Learning Plan Catalog
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To view Learner Web Learning Plans, contact us at info@learnerweb.org

*Available in Spanish
Welcome to the Learner Web catalog of learning plans!

Learner Web is an online learning platform geared toward adult learners. It is a dynamic web application—not a website—that differs from other teacher-driven learning support systems in its learner centeredness (how it is focused on and driven by the learner). Please refer to www.learnerweb.org for a more complete picture of its ethos and how it is being used by community partners nationwide.

The table of contents on the previous page organizes our best available Learning Plans into thematic clusters. Learning Plans are the most fundamental curricular units in Learner Web. A Learning Plan is a set of steps structured to help learners achieve an identified goal. They are developed in collaboration by subject matter experts, then shared—and often customized—among community-based and educational organizations.

Customizing Learning Plans to fit your learners’ needs

Because Learner Web is now being used in several states across the US, in major cities, small towns, and rural areas, Learning Plans by necessity cannot be one-size-fits-all. Learner Web software allows for customization—by a learner’s location, language preference, personal interest, reading level, and more.

Look through the descriptions of the Learning Plan clusters that interest you. You will note that some Learning Plans were modified from their original format to accommodate convenient references to local community resources, down to the specificity of zip code. It is easier than ever to customize Learning Plans and there is a support team to help get you started.

Sharing and Customizing for Relevance

This catalog details the many Learning Plans that are available and customizable by learning context and location, thereby increasing interest and relevancy. Our partners are constantly developing new Learning Plans, creating more flexible, richer additions for inclusion in future updates.
These Learning Plans are designed to support learners who are not familiar with computers and the Internet. They are designed to be used in a tutor-supported environment, such as in a computer lab at a community center. Prior to starting the Learning Plans, learners are guided through an intake process to determine their digital comfort level and directed to the appropriate Learning Plans.

*Developed by Jen Vanek, Julia Tabbut, and the Minnesota Literacy Council.*

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**What is a computer?**

**OVERVIEW**

A computer is a machine.

It has many parts.

1. It has a box that holds the computer brain. It is called a **CPU**.
2. It has a **monitor** that shows pictures, words and videos.
3. It has a **keyboard** like a typewriter.
4. It has a **mouse**. A mouse is a little box with buttons that you move with your hand.

*(Click on the arrow to hear the text.)*
The Northstar Digital Literacy Learning Plans offer digital literacy instruction based on the original Digital Literacy plans. They are geared specifically toward job seekers and expanded to include the two major operating systems and Microsoft programs. The learning plans are aligned with the six excellent digital literacy assessments available at www.digitalliteracyassessment.org.

Developed by Jen Vanek, Julia Tabbut, and the Minnesota Literacy Council.
Broadband Consumer Education

This set of Learning Plans helps adult learners understand high speed Internet and how to make informed decisions about subscribing to broadband. The overall aim of these Learning Plans is to facilitate sustained broadband adoption. They are designed to be used in a tutor-supported environment, such as in a computer lab at a community center. Prior to starting the Learning Plans, learners are guided through an intake process to determine their current level of knowledge and whether they want home internet service.

*Developed by Jen Vanek, Julia Tabbut, and the Minnesota Literacy Council.*

Learn about Broadband: What is it?  
How Can You Be a Savvy Consumer?  
Do You Need a Computer?  
How do You Prepare to Buy Broadband Internet?
Career Paths

This set of Learning Plans gives Learners an overview of different Career Paths. They were developed as a “next step” after completion of the Digital Literacy and Broadband Consumer Education clusters. These Learning Plans introduce the Learner to possible career paths, help the Learner identify their own skills and career options, provide tips on how to be successful in their career, and offer additional resources relating to career paths.

*Developed by Jen Vanek, Julia Tabbut, and the Minnesota Literacy Council.*

Learn about Career Paths: Introduction
Career Awareness
Career Success
Career Exploration
Prepare For a Career

**Explore different careers**

**OVERVIEW**

What kind of industry do you want to work in? What kind of job do you want to have?

