
- **Suggested Timings:** Approximate durations for each part of the session, helping facilitators manage the session time effectively.
- **Suggested Talking Points:** Key points or questions to initiate and drive discussions, facilitating deep exploration of session concepts.
- **Links to Digital Tools:** References to useful digital resources that can be employed during the session to enhance understanding and interaction.

While the notes can be followed almost like a script, they can also be seen as a flexible resource. Facilitators can adapt the speaker notes to suit their style, approach, and the unique needs of their group. If a conversation sparks interest in a different direction, or if the group benefits from spending more or less time on certain topics, facilitators are encouraged to adjust accordingly.

The overarching goal is to create an engaging, responsive learning environment. Taking ownership of the session and adapting to the needs of participants will ensure the most enriching and productive experience for all involved.

Activity Templates and Digital Tools

To further support the facilitation of the sessions, some sessions (e.g., Chapters 4 and 5) come with pre-built templates that can be utilized to streamline content delivery and foster participant interaction. These templates serve as a structure that can be easily copied and tailored to the needs of your specific session.

Other sessions (e.g., Chapter 2), recommend specific digital tools to enhance activities but do not include pre-made templates. In these instances, detailed directions and tutorials are provided to assist facilitators in configuring and utilizing these tools effectively prior to the session (e.g, [Mentimeter](#)).

While these tools and templates are recommended for a seamless and engaging session, they should be viewed as flexible suggestions rather than rigid requirements. Facilitators are encouraged to adapt or modify these resources based on their comfort level, the needs of their participants, or the specific context of their educational environment.

For instance, if you have a different digital tool that you believe would better facilitate a particular activity, feel free to use it. If you would prefer to facilitate an activity without a provided template or tool, that's also completely fine.

What matters most is that you, as the facilitator, feel prepared and comfortable with the session's flow and activities. Taking the time to familiarize yourself with the speaker notes, recommended tools, and suggested templates will go a long way in ensuring a successful and dynamic learning experience for all participants.

About the Icons

To aid in navigation and understanding of the session structure, a system of icons included throughout the agendas and slide decks (example provided below). Each part of the session — from "Content Delivery" to "Discussion" — is represented by a unique icon. These visual indicators serve to guide the facilitator and the participants through each stage of the session, providing a clear signal of the current activity or focus.

The use of these icons is consistent across sessions, making it easier for you to familiarize yourself with their meanings and to utilize them effectively in facilitating the sessions. Whether you're introducing new concepts, leading a discussion, or facilitating an activity, these icons will serve as helpful signposts, ensuring everyone knows where they are in the session and what is expected of them.

To get the most from these icons, we recommend that you:

- Familiarize yourself with each icon and its associated part of the session.
- Note the icon at the start of each new section in the agenda.
- Look for the same icon on the corresponding slides during the session.

By understanding and making use of these icons, you'll add an extra layer of clarity and structure to your sessions, helping participants to engage fully with each stage of the learning process.



Reflect on the importance of accessibility and inclusivity



Explore the principles of WCAG and UDL



Practice using digital tools for accessibility



Revise a sample lesson plan or program resource for accessibility



Discuss the application of WCAG and UDL in practice

Screenshot of a sample agenda slide showing icons used throughout the deck.

Preparing for a Session

Use this checklist to ensure you're fully prepared to facilitate a dynamic and effective session:

- Review the Slide Deck:** Familiarize yourself with the flow of the slides, the key points covered, and the overall narrative of the session.
- Read the Speaker Notes:** These provide essential guidance, talking points, and recommended timings. Spend time understanding these notes to facilitate the session effectively.
- Customize the Speaker Notes as Needed:** Adapt the notes to align with your style and the needs of the group. This includes modifying suggested talking points or adjusting the timings to suit your session's pace.
- Review Suggested Timings:** Even if you adapt the session, it's beneficial to get a sense of the intended pacing. This helps in planning the session and ensuring adequate time is given to each section.
- Review Suggested Templates and Digital Tools:** Understand how each template or tool can enhance the session. Where necessary, set up these tools in advance and ensure you are comfortable using them.
- (Optional) **Read the Relevant Chapter from the Digital Learning Guidance:** This provides a more thorough understanding of the concepts covered in the session. Consider

referring participants to relevant sections before, during, or after the session for deeper exploration.

- (Optional) **Complete the Corresponding Module in the Online Self-Paced Course:**
This can give you a learner's perspective of the material and help identify elements you might want to assign for pre-work, in-session activities, or post-session follow-up.

By checking off these items, you can be confident that you're well-prepared to lead an engaging and productive session.

