

Assignment 2: Community Analysis
Group Project

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Introduction

The Reflex and Frax: Teachers' Clubhouse is an online community on Facebook that was designed for educators using ExploreLearning Reflex and Frax programs. The online platform provides a space for educators to connect and share resources to enhance instructional strategies in math fact fluency. In the online community, you will find community engagement in which members share their challenges and successes in using the programs. There are professional development opportunities posted monthly for teachers who are interested in receiving more training on how to implement the programs in their classrooms. The online group also has many resources available for their members to help include the programs during their lesson planning. Reflex and Frax: Teachers' Clubhouse is led by a specialist connected with the ExploreLearning professional development team. Their members include teachers in school districts that have purchased the ExploreLearning products and teachers who received the programs through grants.

In 1994, the online community Adult Numeracy Network (ANN) was created as a collaborative platform. The Adult Numeracy Network is an online community dedicated to improving mathematics education for adults. The online community is affiliated with the National Council of Teachers of Mathematics (NCTM). The online community was designed to provide resources and support for math educators who work in adult education in the United States. Their members include teachers, tutors, researchers, administration, and professional developers. Although their content is created for adult education, the community welcomes all participants. Within the online community, educators provide research-based teaching methods, curriculum resources, and a collaborative space to enhance adult numeracy learning. ANN organizes webinars, workshops, and annual teaching-learning institutes that focus on innovative approaches to adult numeracy education.

The Reflex and Frax: Teachers' Clubhouse was created to support and provide guidance to educators who use ExploreLearning products. Emily Reichbach, a senior virtual learning community specialist, explained that their goal is to assist members by offering timely responses, implementation resources, and a collaborative space for teachers (E. Reichbach, personal communication, February 28, 2025). By fostering an engaging environment, the online community seeks to establish a platform where educators can exchange ideas, share experiences, and receive the support necessary to succeed in using the programs effectively. Emily Reichbach further stated, "Ultimately, we strive to empower teachers to use our products with confidence and to ensure successful integration into their classrooms" (E. Reichbach, personal communication, February 28, 2025). The Reflex and Frax: Teachers' Clubhouse Facebook group serves as a valuable resource, providing members with guidance and support not only from the company but also from fellow educators who share their experiences and insights.

The Adult Numeracy Network (ANN) is looking to fulfill a long-standing goal of having adult learners achieve the math skills needed to not just pass the GED but to use what they learn in mathematics to negotiate the world. Too many adult learners are left behind because they are not equipped with the basic skills to collaborate through the job interviewing process. Mathematical development strengthens and empowers these adult learners in ways that are conducive to their professional development. That being said, mathematics is not just about memorizing formulas, it conditions the mind to maneuver through real-life events. The Adult Numeracy Network wants to ensure that marginalized, underprivileged, unequipped, and underdeveloped adult learners make sense of the world and be prepared to live a better life through math. ANN understands that these students need to be prepared for daily survival, which is the driving force behind the educational movement of ANN.

To accomplish their goals, Reflex and Frax: Teachers' Clubhouse online community provides educators with real-time support. Emily Reichbach actively participates in groups by responding to questions and using teacher feedback to create resources (E. Reichbach, personal communication, February 28, 2025). By gathering feedback, she is able to collaborate with her team to update any training materials and keep the website resources relevant and up-to-date (E. Reichbach, personal communication, February 28, 2025). It is important to Emily to constantly update content on the website to ensure that their members are getting the most accurate information available at the time. Reichbach also organizes weekly games and contests throughout the year, which creates an environment where educators can learn, connect, and celebrate their successes with one another. "Our goal is to make sure educators feel supported, connected, and confident in using Reflex and Frax in their classrooms," Reichbach stated (E. Reichbach, personal communication, February 28, 2025).

In 1994, using an Equipped for the Future model (EFF), adult educational practitioners started out as a social action group that mainly focused on literacy to teach GED students towards the test. But once the new GED came out, an uproar pursued. So, something needed to change besides teaching the GED test. The nation's educational elite wound up putting together a group of people nationally to look at the way mathematics was being taught on the test. At least one person from every state in the country was on this educational committee. The Adult Numeracy Network (ANN) was born from this coalition and had its first conference in 1995 – the beginning of a movement. Because adult learners all around the country were having all sorts of issues relating to math. New ideas and new tools were pushed to improve math instruction on a national level. Ann encouraged collaboration and leadership to advocate for policy and practice changes that spread worldwide beyond the United States.

Reflex and Frax: Teachers' Clubhouse is an online community that was created through a private Facebook group which limits the available metrics for the tracking process. Reichbach explained, "Due to the use of private Facebook groups, the metrics available for tracking progress are somewhat limited. Currently, we track key metrics related to engagement and growth" (E. Reichbach, personal communication, February 28, 2025). Her team tracks the number of active participants in discussions, the frequency of posts, and the number of reactions and comments received. Another metric used to track engagement is their membership growth in where they monitor how many new educators join the group over time. Although the team does not have access to advanced analytics, Reichbach uses qualitative feedback to measure the engagement and growth of the online community.

ANN develops math curriculums that teach mathematics conceptually using concrete objectives and tools that show the connections of algebraic functions, geometry structural measurements, and how multiplication calculations work. However, difficulties arise when teaching conceptually with a structured curriculum. Obstacles like taking more class time, planning time, and not having consistent student attendance. Especially, with multi-level classes and math anxieties in students and teachers. Anyway, a benchmark of strong teaching can balance this out by implementing procedural and conceptual learning with real-world mathematical applications. ANN celebrates having multiple approaches and multiple perspectives to find ways to change.

