**Technology**

* Many adult students only have one device for their remote learning, and it is often a smartphone.
* Students using a smartphone for synchronous learning will not be able to look at two items at the same time, and it is more difficult for them to go back and forth between two things. A good alternative is to offer hard copies of any activity or worksheet.
* Assume most adult students do not have access to a printer. Hard copies need to be given to students ahead of time or mailed.
* Students using a laptop may be able to split their screen so they can see two screens at the same time, but they will likely need help figuring it out and time to practice.
* Students using a Chromebook laptop, a tablet, or a smartphone may have to download an app or add-on in advance to be able to use certain programs.
  + Students on a smartphone or tablet cannot edit a Google spreadsheet or Google document without the Google Sheets App or Google Docs App. They will also need a Google Account.
  + Google Forms can be filled out by students without an app and without an account. Google Forms are often a good workaround for students to enter answers if they are on a phone or tablet; however, the teacher needs to set up the Google Form ahead of time with the questions.
  + Students using Chromebooks can use Google products with a Google Account.
  + Students using Chromebooks do not have access to the regular Windows or Mac desktop versions of Microsoft 365 or Office 2016.
  + For students on a Chromebook or smartphone, the Google Play store (or the App Store for Apple products) has apps they can install for using Microsoft Word, Excel, and PowerPoint. You can view files and do basic editing in the Microsoft Office mobile apps if you're signed in with your Microsoft Account (it's free and you can use an existing email). If you have a Microsoft 365 paid subscription, you have access to more advanced editing features.
* If using synchronous video conferencing in conjunction with external websites, links, documents or programs, extra time may be needed to teach students how to use them at the same time during video conferencing.
* If access to apps and software is a barrier for remote students, consider having students work in pairs or groups where at least one person has access to the app or software. Similarly, if students' technology skills are weak, consider pairing them with a student who has strong technology skills.

**Before class**

* Determine which pages of a worksheet or activity students will need to have a hard copy to write on or see or throughout an activity.
* Assume most adult students do not have access to a printer. Hard copies need to be given to students ahead of time or mailed.
* Determine how students will turn in answers for any worksheets, activities, or exit tickets.  Some options include students writing on paper and taking a picture; using email; or using a Google Form or Shared Doc for entering answers. Google Forms are a good way for any student to enter answers regardless of the device they have, however the teacher needs to set up the Google Form ahead of time with the questions.
* Find out in advance of any activity what digital tools students have available such as a smartphone, tablet, laptop or Chromebook laptop. If students use a smartphone or a tablet, find out if they are able to download apps.
* Determine how any websites or programs you plan to use are available to students. This depends on the device they are using and if they have enough storage to download an app if necessary.

**Handout Preparation**

* If sharing handouts electronically with students, consider using a PDF file (instead of Microsoft Word or Excel) which is more universal and easy for most students to open and view. Most Microsoft and Google documents can be saved as a PDF or printed as a PDF without having access to the full Adobe Acrobat program.
* Handouts should be clearly labeled with the activity name or number.
* Consider numbering or lettering handouts and place them in the order needed.
* If handouts need to be used together, clearly note that (i.e., *Handouts A & B will be used together.*)

**During class:**

* When doing small group work through video conferencing, consider pairing low-tech or low-access to technology students with those who have more technology skills or access
* If using breakout rooms or groups are doing individual video conferencing, ensure there is one person in the group who knows how to share their screen. Ensure the student sharing their screen also has access to the technology needed to do the activity, such as a spreadsheet program. The student can share their screen showing the spreadsheet (or website or other program) and the other students can participate in the activity while they watch the student who has the program enter the data.