

Crisis Learning Spring 2020 & SCSD #1 Online Learning Program Comparison

	Crisis Learning Spring 2020	SCSD#1 Online Learning Program
Situation & Choice	<ul style="list-style-type: none"> • Term came to popular attention due to Covid19 building closures • School district had limited choices due to Public Health orders • Marked by uncertain situations in the community that include physical health, financial stability and mental health • All learning shifted to online methods • All communication needed to take place at a distance 	<ul style="list-style-type: none"> • Marked by a period of relative stability when school districts and families have some predictability in how a semester would unfold • Families choose to participate in school through this way • For high school students, it would be unlikely they would have all 8 courses online • Communication can happen online or in person for help
Goal	<ul style="list-style-type: none"> • To continue access to educational opportunities • Prevent loss of skills as much as possible • Cut coursework to most important learning outcomes 	<ul style="list-style-type: none"> • Promote choice in regard to learning preferences • Grow student skills and knowledge at a similar rate to brick and mortar classes • Promote independent learning skills
Planning & Training	<ul style="list-style-type: none"> • Teachers required to quickly adapt lessons intended for traditional classrooms to online • Families required to change daily routines to adapt to the quick changes • Little to no training for teachers and families • Tremendous need for access to technical help through the IT department 	<ul style="list-style-type: none"> • Instructors receive training in course design and delivery • Instructors have more time to develop the course (usually in the Summer) • Courses are continuously improved year after year • Course feedback is provided by a trained coordinator • Orientation modules help students to acquire needed technical skills
Student Work Expectations	<ul style="list-style-type: none"> • Time requirements for students varied with K-6 requiring more structure in the day • Grades needed to reflect work completed by students while accounting for access issues such as internet, instructional support, and other issues due to the crisis at hand 	<ul style="list-style-type: none"> • Time requirements depend on individual student pacing • Work is based on weekly modules • Grades reflect student engagement and learning as in a traditional course