Session Materials

For each of the six sessions, you will find the following content include in this document:

- **Overview:** A high-level summary of the content and activities for the specific session.
- **Objectives:** Clearly defined goals that the session aims to achieve, providing a roadmap for both the facilitator and participants.
- **Agenda:** A short description of each part of the session
- **Resources:** Direct links to the relevant slide decks which includes speaker notes, suggested timings, and digital tool references

CHAPTER 2: Ensuring Equity and Access

Overview

Educators will explore the principles of the Web Content Accessibility Guidelines (WCAG) and Universal Design for Learning (UDL) in digital learning environments. The session includes an ice-breaker to share experiences, a group discussion to reflect on the importance of accessibility and inclusivity, and a structured application activity to begin (or continue) integrating WCAG and UDL principles into adult education programming. A variety of digital tools will be used throughout to both demonstrate and practice creating inclusive learning experiences, with the ultimate goal of equipping educators with the understanding and skills needed to create accessible digital learning materials.

Objectives

By the end of this session, participants will be able to:

- Understand and explain the principles of the Web Content Accessibility Guidelines (WCAG) and Universal Design for Learning (UDL), and their relevance in creating inclusive digital learning environments.
- Apply WCAG and UDL principles in the design of digital learning materials, demonstrated through revising a lesson plan for improved accessibility and inclusivity.
- Use specific digital tools effectively to enhance accessibility and inclusivity in digital learning materials, and understand how these tools can support diverse learner needs and abilities.

Agenda

- Reflect on the importance of accessibility and inclusivity
- Explore the principles of WCAG and UDL
- Revise a sample lesson plan or program resource for accessibility
- Discuss the application of WCAG and UDL in practice
- Explore next steps

Resources

- [Slide deck](#)
-  Digital tools that may be used to support this session (links are also in speaker notes): [Mentimeter](#), [Sutori](#), [Canva](#), [Read&Write](#), [Padlet](#), [Plain Language Act](#), [Hemingway Editor](#)

CHAPTER 3: Foundations of Adult Education and Digital Learning

Overview

Educators will explore the five key theories of adult learning, the associated principles or stages of each, and how to apply them in their classrooms and program administration. The session incorporates a warm-up activity, content delivery, group discussion, and application of key ideas through a lesson plan development activity. Participants will explore digital tools that support effective adult learning experiences and develop a plan for applying these theories in their teaching practices or support roles.

Objectives

By the end of this session, participants will be able to:

- Describe the five key theories of adult learning.
- Identify strategies for applying the theories of adult learning in the classroom and in program administration.
- Explore digital tools that can support effective adult learning experiences.
- Develop and/or evolve a plan for applying the theories of adult learning in their teaching practice and/or as part of their role as support staff.

Agenda

- Reflect on digital learning experiences
- Explore the theories of adult learning
- Build a micro-lesson aligned with the theories of adult learning
- Discuss implementation of adult learning theories
- Explore next steps

Resources

- [Slide deck](#)
-  Digital tools that may be used to support this session (links are also in speaker notes): [Padlet](#), [Jamboard](#), [Google Slides](#), [Slido](#), [PollEverywhere](#), [Google Docs](#), [Microsoft PowerPoint](#)

CHAPTER 4: Designing Flexible Learning Experiences

Overview

In this session, educators will explore the key concepts of designing effective blended learning experiences and utilizing digital tools to create engaging and accessible learning environments for adult learners. The session opens with a warm-up activity, creating a collaborative environment where participants can share their experiences and insights on blended learning. Through group discussions and reflection, participants will explore the significance of incorporating learning management systems (LMS), open educational resources (OERs), and Universal Design for Learning (UDL) principles into their instructional practices. The session also includes activities that encourage educators to apply their learning by integrating digital tools into their lesson plans and curriculum. By the end of the session, educators will develop and refine practical strategies and resources to enhance their teaching practices and support the diverse needs of their adult learners in blended learning environments.

Objectives

By the end of this session, participants will be able to:

- Design and implement effective blended learning experiences that combine face-to-face instruction and online learning elements, aligning them with clear learning objectives and outcomes to create engaging and accessible learning environments for adult learners.
- Select and utilize appropriate digital learning tools, such as learning management systems (LMS) and open educational resources (OERs), to organize content, facilitate communication, and monitor learner progress in order to enhance the overall learning experience for adult learners in blended learning environments.

