

E-learning's Role When the Flu or Other Emergencies Strike



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Spotlight on the Flu & Schools

Education Week's [Spotlight on the Flu & Schools](#) includes insights on using online learning to continue students' education if they are out of school, tips to create e-learning plans in the event of swine flu or other circumstances that cause student absences.

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Schools & the Flu News Page

The most recent news, blog posts, and forum discussions from *Education Week* and wire services on the impact on U.S. schools of the H1N1 "swine flu" virus. Updated daily.

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E-Learning's Role: Learning Continuity

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Learning Continuity by E-learning

- Interest in online learning solutions for continuity of learning is in high demand by school districts, states, and federal government
- The recent outbreaks of swine flu in schools has prompted the need for continuity of learning using online learning.
- Online learning offers solutions for helping prepare schools for pandemic planning as well as for natural disasters caused by weather, hurricanes, fires and other closures.

What can schools do for pandemic planning and preparedness?

- Online learning can provide a short-term solution and a long-term framework for options related to the continuity of learning and preparedness
 - Weather closures
 - School dismissals and closures
 - Natural disasters
 - Flu and other pandemic preparedness (including H1N1)

Continuity of Learning - Trends

- States and district education leaders are reviewing policies for learning continuity and virtual education to help establish new school models:
- Long-term solution: using blended models of online learning every day to help engage students in 21st century classrooms –
- Short-term needs: preparing schools for readiness to use online learning for learning continuity in the event of school closures

Case Study in Action: Singapore

- SARS outbreak in 2005, academic continuity
- e-learning as a key strategy for learning continuity.
- long-term e-learning plan:
 - train every teacher to teach online
 - provide online learning in 100% of secondary schools
 - all instructional materials are provided digitally and online
 - every teacher and secondary school uses a learning management system to deliver course materials and track student progress.
- e-Learning week

Continuity of Learning Chart from Singapore

STATUS	GREEN (no/limited student infection)	YELLOW (significant student infection)	ORANGE – (significant student and staff infection)	RED – School/Campus Closures
Students	<ul style="list-style-type: none"> • Lessons and exams as normal • Leave of Absence (LOA) Students to access materials from e-learning system (such as a Learning Management System/LMS) if available or in alternative/hard copy formats, if not • Isolate leave of absence (LOA) students for exams 	<ul style="list-style-type: none"> • Lectures, tutorials and laboratory sessions continue as normal • Home Quarantine Order (HQO) students to access materials from e-learning system if available, or, school provides instructional materials and assignments in alternative/hard copy formats, if not connected • Isolate sick students for exams 	<ul style="list-style-type: none"> • Stop mass lectures and activities; replace by e-learning, if possible • Tutorial via online tutors • Laboratory sessions as normal, if possible; via online labs, if possible • HQO students to access materials from e-learning system 	<ul style="list-style-type: none"> • E-learning only via remote access for students from various locations, including homes • Tutorial via online tutors • Hold exams on e-learning systems, if possible; otherwise postpone exams

Getting Prepared

- *What can the online learning community provide to assist US states, districts, schools and individual students displaced H1N1?*
 - *34 states have state virtual schools*
 - *70% of school districts offer online courses*
- Short and Long -Term frameworks to help schools adopt e-learning for learning continuity
 - Readiness Assessment
 - Preparing people
 - Availability of instructional materials
 - Accessing the technology tools and platforms
 - Partnerships
 - Resources and services

Readiness Assessment

- Learning Continuity Readiness
- Schools, districts and states could benefit by doing a readiness assessment for e-learning in advance and knowing what the student population has in inventory at home: computer and internet access at a minimum.
- If they don't have access, then the formulation of a plan or policy for expanding access in the short- and long- term as well as interim strategies in place.

People: Examples

- **Teachers**
 - Inventory Internet access at home
 - Train teachers in use of the LMS, communication and distance learning tools (low tech and high tech) for short-term and long-term solutions.
- **Training parents and students**
 - Inventory Internet access at home in the case of a school dismissal.
 - Train students and parents to access materials and services (low tech and high tech)
 - Schools use blended environment under normal circumstances to ensure a smooth transition in the case of an emergency.
- **Identify and train gap-fill tutors for online tutoring**

Instructional Materials: Examples

- What instructional materials are available?
 - Textbooks– (online materials? offsite licenses?);
 - Syllabus and materials available via packets or over the Internet;
 - Full online courses
 - Schools with full online courses offer in-depth, systemic approaches to continuity of learning with teacher-student and student-student interaction available.
- Invest in digital content and instructional materials that could be delivered at a distance and used in online learning.
- Accelerate use of proprietary and open educational resources (digital, adaptable, sharable, modifiable, re-distributable, i.e., creative commons licensing, MITE, Curriki, etc.)

