

Work 1: Educational Theory Literature Review

Project Overview

Publisher: EPOL 481 FA20

Start: Aug 26, 2020

Due: Sep 27, 2020

Produced with  Scholar

Project Description

Take one of the theories or theoretical concepts introduced in this course. Look ahead into the course learning module to get a sense of upcoming ideas—don't feel constrained to explore concepts introduced early in the course. Or explore a related theory or concept of your own choosing that is relevant to the course themes.

Theoretical and Empirical Literature Review: Your work must be in the genre of a literature review with at least 5 new scholarly sources (peer reviewed journal articles or scholarly books) that you have not previously used in this or other courses. Of course, in addition to these five, you will reference previously used sources and other media. In the references section, you should add an asterisk in front of every new scholarly source.

Convey in your introduction how your topic aligns with the course themes and your experience and interests. Outline the theory or define the concept referring to the theoretical and research literature and illustrate the significance of the theory using examples of this concept at work in pedagogical practice, supported by scholarly sources.

Rubric: Use the 'Knowledge Process Rubric' against which others will review your work, and against which you will do your self-review at the completion of your final draft. You will find this rubric at the end of this document, and also in CGScholar: Creator => Feedback => Rubric.

Word length: at least 2000 words

Media: Include at least 7 media elements, such as images, diagrams, infographics, tables, embedded videos, (either uploaded into CGScholar, or embedded from other sites), web links, PDFs, datasets or other digital media. Be sure these are well integrated into your work. Explain or discuss each media item in the text of your work. You should refer to specific points of the video with timecodes or the particular aspects of the media object that you want your readers to focus on. Caption each item sourced from the web with a link and be sure to cite all media sources in the references list.

References: Include a References "element" or section with the scholarly articles or books that you have used and referred to in the text, plus any other necessary or relevant references, including websites and media.

Important Note: The First Draft means a complete first version of your Work!



New Learning: A Pandemic Education

The Response to Covid-19

Paquita Elese Reedy

Oct 11, 2020 at 8:56 PM

Introduction

In March of 2020, the United States tested a non-pharmaceutical intervention in an effort to prevent the spread of Covid-19. It was the closure of schools in all 50 states (Auger et al, 2020). There were still many unknowns, but its communicable spread brought about fear of exposure within schools, with the potential to spread in the community. Teachers were forced to convert their in-person lessons to online instruction in a matter of days. In addition, there was the task of reaching and instructing these students through alternative methods. These methods included online learning, for students with access, and hard copies of worksheets, for those without. In some instances, instruction came to a halt in March when early June is usually the start of summer vacation. Now, fast-forward to the 2020-2021 school year as students, teachers, and administrators attempt to tackle the task of instruction (during a pandemic) once again. The number of Covid-19 cases continue to rise and threaten the traditional education that many are accustomed to. With the change in education inevitable, what does a pandemic education actually look like? According to Cope and Kalantzis (2017), New Learning takes place when there is a change in technology, a change in society, or a change as the result of a human movement. Covid-19 brought about a change in society unlike any experienced in the 21st century. As a result, Covid-19 created an opportunity to New Learning.

Experience

I am a Career and Technical Education teacher at a middle school near Birmingham, Alabama. In this position, I teach several family and consumer science classes. Although this is my first-year teaching in this program, I have prior teaching experience at the elementary and high school levels. I taught 1st and 4th grades at an inner-city school as well as 9th-12th grades for an online public school. At the start of the school year, our district chose remote learning. The plan includes gradually returning students (who have chosen to attend in person) over a 3-week period. This process starts with a rotating schedule for self-contained exceptional education, followed by the remaining school population, also on a rotating schedule. There have been several versions of the "Return to School" plan; however, the final decision made involved teachers instructing in class and online simultaneously. Curriculum and instruction are the core of our purpose. Tackling such tasks during the Covid-19 pandemic has created an opportunity for a new way of learning.

The Past: Brief History of Education During a Pandemic

FLU PANDEMIC of 1918

Covid-19 is not the first pandemic that caused disruption in the educational system. According to the Centers for Disease Control and Prevention (CDC), The Flu Pandemic of 1918 infected 1/3 of the world's population, killing 50 million worldwide ("History of 1918 flu pandemic," 2019).



