

## For Boston Reed Teachers Using Career Garden

Career Garden modules were designed for self-study, a “low-tech” approach to distance learning. In the scheme of law pertaining to California adult schools, students enrolled in distance learning courses are under the supervision of a credentialed teacher. Practically, that supervision most actively takes place in face-to-face meetings. The agenda for these meetings has two parts: review of student work, and preview of the next assignment. This document gives guidelines for managing these meetings.

In traditional face-to-face delivery of instruction, California adult schools generate income based on student attendance. In distance learning instruction, student performance (completion of assignments) is the basis of school income. The issue of assessing completion of assignments becomes critical not only to instruction but to school finance. This document provides an approach for assessing student completion of Career Garden modules.

### Face-to-Face Meetings

#### *Preview –Assigning a Module*

Principles of good instructional practice for face-to-face teaching apply to distance learning as well. Many of the same techniques used for introducing a new topic or instructional unit in a face-to-face context can be used to prepare distance learning students for their work. Here are suggested steps for the Preview sequence of a face-to-face meeting with distance learning students. You may choose to vary the order given or omit some steps. A table at the end of this document provides additional details for each Career Garden module.

**1. Give the rationale for the module.** When students clearly see the rationale for an assignment, learning is more meaningful and motivating. You may state the rationale directly and concisely if you wish, as the table below suggests. The opening paragraphs(s) of each Career Garden module (before the statement of Objectives) attempt to provide a rationale for the module, sometimes with a personal story. You may also have information about students’ past experiences or future plans. Creating connections between this information and the aims of the module can be extremely motivating.

**2. Use personal stories.** (Optional.) Tell a personal story of your own, or ask learners discussion questions that will prompt sharing of stories related to the content of the module. This can reinforce the rationale for the module and it can build a sense of community between learners and teachers.

**3. Provide a synopsis of the module.** (Optional.) A brief look at the sequence of steps in the module can enhance clarity for learners. The lower the reading skills of the students, the more valuable this step might be.

**4. Point out the key exercise(s) in the module.** Many of these exercises are very practical; highlight that practicality. Mention any potential difficulties with the key exercise. Make suggestions for how students might address those difficulties. This discussion engenders in students a positive attitude toward their ability to accomplish the assignment.

**5. Set clear expectations.** Clearly articulate the due date. Explicitly state your expectation that students have met the criteria on the Prepare to Meet Your Coach page completely. Instruct

students that they are to turn in at the next meeting date the Prepare to Meet Your Coach page along with the Quiz and other assignments indicated on the Prepare to Meet Your Coach page. Providing clear expectations gives students increased comfort with the learning process and can also communicate the teacher's confidence in the students' ability.

The Preview for a module can be done in very few minutes if desired. In some circumstances it might be effectively done in as little as one minute.

## ***Reviewing a Module***

The number of steps in the review portion of the face-to-face meeting is smaller, but the time required for the review is greater.

**Restate rationale for the module.** This should be done very concisely, as suggested in the table that ends this document.

**Provide a synopsis of the module.** (Optional.) A brief look at the sequence of steps in the module can serve as the memory of the students. Conceivably, some students might not have looked at a particular module for some time if there has been a lag of time since it was assigned.

**Discuss reflection questions.** You might ask pairs or small groups of students to discuss these briefly, then invite some to report on their discussion to the whole group. The same two questions are posed on Prepare to Meet Your Coach in all modules: Both of these questions indicate student level of engagement with the material.

*What idea or activity in this module has been the most helpful to you? Why?*

Discussing this question can serve as a summary of the highlights of the module.

*What questions do you still have?*

You may choose to address some questions that arise here on the spot, or table them until later in the session or later in the course. If the question is beyond the scope of your expertise or beyond the scope of the course, say so. Invite someone to research the matter (but if it is truly outside the scope of the course, don't spend class time on it.)

**Score Quiz.** (Optional.) Have students trade papers and correct each other's quizzes while you read down the answers. Have students record the number correct on Prepare to Meet Your Coach. Modules contain the answers and discussions of the answers, so they probably won't generate much discussion. By the time students bring in their work, there is no reason they should not all score the quiz 100% correct. The Quiz is not intended to generate discussion. Rather, it gives one assessment of learning that can be dealt with quickly. This step is listed as optional, but because of the time efficiency of scoring in class, it is recommended.