It’s important to think about what kind of job you are good at and what is interesting to you. If a career path doesn’t fit your skills, or if it seems boring or unimportant to you, you won’t want to do it for long enough to be successful in it.

You also want to be sure that the career path has potential for you. Are there job openings in all the steps on the path? Will you be able to increase your salary if you keep working in the career?

Click on the resources below for help exploring career options.

Click On These Helpful Resources:

- Exploring Careers
- Reality Check Tool
Workforce Development

This set of Learning Plans prepares learners to take the National Workforce Readiness Credential Exam. It also helps learners build basic skills in reading, math, listening, speaking, and situational judgment. Subsequent learning plans teach additional skills that are specific to health careers.

Developed by Jen Vanek, Julia Tabbut, and the Minnesota Literacy Council.
Directed Self Placement

There are two directed self placement (DSP) courses in Learner Web. One course was developed by Highline College in Washington State, and the other was created for Portland State University. Both courses give learners information about the different introductory English courses that the schools offer. Learners are guided through reading and writing samples and asked to reflect on their past experiences with reading and writing. Their answers to workspace questions are then accessed by an advisor, and both the student and advisor work together to place the student in the English class that best fits his or her needs.

Developed by Highline College.

Welcome and reading self-assessment
Read and reflect on a passage from English 101
Review writing assignment for English 101
Read student’s response essay and complete writing reflection
Writing self-assessment
Learn about English courses at Highline
Choose your English course

Please click play on video below and read course description. Then click NEXT to make your course selection.
College Transition

There are two Learning Plans designed to support transition by adult students seeking high school equivalency diplomas or other non-traditional students into college.

Accuplacer—Getting Ready for College
This Learning Plan helps learners who are completing a high school equivalency diploma program prepare for placement testing at specific community colleges in a region. The plan will help them understand what the Accuplacer exam is, how it is administered, what the scores mean, and how Accuplacer results affect matriculation into different classes and programs. In addition, it includes a section for Accuplacer item instruction and practice based on the Accuplacer Moodle built by St. Paul Public School Adult Basic Education staff and the Minnesota Literacy Council. It requires customization to identify and build in information about the community college you want to direct students’ attention to.

Go to College Learning Plan
This Learning Plan is designed for adults who are transitioning to college from a high school equivalency diploma program or who want to start college later in life. It guides Learners through the process of identifying career goals and the training and credentials needed to meet their goals. It then takes them through a Virtual Admissions Office and Financial Aid office with plenty of check lists and links to the College Board and Federal Student Aid resources. Learners can choose a planning track for applying to a 2-year community college or a 4-year college. Tips for college success after the Learner enrolls are also included. Created by Priyanka Sharma and Clare Strawn at Portland State University.
The learning plans listed to the right build upon Portland State University’s directed self placement (DSP) cluster. They provide writing support that students can work though prior to registering for a class. These plans were designed alongside the DSP plans with the goal of helping students succeed academically through proper placement. These plans incorporate placement testing with advising messages that correspond to the students’ scores and suggest enrollment in specific courses at PSU.

Developed by Jen Vanek, Julia Tabbut, and the Minnesota Literacy Council and Christie Toth at the University of Utah.

Writing: Directed Self-Placement
Writing Support Plans

Writing Grammatically:
- Adjective Clauses
- Apostrophes
- Comma Usage
- Homonyms
- Body Paragraphs
- Punctuating Quotations
- Run-on Sentences
- Sentence Fragments
- Verb Forms

Writing Process:
- Coming Up With Ideas
- Editing & Proofreading
- Revision
- Understanding Your Writing Context

Writing for College:
- Conclusions
- Counter Arguments
- Introductions
- Thesis Statements
- Transitions
- Understanding Your Writing Assignment
Professional Development: ELL-U

These Learning Plans support professional, paraprofessional and volunteer skill development for those working in education.

ELL-U (English Language Learning University)
English Language Learner University (ELL-U) is part of LINCS, a free, innovative, and interactive national professional development network for practitioners who teach English as a second language to adults. Learner Web is providing support for sustained professional development for teachers in two ELL-U Clubs: Vocabulary and Emergent Readers.