Technologies: Examples

- **Phone conferencing:**
 - Provide conference-calling solutions; skype; VOIP.
- **Web-conferencing solutions:**
 - Provide synchronous class meeting solutions.
- **Learning Management System solutions:**
 - Provide blended learning throughout the year;
 - Provide synchronous and asynchronous class meetings with teachers and students including live chats with other students.
 - Allow students and parents to track progress using syllabus, digital lessons, simulations, online discussions and interactivity with teachers, with access to grades and completed assignments.
- **Online Courses**
- **Virtual Schools**

E-Learning Innovations That Work

- Research shows that K-12 online learning works:
 - Students perform “as well or better” academically
 - Expand learning opportunities and time
- Federal Stimulus: RTTT and Innovation funding
 - Wise investments in K-12 educational innovation that don't “fall off” funding cliff
- Schools, districts and states eligible for innovation funding should consider investing in e-learning solutions
 - accelerate adoption of e-learning systems and provide resources for continuity of learning

Thank you!

www.inacol.org/col

- Free online resources on Continuity of Learning:
 - Continuity of Learning Readiness Assessment
 - Continuity of Learning Framework (chart)
 - Reports, documents, and copies of slides
 - Resource Partners

Debra S. Munk

Principal, Rockville High School,
Maryland

Tips to Promote Learning

- Record daily students and staff members with flu-like symptoms to track the rate of infection
- Communicate frequently with the community to maintain calm and minimize rumors
- Stress protocols for good hygiene to minimize the spread of disease
- Decide in advance the role of every staff member in the event of excessive staff absences or a closing
- Keep on file 5-day emergency lesson plans for every teacher

Preparing for Distance Learning

- Post assignments and calendars online routinely so students are familiar with the process when they cannot come to school
- Develop a process for students to turn in assignments and receive feedback and graded assignments
- For students without computer access, provide a system to distribute hard copies of lessons and to collect completed assignments
- Consider the individual needs of special education students, including differentiating assignments and following IEPs

Essential Technological Tools

- Automated phone systems with current numbers
- Online grading and assignment-posting programs
- School and teacher websites
- Email for communication and the transfer of assignment documents
- Online resources, including textbooks, instructional websites, online databases, and Google Docs
- Public library card for access to e-books, audio books, and other on-line resources