**Review key exercise(s).** (Optional.) These exercises are not so easily assessed as the Quizzes. You might choose to have pairs or small groups do peer reviews of the exercises. The completion criteria on Prepare to Meet Your Coach attempts to be stated as clearly and unambiguously as possible, but there will almost always be room for judgment calls. You might ask peer review groups to record their notes about each student's work on the back of Prepare to Meet Your Coach. You will need to review these exercises at some point yourself to assess completion to acceptable standard.

## Sequence of Events

Logically, the Preview portion of a face-to-face meeting comes before the Review portion. The first face-to-face meeting will include only the Preview portion in which the teacher assigns work. In subsequent meetings, however, the Review portion of the meeting will come first – teacher and students look at the work the students have completed – before the teacher makes the next assignment. A diagram of this rhythm might look like this:

Meeting 1		Meeting 2		Meeting 3	
Preview Module1	Students work independently	Review M1 Preview M2	Students work independently	Review M2 Preview M3	Students work independently

In some cases, you may wish to preview more than one module in one session. You could, for example, preview modules 1, 2, and 3 in a first meeting. You might review all three at a second meeting. Or you could stagger the review dates.

## About Scoring and Completion Standards

First, here is an excerpt from Prepare to Meet Your Coach for the module, Networking and Informational Interviews. The table below summarizes standards of successful completion of this module.

Item	%age of Module	Standard	Student Performance
Networking Report	50	Records of speaking with 4 people minimum. Two people should be “newly networked,” unknown previous to this assignment.	
Quiz	50	6 of 7 correct	

For **quizzes**, completion criteria are numerically clear-cut. If the student meets the minimum standard for completion, the student is awarded full credit. For example, in the module Setting Career Goals, the quiz completion standard is 6 of 7 correct, and the quiz is valued as 30% of the overall performance. If a student scores a 6 or a 7 on the quiz, record 30 in the Student Performance column.

On **other exercises**, which may require more of your professional judgment, if the student performance meets the minimum standard on Prepare to Meet Your Coach, record the full “%age of Module” value in the Student Performance column. Example: In the Networking Report exercise, students are instructed to talk with five people, two of whom were previously unknown to the student. The completion standard is to record talking to four people, two of which were previously unknown. If the student meets this minimum standard, record 50 in the Student Performance column. If the Networking Report records interactions with five people, but only one previously unknown, the assignment is not complete.

When an exercise is incomplete, you have two choices. You may record a lower score in the Student Performance column, or you may ask the student to complete the activity and turn it back to you. The following display summarizes consequences of your decision:

If you record a lower score...	If you ask the student to complete the activity and turn it back to you...
<ul style="list-style-type: none"> <li>• No further work or learning required of the student.</li> <li>• No further work required of teacher.</li> <li>• Loss of revenue for school.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has another opportunity to benefit from the exercise.</li> <li>• Teacher has to look at student work again.</li> <li>• School more likely to retain expected revenue.</li> </ul>

The instructional impact of these is clear to the teacher. Let’s consider the financial implications for the adult school. For the schools, the make-or-break point for revenue purposes is “an 80% completion rate,” and for each Career Garden module completed schools claim revenue equivalent to 10 hours of seat-time attendance.

How does this play out in the Networking module? Let’s say your professional judgment leads you to record a score of 25 on a student’s Networking Report, and you provide no further opportunity for the student to complete the module to the minimum standard. The total score on this module is 75%, under the 80% completion point. If the student had scored 80% or more, the school would be able to report the equivalent of 10 attendance hours for which it would earn about \$45. (For the use of Career Garden , schools are paying \$1 for each attendance hour equivalent schools generate in public money, or \$10 for each completed module. So the financial dimension impacts both the local adult school and Boston Reed.)

## Teacher Preview Table

The next page provides a table summarizing issues for teachers to consider in introducing each Career Garden module.