(Waldrop, 2020)

Most major cities closed schools, with the exception of New York, Chicago, and New Haven. School officials in New York believed it was safer for students to attend school since most lived in cramp living quarters, which they believe would contribute to the spread. The administrators in New York set up health checks for all schools, hired multiple full-time nurses, and enforced school rules that eliminated loitering and large gatherings. The importance of school hygiene was one reason given for the “success” of the schools’ pandemic plan.

SARS PANDEMIC

Severe acute respiratory syndrome (SARS) was the first pandemic of the 21st century with around 8098 cases and 774 deaths worldwide (Deluc & Barry, 2004). The SARS pandemic only had a life of about 8 months, from November 2002 to June 2003. Of the cases and deaths, the United States had 115 cases and zero deaths (Roos, 2004). The SARS pandemic didn’t result in the closure of schools or conversion to online learning.

The Present: New Learning & Covid-19

New Learning is the movement in which new methods of teaching and learning are influenced by the impact that Covid-19 has on our society. Although not a new method of instruction, online learning has moved to the forefront of education in K-12 schools. As society attempts to slow the spread, education must continue in one form or another. When there is an extended closure in schools, it can lead to severe learning loss similar to the “summer slide”, which is when a 3rd grader loses 20-27% of school year gain during the summer months (“The importance of reopening America’s schools this fall,” 2020). The US Educational System has adapted to the societal change through the use of online curriculum, learning management systems and increasing access to wi-fi enabled devices and other technology.

Curriculum

Many school districts prepared for the return of students for the 2020-2021 school year by adopting curriculum programs specifically for online learning. Trying to eliminate the issues that occurred during the transition in the spring, learning management systems such as Schoology were selected to support student achievement. Schoology is a learning management system that allows educators to create academic content (in different forms) and share this content with students and parents. Schoology gives the freedom to create content in many form, which is essential to differentiating instruction. In addition, many companies in the business of education, such as Pearson, have made their online learning services available for free to new subscribing institutions (Williamson et al., 2020, p. 108). According to Biswas (2013) “Schoology is a promising educational tool for meeting both current and future challenges of teaching and learning in the 21st century”. However, not unlike other learning management systems, Schoology also has a tendency to be inundated with server issues and loading errors.

(Course Profile Screenshot, 2018)

Devices

One of the many issues students faced when schools closed in March 2020 was lack of devices for accessing their online classes. Wealthier school districts already had a 1:1 ratio for student devices while other schools, such as Title 1 schools, struggled to reach their students for instruction. These digital inequalities caused a significant gap in education during school closings. Before the start of the new school year, districts across the country have made it a priority to ensure that all students have a device to access their academic material. Figure 1 is a flyer from a school district providing information on device retrieval. Although a crucial step in online education, some critics believe that bringing technology into certain homes can lead to unintentional negative consequences if students aren't provided with the necessary support. (Williamson et al., 2020 p. 111).



(Goodwin Heights Public Schools, 2020)

Connectivity



(Angers, 2020)

To further close the technical inequality gap, many states developed programs to provide free internet access to homes without it. Even

with the best curriculum and 1:1 device ratio, Wi-Fi is an essential component of online learning. For example, Alabama's governor, Kay Ivey, created Alabama Broadband Connectivity (ABC). The program provides vouchers for free Wi-Fi (through December 2020) to families who currently participate in the free or reduced lunch program (Office of the Governor of Alabama, 2020). Coachella Unified School District (in California), which serves almost 20,000 students, all of which receive free or reduced lunch, faced this very problem. To provide Wi-Fi to students during the pandemic, the district outfitted school buses with mobile hotspots, which parked overnight in high-need areas (Office of Educational Technology, n.d.).

