

## Distance Learning Screening Guidelines

How do I know if someone is right for distance learning?

Areas to consider	Screening
<p>Academic Skills – The students is comfortable with learning new information, especially through reading.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pennsylvania Department of Education, division of Adult Education approved assessment (TABE, CASAS, BEST, BEST Plus) places students in the following levels:</li> <li><input type="checkbox"/> High intermediate ABE level for above in reading and math</li> <li><input type="checkbox"/> Low intermediate ESL or above for English language learners.</li> </ul>
<p>Goals – The student has a clear goal, and the distance learning program will provide instruction to help the student reach his/her goals.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Agency goal setting forms and/or discussion during intake.</li> </ul>
<p>Motivation – The student is self-motivated and able to schedule at least 5 hours per week for studying.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student demonstrates responsibility with attending appointments or classes on time and/or asking for additional work outside of the classroom.</li> <li><input type="checkbox"/> Students is able to verbalize the days of the week and times that will be set aside for distance learning.</li> </ul>
<p>Independent Learning – The student works well independently. Students should be comfortable communicating with a teacher and/or other students using the phone, email, and texting.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student completes the online Distance Learning Orientation.</li> <li><input type="checkbox"/> Student will willing to communicate with the distance teacher on a weekly basis.</li> </ul>
<p>Technology Skills (online learners) – The student is able to log and navigate multiple websites.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student completes the online Distance Learning Orientation.</li> </ul>

## Intake Survey for Distance Learning Students

People learn in different ways: what works well for one person might not work well for someone else. Your answers to these questions will help you and your teacher figure out if distance learning is a good choice for you. For each question, choose only one (1) answer from the choices listed for that question. When you have finished answering all the questions, give the survey to your instructor.

1. At home, I have a quiet place where I can study for this course:
  - a. Rarely available
  - b. Sometimes available
  - c. Always available
2. I am someone who:
  - a. Puts things off until the last minute
  - b. Needs reminding to get things done on time
  - c. Often gets things done ahead of time
3. When I think about all the things I do in a typical week (e.g., work, family, social activities, etc.), the amount of time I have each week for a distance learning class is:
  - a. Less than 5 hours
  - b. 5 - 9 hours
  - c. 10 hours or more
4. In my daily life, there is a lot of routine (for example, getting kids to school, going to work, taking part in community or church activities):
  - a. Not at all true
  - b. Sometimes true
  - c. Very true
5. I have access to the technology (VCR, computer, etc.) I will need for this course:
  - a. I'm not sure where I will find the technology I need for the course
  - b. Easily available, but not at my home
  - c. At my home
6. When I am asked to use a computer:
  - a. I put off using it until later
  - b. I feel a little nervous, but use it anyway or find someone to show me how to use it
  - c. I look forward to using it
7. Feeling that I am part of a class is:
  - a. Very important to me
  - b. Somewhat important to me
  - c. Not particularly important to me
8. Discussions in a class are:
  - a. Very useful to me. I almost always take part in class discussions
  - b. Somewhat useful to me. I sometimes take part in class discussions
  - c. Not very useful to me. I don't usually take part in class discussions
9. When an instructor hands out directions for an assignment, I prefer to:
  - a. Have the directions explained to me
  - b. Try to follow the directions on my own, then ask for help when I need it
  - c. Figure out the instructions myself



## Sample Questions to Gauge Interest and Suitability for Distance Learning

Below are sample questions you can email to a student to assess his/her interest and suitability for distance learning. These could also be used as part of the intake process.

### Academic Skills and Experience:

- Have you ever taken adult education classes before?
- Why are you interested in distance learning classes?
- Why do you prefer distance learning classes to face-to-face classes?
- Would you still want to take face-to-face classes and distance learning classes?
- How would you make time to come to the agency and take a progress test every 30-60 hours of activity?

### Goals:

- What would you like to be able to do after you finish your distance learning classes (for example: work, school)?
- What is your timeline for reaching this goal?

### Motivation:

- How would you react if you had a problem with your studies and you couldn't get immediate help?
- How would you react if family or work related problems made it difficult for you to follow your study plan?

### Independent Learning:

- How will you find time to work on your distance learning studies for at least 5 hours a week?
- How do you feel about not seeing a teacher face-to-face, but talking with your teacher over the phone and using email?
- How will your family, friends, and/or co-workers help to support you with your studies?

### Technology Skills:

- Do you have access to a reliable computer with a high speed internet connection?
- What would you do if your computer crashed, and you couldn't use it anymore?
- What types of things do you like to do on your computer?