Agenda

1. Reflect on experiences with blended learning
2. Review blended learning concepts
3. Discuss the SAMR model
4. Design effective blended learning experiences
5. Explore next steps

Resources

- [Slide deck](#)
-  Digital tools that may be used to support this session (links are also in speaker notes): [Jamboard](#), [Google Slides](#)

CHAPTER 5: Adopting Models that Work

Overview

In this session, educators will explore the practical aspects of planning and implementing digital learning experiences for adult learners. The session begins with a warm-up activity designed to foster community and spark a discussion around key considerations in digital learning models. Next, educators will participate in a scenario-based group activity, where they will apply their knowledge to design an accessible, inclusive digital learning experience that addresses common challenges in adult education. Participants will have the chance to explore and utilize various digital tools and resources as they build solutions. The session concludes with a reflection activity, allowing educators to consider how they will integrate their new insights into their own practice. The objectives of this session are to deepen understanding of digital learning models, promote the practical application of these models using digital tools, and inspire ongoing collaboration and reflection among participants. By the end of the session, educators will walk away with concrete strategies, a renewed confidence in using digital tools, and a commitment to enhancing their own digital learning environments.

Objectives

By the end of this session, participants will be able to:

- Articulate the key considerations and challenges when implementing digital learning models in adult education.
- Apply strategies and digital tools to design an inclusive and accessible digital learning experience that addresses diverse learners' needs.

Agenda

- Warm-up with "Two truths and a digital lie"
- Explore effective digital learning models
- Apply digital learning models to common scenarios
- Discuss digital learning tools and models
- Explore next steps

Resources

- [Slide deck](#)
-  Digital tools that may be used to support this session (links are also in speaker notes): [Mentimeter](#), [Padlet](#), [Jamboard](#), [Slido](#), [PollEverywhere](#), [Loom](#), [Blackboard Ally](#), [Google Translate](#), [Rosetta Stone](#), [Duolingo](#), [GCFGlobal](#), [Single Sign-On](#), [Moodle](#), [Immersive Reader](#)

CHAPTER 6: Data-Driven Instruction and Digital Assessments

Overview

In this session, educators will explore digital assessment tools and their application in adult learning environments. The session will start with an icebreaker activity, fostering an exchange of personal experiences and methods in digital assessment. Participants will then engage in a high-level overview of various digital assessment tools, their unique attributes, and potential limitations with an emphasis on the significance of learner accessibility and feedback mechanisms. A group discussion will follow and be centered around the potential of these tools for promoting equity, strategizing accessibility, and tailoring tool selection based on learning contexts. The session's cornerstone is a creative and collaborative "Digital Assessment Scavenger Hunt," where participants work in breakout groups to discover digital tools that meet specific assessment features, fostering a hands-on learning experience. By the session's end, educators will have a clearer understanding and practical knowledge of using digital assessment tools, transforming their approach to teaching and enhancing their learners' experiences.

Objectives

By the end of this session, participants will be able to:

- Identify and evaluate digital assessment tools based on curriculum demands and the needs of adult learners.
- Design a sample digital assessment considering factors like learner accessibility, question types, and feedback mechanisms.

Agenda

- Reflect on our experience with digital assessments
- Review digital assessment tools
- Discuss equity and accessibility in digital assessment
- Engage in a digital assessment scavenger hunt
- Explore next steps

Resources

- [Slide deck](#)
-  Digital tools that may be used to support this session (links are also in speaker notes): [Jamboard](#), [Google Forms](#), [Kahoot](#), [Quizlet](#), [Nearpod](#), [Padlet](#), [Flipgrid](#), [Mentimeter](#), [Socrative](#), [Google Slides](#)

CHAPTER 7: Fostering Healthy, Equitable, and Inclusive Digital Communities

Overview

In this session, educators will explore the importance of social and emotional learning (SEL) in adult education. Participants will gain a deep understanding of the five core SEL competencies and their impact on student success. Through engaging activities and discussions, educators will learn practical strategies and tools to integrate SEL into their classrooms, whether in-person or online. They will discover ways to foster positive relationships with adult learners, promote self-awareness and self-management, encourage responsible decision-making, and create a supportive learning environment. By the end of the session, participants will leave with actionable ideas and resources to implement SEL in their teaching practice and enhance their own well-being as educators.

Objectives

By the end of this session, participants will be able to:

- Identify and describe the five core SEL competencies and their importance in adult education
- Develop practical strategies and tools for integrating SEL into their classrooms, both in-person and online, to create a safe and supportive learning environment for adult learners.
- Explore techniques for fostering positive relationships with adult learners, including self-reflection, cultural competence, effective communication, setting high expectations, and involving learners in the learning process.

Agenda

- Reflect on social-emotional learning (SEL)
- Explore SEL and its importance in Adult Education
- Discuss the application and impact of SEL
- Identify strategies for creating an SEL-inclusive classroom
- Explore next steps

Resources

- [Slide deck](#)
-  Digital tools that may be used to support this session (links are also in speaker notes): [Mentimeter](#), [Padlet](#), [Canva](#), [Pinterest](#), [Flip](#), [Padlet](#), [ePals](#), [Microsoft Word](#), [Zoom Breakout Rooms](#), [iCivics](#), [Daylio](#), [Headspace](#), [Calm](#)