eLearning Options in Irving ISD

Dr. Alice Owen

Education Week Webinar

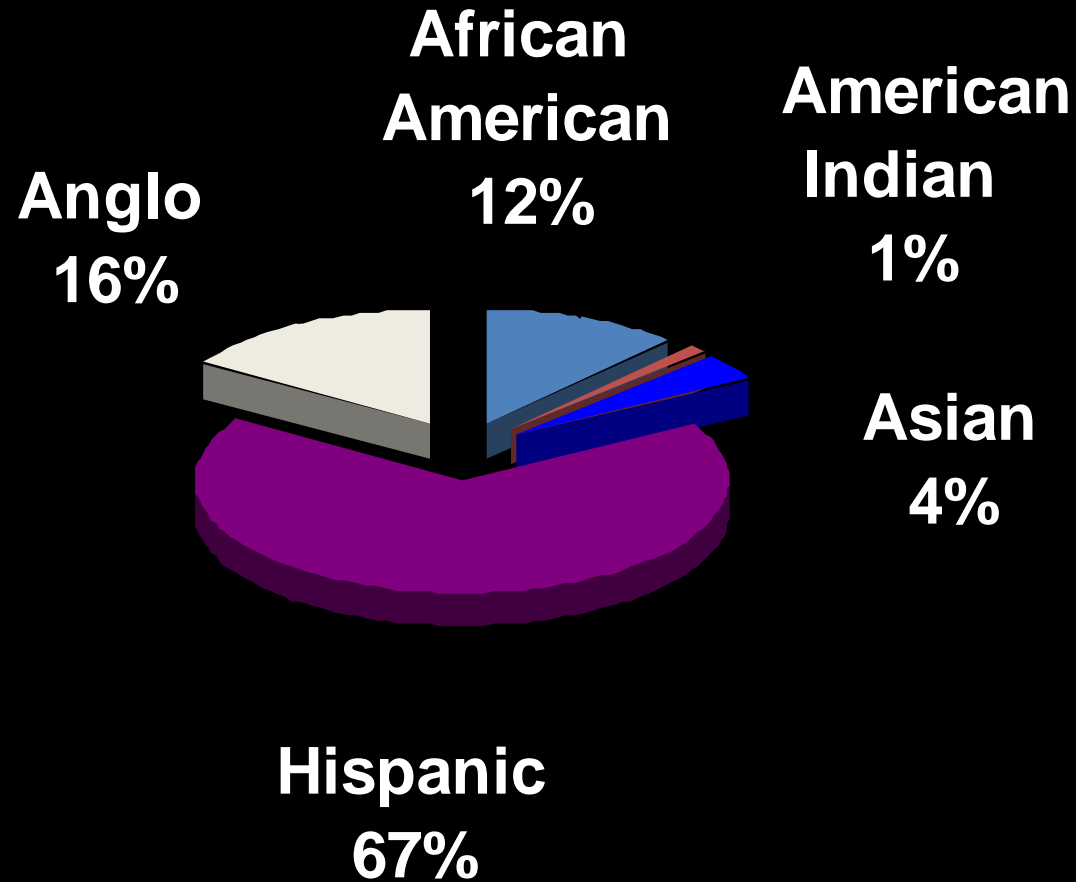
Oct. 8, 2009

Irving, TX

- Urban / suburban district
- 33,000 students
- 38 campuses



Irving ISD Demographics



Irving ISD Laptop Program

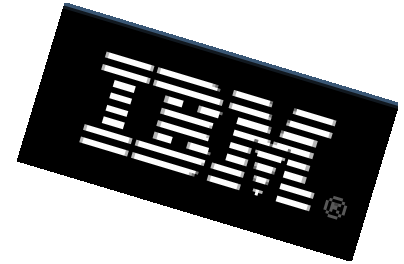
- 9th year of the program
- High school program
- 9,200 laptops for students
- 2500 laptops for teachers



High Tech Corridor

NEC

Microsoft



HITACHI

FLOWSERVE

FLUOR

ExxonMobil

NOKIA

verizon

DeVry
University

AVAYA

Funding the Program

- Bond 1996 – \$48M
- Bond 2001 – \$54M
- Bond 2007 – \$49.8M



Laptop vs Netbook



School Closing Plan

- Met with departments last year
- Determined impact of pandemic flu
- Each department develop alternative plans
- Created a school closing plan

High Schools

- Student take laptops home
- Teachers use Blackboard to teach online
- Blogs, wikis, email to communicate
- TeleParent – automatic phone messages
- Twitter for district messages



Middle Schools

- Use website and cable TV programming
- Create teaching videos to show over TV
- Blogs, wikis, email to communicate
- TeleParent – automatic phone messages
- Twitter for district messages



Elementary Schools

- Use website and cable TV programming
- Create teaching videos to show over TV
- Blogs, wikis, email to communicate
- TeleParent – automatic phone messages
- Subscription websites



Starfall.com

Other Ideas

- Videotape master teachers
- Learning packets to be sent home
- Check out laptops to younger students
- Phone hotline for homework
- Interactive study guides online

For More Information

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Questions and Answers

Question #1

How will districts train and supervise faculty, students, and personnel who use online learning systems in the event of an interruption of school programs due to H1N1?

Question #2

Are there any district-wide, or state-wide, approaches being planned? What arrangements are being/can be made for students without high speed Internet access?

Question #3

High school programs lend themselves well to e-learning, but we are having difficulty adapting Elementary programs. Any ideas to help teachers?

Question #4

It's double the work to develop in-class lessons and homebound electronic lessons; especially when we're not sure which of our students have access. What strategies do you recommend for time-saving and improved tracking of student work?

Question #5

What are reasonable methods for determining if a student is able to be responsible for continuing to learn while at home? (ie, too sick to learn)

Question #6

Do we think that techniques worked out to counter school closures now could be used 1 or 2 days of the week in normal term time to cut costs of travel, heating schools, carbon footprints etc.