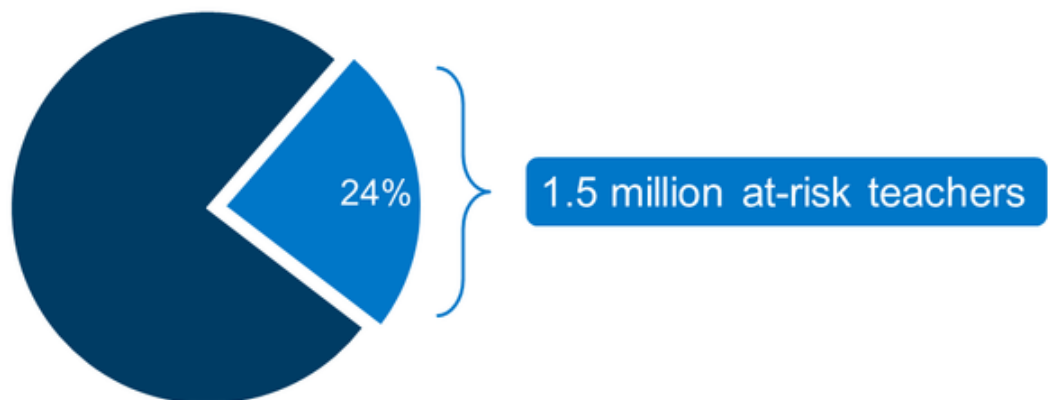
The Future: Preparing to Return to the Classroom

As students, teachers, and administrators prepare for the to return to the classroom, there are many concerns about how this new way of learning with affect student achievement. Although many believe that returning to the classroom needs to happen for society to return to normal, it is essential that learning takes place in an environment that is safe for all stakeholders. Fortunately, New Learning continues to evolve.

As schools attempt to create a new normal, some teachers are still teaching virtually, either from home or an empty classroom. These teachers are preparing for dual instruction, teaching in-person while simultaneously on-line. Teachers are also concerned about the spread of the coronavirus from students (without symptoms) because of their pre-existing conditions or those of a loved one in their home. This has forced the resignation of many teachers, both new and veteran. Enduring a teacher shortage during a global pandemic which has forced new learning, would be a change to society that would turn the educational system upside down.

Nearly 1.5 Million Teachers (One in Four) are at Greater Risk of Serious Illness if Infected with Coronavirus

Share of teachers at greater risk of serious illness if infected with coronavirus



Source: KFF analysis of 2018 National Health Interview Survey.

KFF

(Claxton et al., 2020)

The changes aren't enough unless the main component of delivering curriculum in the form of New Learning is protected- The Teacher. Below are a few articles which detail teacher resignation and retirement due to Covid-19 threats and technological changes.

[SC Teachers Quit, Others Face Burnout as Schools Open Amid Coronavirus Pandemic](#)
["Not what I signed up for": COVID-19 has Colorado teachers considering quitting](#)

Safety Concerns Over Covid-19 Driving Some Educators Out of the Profession

How Covid-19 lead an Indiana Science Teacher to Quit Her “Dream Job”

This teacher resigned over Covid-19 concerns. Then he was fined \$2000

Quit my job or risk serious injury? Parents and teachers face grueling decision as schools reopen

Georgia teacher resigns over back to school plan

Innovation

As educators and their supporters continue to navigate online K-12 learning, many companies are developing solutions to make online learning as interactive as possible. In the classroom, interaction equals engagement and students who are engaged perform better in the classroom. [Swivl](#) an auto-tracking camera which can be used in educational settings has been adopted in many districts. It is an automated camera which tracks the movement of the speaker, whether the instructor or the student. This equipment and accompanying software allows teachers to teach and observe with a range of flexibility, which is essential in online learning. As K-12 continues to adopt this new way of learning, there will be many opportunities for companies to create more ways to streamline the learning and teaching processes.



(Swivl, n.d.)

The Gap in Literature

The future of education during the pandemic is still uncertain. While many schools have opened their doors to students, many have remained closed, only offering virtual learning. Today's children have been surrounded by online technology since birth, through social media, smart phones, tablets, and Internet use (Iivari et al., 2020). Literature about the future of education, as a result of the Covid-19

pandemic is lacking. The world is still in the midst of a pandemic with no known cure, only supportive care. As countries race to find a vaccine, it is important that education continues. Although not in a traditional sense, educating virtually is the method afforded by advances in technology that is a century ahead of the 1918 Flu Pandemic that shuttered school across the world. As the long term effects of Covid-19 on education begin to arise, students, teachers, administrators, and other stakeholders will do what they've always done, adjust to the "new" New Learning.

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- Paquita Elese Reedy
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