**Teacher Preview Table**

<b>Module</b>	<b>Rationale</b>	<b>Intro Questions</b>	<b>Synopsis</b>	<b>Key Assignment(s)</b>	<b>Pitfalls, Resources</b>
Study Skills	Career change, advancement requires learning. This gives you skills to help you succeed in this class and beyond.	With homework, you might spend 15 hours a week for this class. How would you describe your attitude toward such an investment of time?	Understanding yourself as a learner can help you take advantage of your strengths in study to make the most of your time. Having a good place to study and cultivating effective habits (including time management) are essential. You'll also see skills to help you in reading, note taking and test taking.	<i>Multiple Intelligences Inventory</i>  <i>Study Skills Checklist</i>	These self-assessments won't take you much time.
<b>Career Goal Setting</b>	You already know you want to be a pharm tech or CMA. This goal-setting process leads you through reflections on prior achievements. You build your skills you will need to resent yourself well in an interview.	How did you decide you wanted to be a pharm tech or CMA?	Improve the odds of career success by setting career goals in line with "the real you," that is, your Motivated Abilities. Discern your Motivated Abilities through reflection on various achievements in your life. Then inform this self-knowledge with better knowledge of the job market.	<i>Strengths Identification Interview</i>  <i>My Employment Goal</i>	You'll get help from a listening friend, but you need to complete several activities before you can do this one. Allow time.  Do this last, after all other exercises (except maybe the Quiz).
<b>Networking and Informational Interviews</b>	Most jobs are found through networking.		Networking and informational interviews give you information about industries/work situations, help you find job opening, and make you very memorable to potential employers.	<i>Networking Practice</i>	You will actually meet new people that might help you advance your career. This very valuable exercise will not take much time unless you tend toward shyness or procrastination.
<b>Resume</b>	A resume advertises the skills you have to offer. You need this prior to externship.	How many of you already have a resume that is appropriate for your next career steps?	You will first gather information that might be included in your resume, then make decisions about what to include, then actually produce your resume.	<i>Resume Review</i>  <i>Final Draft of Resume</i>	Find someone, maybe in this class, maybe someone now working in a medical/pharmacy setting, to review your resume. Make an appointment with that person well in advance will

					give you a due date for having a good draft.
Interviews	An essential skill in the job search process.	What do you find intimidating about job interviews? Can you think of a time when you believe you interviewed well? Why did it go well?	You will be able to perform better n an interview if you have “built your vocabulary” for describing you abilities and accomplishments. You will examine other dimensions of preparing for an interview as well. You will see that employers may have 1,000s of questions they might ask you, but only 3 concerns to satisfy; prepare to address those concerns, and to ask questions to satisfy your concerns about the job.	<i>Mock Interview Report</i>	Find a team of 2-3 people to spend a couple hours together dong practice interviews together. (3 in a team is best: Interviewer, Candidate, Observer.) The more realistic you make it, the ore seriously you take it, the more you will get out of this exercise.
<b>Module</b>	<b>Rationale</b>	<b>Intro Questions</b>	<b>Synopsis</b>	<b>Key Assignment(s)</b>	<b>Pitfalls, Resources</b>
Teamwork	Almost every job requires workers to work together to some degree.	Have you ever had an especially satisfying (or dissatisfying) team experience (whether in sports, work, community)? What made the experience (dis)satisfying?	What happens with a team to make the team effective? What roles do various team members play? What skills must I exercise if I am to take responsibility for making my team effective?	<i>Monitoring Your Team Skills</i>	This exercise asks you to identify successes and failures in your contributions to effective teaming. It also asks you to repeat the exercise periodically n the future to help you grow you team skills.
Customer Service	Even if you have limited contact with the public, these skills will help you succeed in your contacts with internal customers, your co-workers.	Tell a story of a time you received excellent (poor) customer service.	Customer service makes bottom-line sense for every kind of organization. Skills for interacting with customers are presented. Dealing with complaints and with angry customers are both emphasized. The module also suggests actions you can take to help your employer as a whole deliver better customer service.	<i>Customer Service Interview</i>	You’ll interview someone who works with the public to learn from their customer service experience. Then you will consider how the person’s experience compares to the suggestions in this module. The interview itself won’t take too long, but arranging a meeting might.
Difficult People	They are everywhere!	Read the opening	Ten “types” of difficult people are	Quiz only.	The Comprehension

	Learn some skills for coping.	sentence/bullets of the module. Have you known any difficult people?	introduced, and a theory for why some people are difficult is explained. Then there is a discussion of strategies for working with people of each type. This information raises awareness about our own patters for relating, so the conclusion brings up what to do when I am the difficult person.		Questions provide you good examples in addition to the text of the module itself. You might find the Discussion of the Quiz especially useful in this module.
<b>Stress Management</b>	We must contain the impacts of our hectic stressful lives so that stress does not impact our performance on the job, or our health.	Raise your hand to show how much stress is in your life right now. High for high stress, low for low stress. Turn to neighbor and tell one thing that is now causing or has caused stress for you in the past. What do you do to cope with stress?	As medically oriented people, you will appreciate that stress has a physiological basis. This module will suggest approaches for dealing with stress that recognize that physiological dimension.	<i>Stress Management Plan</i>	To do the Plan, you'll need to do a couple other small tasks first. You can't just skip to the end of the module.
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