



Applications are open for DLAC 4!

The OTAN Digital Leadership Academy application is now open! This two-year professional development project brings together training and resources in the areas of educational technology integration, leadership skills, and designing blended and online learning opportunities. Ideally, participating agencies work toward goals identified by their team (their administrator, edtech team, tech team, etc.); this may also include goals outlined in their Continuous Improvement Plan. The application opened on April 4. You can access more information and hear from past participants through the OTAN website. Look for the Training Tab on the OTAN website to access and apply to the [Digital Leadership Academy](#).



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The Future is... WEB3?

We stand at the cusp of the transition from a Web 2.0 world to what is coming to be known as Web3. Web3 is being envisioned, discussed, and debated in the tech world, and as we come to learn about Web3 and what it means for all of us, we also need to think about how Web3 might affect our education system.

Web 1.0 was about getting people on the Internet, so the focus was on creating access and webpages, communicating in chat rooms and discussion forums, and the emergence of early browsers and search engines such as Netscape, AOL, and Yahoo! Web 2.0 has been about the tension between creating digital identities (e.g., through blogging, social media, and podcasting) and the commercialization of content, leading to the rise of tech giants such as Google, Facebook, Amazon, and Twitter. There is no common definition of Web3 yet. However, some see Web3 as a reaction to the reach of omnipresent tech companies and

the need to take back and be in control of our digital lives.

For a few years, we've heard terms that seemingly aren't connected – think 5G (and 6G), virtual reality, artificial intelligence, blockchain, cryptocurrency, the

metaverse, and NFTs and DAOs. As people continue to theorize about Web3, though, we will hear more about these terms in education and elsewhere.

For example, “learn-to-earn” is a model where students put their learned vocational skills into practice as they progress, and learning is incentivized by offering

students cryptocurrency and NFTs upon mastering new skills. In discussions about Web3, it's also not hard to envision a vastly different world of work that we need

to prepare students for, much like Web 2.0 gave rise to a whole new tech workforce that didn't previously exist.

Expect to hear more about Web3 in the coming months. If you'd like to learn more about Web3, take a look at [our Web3 reading list](#) for more information. 🌐



Adult Education and the Metaverse

On March 22, I was thrilled, and more than a little relieved, to successfully defend my doctoral dissertation on strategies to encourage innovation in education. Just a few weeks earlier, as I was listening to Leslie Fisher's keynote at this year's excellent Technology and Distance Learning Symposium, I was reminded of an innovative aspect of my study: the use of virtual reality to collaborate remotely.

window on the other end of the gallery to begin blue-skying new ideas.

Virtual spaces such as Spatial are accessible on multiple platforms. If you don't have a VR headset, you can enter the metaverse through a computer or mobile device. Several of my study participants had Oculus headsets, while others joined me on their desktop computers.



Screenshot of a Spatial virtual meeting space

Data for my qualitative, action research study was collected primarily through participant interviews, which were held initially on Zoom. As we discovered during the pandemic, video conferencing is a decent approximation of face-to-face meetings. However, for my second round of interviews, I wanted to try something more immersive. After testing a few options, I found a virtual reality platform called Spatial (www.spatial.io) that allows you to collaborate with others in customizable virtual meeting spaces.

The virtual space I chose simulates an art gallery with tall walls and picture windows overlooking a serene ocean. I decorated the gallery with data from the interviews and a massive word cloud of the most common words we used. The data on the wall outlined obstacles to innovation in education, and this second interview was designed to generate strategies to overcome the obstacles. Being in a virtual space, our avatars could stand in front of the data wall as we reviewed the obstacles. Then I said, "Let's move away from the problems now and begin imagining possible solutions," and I led them to the picture

A participant from Uganda, where 2G internet is still common, could not access the platform, so we had to switch back to Zoom. Interoperability and data bandwidth will be important considerations as we begin to imagine how we might use virtual and augmented reality with our adult students.

As Leslie demonstrated in her TDLS keynote, the pace of technological advancement is increasing exponentially. Eventually, VR and AR devices will be as ubiquitous as smartphones. However, the pandemic has shown us that equitable access to technology is still a major concern. Education and technology are becoming more and more linked, and it is crucial that devices and high-speed internet are accessible to all students. I believe these emerging technologies have the potential to be transformational tools for adult education, and I am grateful that OTAN will be here to guide us thoughtfully into the metaverse.🌍

Submitted by
Dr. Cory Rayala, Education Programs Consultant
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TDLS: Where We've Been, Where We're Going

Once again, OTAN's virtual Technology Distance Learning Symposium (TDLS) was a wonderful success! About 750 registered adult educators and presenters representing K12 adult education agencies, community-based organizations, library literacy programs, and out of state agencies participated. There were over 75 sessions on many topics from hyflex teaching models to virtual reality; some of the most popular titles were *Tools You Can Use Tomorrow*, presented by our keynote speaker Leslie Fisher (whose keynote was a hit as well!) and *Teaching Online? Ensure You're Using the Best Practices*, presented by Kristi Reyes, ESL instructor at MiraCosta College. There are too many to list, but OTAN is working hard to post the TDLS session recordings on our website so anyone can benefit from the expertise and ideas presented this year. Please check out the [TDLS Video Presentations page](#) for this year's recordings.

use the knowledge learned from presentations they attended. Our presenters did a great job too: 97% of those answering the survey reported presenters were engaging and used the Zoom platform effectively.