In short, could “home schooling” of this type become the norm, at least for part of the week?

Question #7

Continuity of learning goes hand-in-hand with continuity of methodology. What are ways we can reinforce virtual learning “routines” and methods (*communication, assignments, collaboration, assessment*) while still in the classroom setting?

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webinar is going to be
available at
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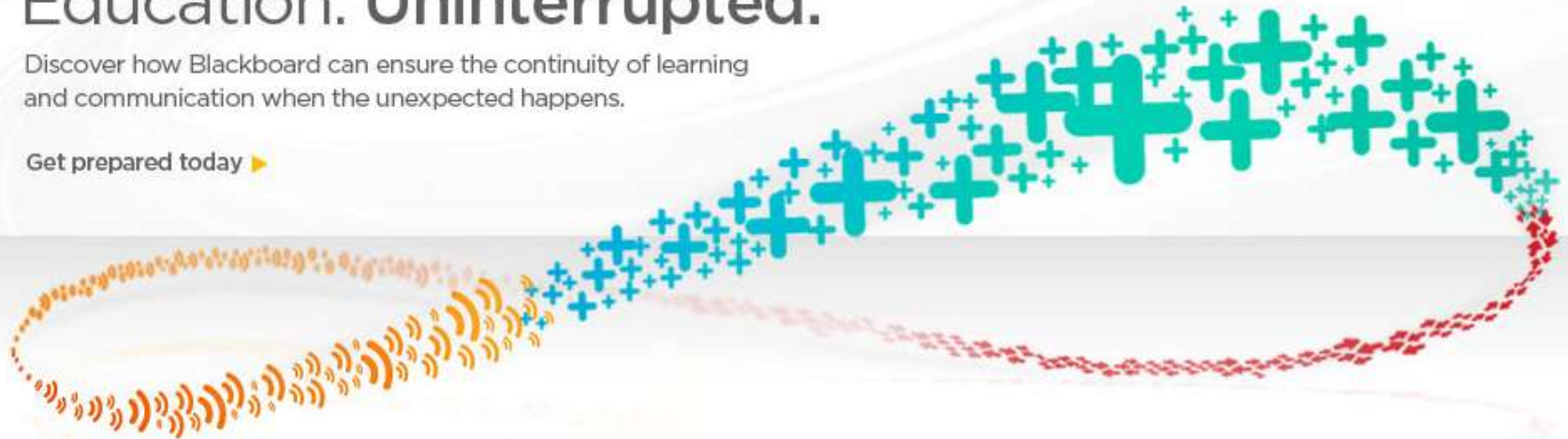
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The Editors @ edweek.org**

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www.blackboard.com/continuity/k12

“ We would not have reached all of our academic goals without hard working teachers who were able to use Blackboard technology to do more work in less time. Going forward, we know we can keep kids from falling behind despite absenteeism we may see due to H1N1 or other issues. We can continue the business of education without interruption.

”

Chad Stevens, Chief Technology Officer, Clear Creek Independent School District (TX)



Calcasieu Parish Public Schools

- Rural / Suburban / Urban district
- 33,000+ students
- 4,500+ staff
- 1030 square miles
- Louisiana

Challenge: Learning Continuity

Offering Uninterrupted Curriculum Delivery

Blackboard Solution: Online Curriculum Delivery & Communication

Calcasieu Parish partners with Blackboard to ensure interactive teaching and learning will continue regardless of student locale.

- Curriculum teams ensure content is developed for use in Bb. In an emergency situation, an “Emergency Assignments” area is created
- Schools open guest access to curriculum for parents
- Teachers and students communicate through discussion boards and Bb mail
- Today, every Calcasieu teacher uses the Blackboard system, with more than 60% using it to communicate with parents



Ensuring Education Continuity

How do I make sure that student achievement does not suffer even when the school doors need to close?

How do I quickly and effectively communicate with my entire education community?

Ensure Learning Continues

Provide a secure, reliable, and scalable solution for continuous learning

1. Provide anytime, anywhere access to learning materials
2. Create an online community for teachers and students to connect
3. Offer online class meetings where teachers can deliver instruction and answer student questions

Blackboard
learn⁺

Inform and Engage your Community

Using multi-modal communications, you can reach your educational community when it matters most.

1. Notify students, families and staff instantly about urgent news such as school closures or relevant precautions
2. Keep your learning community connected

Blackboard
connect⁾⁾