*Created by Kathy Harris and Dawn Allen at Portland State University.*
Tutor Ready is a set of 50 short Learning Plans created for tutors who work with adults in reading. The research-based lessons teach strategies for assessing and tutoring adults in a variety of reading skills, including: phonemic awareness, decoding, fluency, vocabulary, and comprehension. Each strategy is illustrated by a video showing a literacy tutor working with a literacy learner.

*Created by Kathy St. John, Amy Prevedel, and Paul Heavenridge of [Literacyworks.org](http://Literacyworks.org) in collaboration with Kathy Harris, Katherine Winter, and Will Caston at Portland State University.*
These materials were designed for ESL instructors who aim to incorporate financial literacy instruction into their teaching. They provide teachers with resources and strategies for supporting their students’ financial knowledge and skill sets.

*Created by Katherine Winter at Portland State University.*
These materials were developed based on the results of a campus-wide survey of students and faculty at Portland State University. That survey revealed several areas that faculty could improve upon in order to strengthen instruction across the university. The learning plans encourage discussion and reflection about teaching and provide authentic video footage of classrooms at PSU.

Created by Nike Arnold, Kathy Harris, and Steve Thorne at Portland State University.

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### Introduction: Overview

**Overview**

**Credits:** The development of **PSU Teaching** was supported by **ReThink PSU** ([Project #120](#)).

**Inspiration Challenge:** Online Faculty and TA Development
Digital Health Literacy

These learning plans provide digital health literacy instruction for adults by teaching how to access health information and services online. They were created for the Richmond Digital Health Literacy Project, a collaboration between the Richmond Library and Cultural Services Department and Literacy for Every Adult Program (LEAP). The content is available in both English and Spanish. Primary author Ellen Kersten in collaboration with the Minnesota Literacy Council and Portland State University. Spanish plans were translated and refined by Patricia Ruis and Joan Murcia.

An additional Learning plan, Online Reading for Health, teaches online reading skills that are not specific to the context of Richmond, CA. Created by Laura Hill at Portland State University.
Online Health Portals

These learning plans focus on the use of an online health portal. As an increasing number of clinics and hospital systems adopt online health portals, patients are expected to schedule appointments, communicate with their doctors, and check test results online. The learning plans teach the digital literacy skills needed to navigate an online health portal and also provide relevance for learners by answering the question: How can an online health portal be useful to me? The current content provides instruction for the use of two specific health portals: MyChart and MYSFHEALTH.

Creating an email account
Creating a health portal account
Receiving and sending messages to your provider
Checking lab results
Scheduling appointments
Viewing your clinic visit summary
Understanding preventive care
Using the health information library
Retrieving your username or password
Using a health portal on your mobile device

The MyChart Learning Plans were created by the Learner Web team led by Jill Castek at Portland State University and the MYSFHEALTH Learning Plans were created by the UCSF Center for Vulnerable Populations, led by Courtney Lyles.

Send a message to your doctor

You can send messages to your doctor with MyChart. Watch the video to see why Gloria uses MyChart to communicate with her doctor.
These learning plans were created as professional development for providers who work with women enrolled in the Women, Infants, and Children (WIC) program. The content is based on a research project carried out by Dr. Julie Reeder, Senior Research Analyst for the Oregon WIC Program. She interviewed 60 women throughout the state of Oregon to get their perspectives on different topics related to motherhood and women’s health. These learning plans explore women’s periconceptual health by presenting audio clips from Dr. Reeder’s interviews, data from other research studies around women’s health, and current approaches that are used for educating moms about their health. Created by Julie Reeder in collaboration with Kathy Harris, Jill Castek, Laura Hill, and Clay Cranford at Portland State University.
This Learning Plan is an introduction to Learner Web for tutors who will work with learners in Learner Web. It provides an overview of the Learner Web interface, explaining how to guide learners through account creation and the completion of Learning Plans. It also provides strategies for working tutees, which are drawn from relevant research in the field.

*Created by Laura Hill, Clayton Cranford, and Kathy Harris at Portland State University.*