“ I loved all the opportunities that I had and the time to attend some of the amazing workshops that were offered. All the new ideas and resources that were shared will be a great asset to my students. Thank you very much for putting together this TDLS!!! ”

“ So many great workshops, and the ability to access them remotely was awesome! I hope you will keep this option available in the future. ”

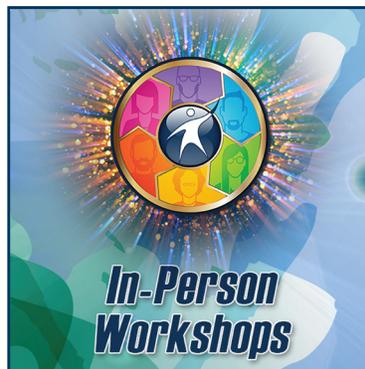
An initial review of the evaluation data: 92% of the participants reported they would be able to

Although hosting TDLS virtually twice has been successful, OTAN is considering how to organize next year's symposium. Many respondents had mixed feelings about staying all virtual for next year, because the virtual format provides more access than a face-to-face conference. Yet, it is clear participants want to reconnect with each other in a face-to-face setting. OTAN will continue to explore options, so be sure to check the OTAN site frequently, follow us on social media, or just send an email with questions to support@otan.us. One way or another, OTAN will host TDLS again in March of 2023! Be sure to mark your calendars! 🌟

Workshops: Now In-Person!

Virtual instruction kept education (and OTAN) going through the past few years. It will continue to have a viable role and presence in instruction of all kinds. That being said, instructional practice and professional development that is up close and personal has a place too - and it is returning!

With guidance from health and education officials, OTAN can now provide in-person workshops or presentations at any approved California adult education agency or professional development event. In-person workshops allow staff to learn in their own space where topics run the gamut of technology from troubleshooting devices to using apps in instruction, specific online tools for collaboration, and more.



All workshops and presentations are facilitated by OTAN training staff who are ready to visit adult education agencies again! Session content can also be customized to meet the needs of a requesting agency. If you can imagine it, OTAN will make every effort to make the professional development you envision a reality.

Administrators and PD coordinators are welcome to submit questions or inquire about scheduling a presentation or workshop for their site by emailing support@otan.us with the subject "Training." OTAN is also aware that districts and agencies have their own health protocols, so the options of virtual or hybrid professional development are still available.

We look forward to seeing you all in-person soon! 🌟

Accessibility Tip

When creating content, there are a few basic steps that should be followed to assure your content is accessible. One step is to perform an accessibility check that will help you identify most accessibility issues and explain why each might be a potential problem for someone with a disability. An accessibility check also offers suggestions on how to resolve each issue.



For example, if you are using Microsoft's accessibility checker, issues are categorized as errors and warnings. Errors indicate content that makes the document difficult or impossible to read and understand for people with disabilities. Warnings indicate content that in most (but not all) cases makes the document difficult to understand for people with disabilities.

By running an accessibility check, this will help resolve most potential issues and help you create content that your audience will be able to better access. 🌐

From the Adult Education Director

If you haven't signed up with the California Distance Learning Cooperative (or CDLC, originally known as the Canvas Pilot) - an initiative from OTAN and CAEP TAP - now is the time! The pilot started in January 2021 with 25 agencies. We're now at more than 70 agencies on our [expansion list](#) (your first step to joining the CDLC) and hope to double that number by June 2023!



Instructure (Canvas' parent organization) helps ten agencies onboard Canvas monthly. Implementation "sprints" consist of synchronous and asynchronous trainings over a nine-week period. An administrator establishes a unique Canvas learning environment and learns best practices to get teachers and students started.

Several agencies that were already Canvas users have moved under the CDLC umbrella to benefit from state-leveraged pricing for licenses, 24/7 teacher AND student support, 24/7 training, Canvas' video production tool Studio, and adult ed materials in the CDLC Commons.

For agencies that join and complete their implementation sprint before June 2023, OTAN waives the \$2,600 fee to get started. Agencies will also receive 50 initial licenses at no cost annually.

Check the CAEP and OTAN training calendars for upcoming Canvas sessions. For questions or support, email AECanvas@scoe.net. See you in the CDLC! 🌐

Renee Collins
Adult Education Director



Scan these QR codes to learn more about these exciting OTAN resources!



The application period for Cohort 4 of the **Digital Leadership Academy** is open! Visit the **DLAC site** to learn more about the program and submit your application!



Visit the **Technology and Distance Learning Symposium Video Presentations page** to see recorded sessions from this year's **TDLS** (with more videos on the way)!