Conclusion

Reflex and Frax: Teachers' Clubhouse excels in supporting educators through several key success indicators. One area in particular is the community promotes active engagement by facilitating real-time support and fostering an environment where educators freely exchange ideas and experiences. “A good community manager is actually a part of [the] community. They manage the daily ins and outs of engagement, valuesharing, scheduling your content and tweets and posts, rallying your internal team into community building action,” (Mack Web Solutions, n.d). Emily Reichbach and her team ensure responsive content creation by regularly updating resources based on teacher feedback, maintaining relevance and accuracy. Additionally, community-building activities such as weekly games and contests promote learning, connection, and celebrating successes among members. While growth monitoring is conducted, its effectiveness is limited within the private Facebook group structure.

Recommendations for Reflex and Frax include expanding metrics through more comprehensive analytics tools to gain deeper insights into community engagement and impact. Using tools like the Engagement Pipeline can help online communities track relationship building (Mack Web Solutions, n.d). Implementing regular satisfaction surveys would provide quantitative data on community effectiveness while developing methods to measure learning outcomes could assess how participation impacts classroom practices and student performance (Dubey, 2025). By collecting feedback, the online community can “assess satisfaction levels, identify areas for improvement, and gather suggestions for future initiatives,” (Dubey, 2025). Lastly, with the limitation of this community being a private group, providing community access on additional platforms beyond Facebook could leverage more robust analytics and enhance community management features.

In contrast, the Adult Numeracy Network (ANN) demonstrates enduring success in adult numeracy education through several distinctive achievements. Established since 1994, ANN maintains long-standing relevance and effectiveness nationwide, involving educators from all states to foster collaboration and influence in the field. “Knowledge sharing is instrumental in problem-solving and innovation. By leveraging the collective expertise of a group, novel solutions can be created, and challenges can be addressed more effectively,” (Zamiri, M., & Esmaeili, A., 2024). With an innovative approach emphasizing conceptual mathematics and real-world applications, ANN extends its impact beyond GED preparation to advocate for policy and practice changes in adult education.

Recommendations for ANN include implementing systematic evaluation of curricula and teaching methods to quantify their impact on adult learners. “Evaluation and adjustment are iterative processes that involve continuously reviewing performance, identifying areas for improvement, and making necessary adjustments to enhance effectiveness and achieve desired outcomes,” (Dubey, 2025). Strategies to address challenges such as time constraints and inconsistent student attendance should be developed, alongside targeted programs to alleviate math anxieties in both students and teachers. Leveraging online learning platforms could expand reach and provide flexible learning options, enhancing accessibility for adult learners.

Both Reflex and Frax: Teachers' Clubhouse and the Adult Numeracy Network have made substantial contributions to their respective fields, fostering supportive learning communities and driving meaningful educational outcomes. “Learning communities can create a robust system of standard operating procedures that not only facilitate knowledge sharing, but also contribute to the overall efficiency and effectiveness of community operations,” (Zamiri, M., & Esmaeili, A., 2024). By implementing strategic improvements in metrics, evaluation, and program

enhancement, both organizations have the opportunity to amplify their effectiveness, broaden their reach, and create an even greater impact. Strengthening data-driven decision-making, expanding accessibility, and refining engagement strategies will further empower educators and learners, ensuring sustained growth and innovation in their communities.

Collaboration

Gizelle Minervini- I was able to interview Emily Reichbach, a senior virtual learning community specialist from ExploreLearning through email. I reached out to 5 different online communities including Reflex and Frax: Teachers' Clubhouse. I worked on the Reflex and Frax: Teachers' Clubhouse analysis portion of the project. We coordinated WhatsApp meetings to discuss portions of the project and assigned sections to each other.

Christina Pipkin- I attended all the group meeting sessions to discuss the project and determine responsibilities. I did outreach to 15 different online communities in hopes of getting the administrators to agree with participating in an interview with us. Once we received the feedback from both of the online communities (Reflex and Frax: Teachers' Clubhouse and the Adult Numeracy Network), I did the analysis for the conclusion using evidence from literature reviews and articles to validate the recommendations mentioned.

John Sargent- In the process of working on this Educational Online Community Analysis, I joined the Adult Numeracy Network online community which gave our group access to the data used about the community. Besides starting our group's communications by mistakenly inviting the entire Cohort. All of our meetings were fruitful and collaborative; once other group members stepped up and set up all the following meetings for our individual group. Needless To Say, all of our meeting were successful.

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Appendix



Emily Reichbach
to me ▾

1:34 PM (3 hours ago) ☆ ↶ ⋮

Hi Gizelle,

Here is some information regarding the Virtual Learning Communities.

1. The ExploreLearning virtual learning communities aim to support educators using our products by providing timely responses, implementation resources, and a collaborative space for teachers. Our goal is to create an engaging environment where teachers can share ideas and receive the support they need for effective product implementation. Ultimately, we strive to empower teachers to use our products with confidence and to ensure successful integration into their classrooms.
2. To achieve these goals, the virtual learning community offers real-time support, with my active engagement in addressing questions and using them to inform the creation of tailored content and resources. I gather feedback from the community and collaborate with my team to update training materials and resources on the website. Additionally, I organize weekly games and engagement contests throughout the year to foster a fun, celebratory environment that encourages teachers to actively participate and connect within the group.
3. Due to the use of private Facebook groups, the metrics available for tracking progress are somewhat limited. Currently, we track key metrics related to engagement and growth.



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Adult Numeracy Network: Looking Back to Look Ahead

<https://www.youtube.com/watch?v=uO0OISqpk8M>