

Getting Started

Integrating i-Pathways as a classroom supplement will aid in student retention and prepare students for their High School Equivalency Exam. Using i-Pathways in conjunction with traditional classroom instruction will optimize a student's time within the adult education program.

A few years ago the British Medical Association defined boxing “as a contest in which the winner seems to be the one who produces more brain damage on his opponent than he himself sustains.”

As Linda Crooks, an instructor from Rock Valley College, shared, “*I'm trying to think about everything that has come up with my i-Pathways program this semester, and what I'm trying to accomplish with my classroom students and just getting them more computer literate. Big job! The online students are making much better progress than the classroom students. I haven't had any classroom student test, but the online ones are, and I expect to have some graduates.*”

The following steps will provide a blueprint for integrating i-Pathways as a classroom supplement.

Step 1: The student enrolls in the adult education program and is given access to i-Pathways.

Activities include:

- Orientation to both i-Pathways and the classroom.
- Completion of the i-Pathways Module Placement Surveys (available at the beginning of each unit).
- Creation of a custom learning plan with teacher's guidance.
- Set realistic goal dates for High School Equivalency Exam

Resources located in i-Pathways Resource Center

- Student Quick Start Guide
- Module Checklists
- Study Plan

Step 2: The student begins attending Adult Education Classes. It is recommended that students work through the same module at a time; some teachers approach this differently.

Activities include:

- Students participate in traditional classroom instruction. During specified times, students access i-Pathways, and complete designated lessons assigned by the teachers.
- Teachers monitor student progress in the Learning Checks.
- Student submits a weekly reflection evaluating progress toward Testing Goal Date using the Message Center in i-Pathways.

Resources

- i-Pathways Scope and Sequence (located in the i-Pathways Resource Center)

Step 3: The student continues attending Adult Education Classes.

Activities include:

- Students participate in traditional classroom instruction. During specified times, students access i-Pathways, and complete designated lessons assigned by the teachers.
- Teacher is evaluating student progress and helping the student assess their study plan. Are they on target? Do any adjustments need to occur? Make necessary adjustments to the student's goals, attendance, testing date, etc.
- Student should be given a tour of the myGED® Portal and understand test registration, format and expectations.

Step 4: Student completes one i-Pathways module, completes the GED® Practice Test and registers for the GED® Test.

Activities include:

- Student and teacher meet to review questions and concerns about the GED® Test.
- Student completes GED® Test and agrees to provide the teacher with scoring information.
- Student returns to class and sets next testing goal.

Classroom Applications:

As students and teachers work through this four-step process, teachers may want specific strategies to integrate i-Pathways lessons. The following are samples that can be adjusted.

Reasoning Through Language Arts:

Students must read a variety of complex texts in order to be successful in i-Pathways. The teacher assigns the students i-Pathways: Reasoning Through Language Arts: Unit 1 Lesson 1 What is Reading. Students apply the knowledge gained in this lesson to reading the classroom article.

From i-Pathways Reasoning Through Language Arts: Main Ideas:

The teacher presents information on finding the main idea of a passage. After the classroom activity, students are assigned Reasoning Through Language Arts: Unit 2 Lesson 1: Main Ideas in order to assess their understanding of main ideas.

Mathematics

From i-Pathways Mathematics: Algebraic Expressions:

The teacher provides instruction on understanding Algebraic Expressions. Students work in small groups in class to simplify sample expressions. After the group work has been completed, students work independently in i-Pathways Mathematics Unit 2 Lesson 1: Variables and Algebraic Expressions.

Science

From i-Pathways Science: Science as Inquiry:

Project i-Pathways Unit 1 Lesson 2, Science and Technology for large class discussion. Work through the content as a large group, discussing the content (such as the Innocence Project and DNA evidence in class.) After the large group activity, have students log into i-Pathways and submit the learning check to gauge their understanding of the content