

## **Distance Learning in the Shadow of COVID-19**

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INF 7420

Website Development

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December 11, 2020

### **Abstract**

The COVID-19 pandemic has drastically altered daily life in the United States. This is especially apparent in American education. Many schools and districts around the country have found themselves shifting to online and distance learning, sometimes with no notice or warning. This has left educators and families scrambling to find resources to help facilitate online learning. However, there are reliable sources of information available on topics such as: teaching resources, student and family resources, information literacy resources, best practices for distance learning, COVID-19 resources, and frequently asked questions related to distance learning. These resources can help provide much needed information and help promote learning that will benefit teachers and learners now and in a post-COVID world.

*Keywords:* distance learning resources, online learning resources, COVID-19

## Introduction

In March 2020, many school districts abruptly transitioned from face-to-face instruction to distance learning as the COVID-19 pandemic spread rapidly across the country. School districts scrambled to secure devices for students and prepare their teachers to succeed in an online education environment. Educators faced several new challenges, ranging from trouble-shooting technological difficulties; rethinking their curriculum for online delivery; and providing social and emotional support to students and their families. Matthew Bordallo, who teaches second grade at Rosa Parks Elementary in San Francisco, California shared, "Just the act of getting a second-grader onto a Zoom call has been the biggest thing for us. I think I now function partly as a teacher and partly as tech-support around getting my kids comfortable with logging on by themselves" (Hadden, 2020).

While some schools were able to start the school year with either face-to-face instruction or a hybrid model in September of 2020, by November, rising COVID-19 case numbers forced many school districts to resume a distance learning model. School communities again found themselves facing the now-familiar challenges of distance learning. Toby Mallinson, District Secretary of the National Education Union (NEU) in Sheffield, England, explained, "Staff in schools are exhausted and need to know they are not being told to perform miracles with little or no support or resources" (Cumber, 2020). His sentiments are being echoed by educators around the world. Teaching online presents an entirely new set of challenges and requires a new set of skills and resources. Teachers were not alone as they ventured into the new world of virtual distance learning. Parents found themselves supervising at-home learning, stepping into many of the classroom management roles formerly filled by teachers. Students struggled to navigate new learning platforms, as well as complete and submit assignments online. Teachers, parents, and students found themselves in need of resources to support their transition

into the new virtual education paradigm. Those resources need to be curated, organized, and easily accessible for everyone in the school community.

### **Problem**

The COVID-19 pandemic has forced schools across the country to transition to distance learning models, often with less than 24 hours notice. These transitions have often left teachers, students, and parents struggling to learn in new ways with new technology tools and devices with which they may have had little to no prior experience. This has created a problem where teachers, students and families may not have resources and information that would help them to be more successful with distance learning. The authors have observed these struggles firsthand at the schools where they are employed, by observing their own children's online learning, and through conversations with colleagues and family members in the educational field.

For instance, at the tiny district where one author works, we have seen examples of a choir teacher being asked to teach first grade, an athletic director and self-described "technology novice" being asked to teach Health for the first time in an almost 30 year career, and an art teacher, social studies teacher, and two school librarians, being asked to become "Online Mentors" supporting students and teachers in grades K-12. Every teacher is being asked to reinvent the way they are teaching, preparing lessons for students who are still in the classroom part-time on a hybrid schedule, as well as those students who are completely virtual. Throughout the country, teachers are finding themselves leading students in topics they may have never taught before, using resources and technology with which they may have no experience. Parents have expressed frustration that each of their children may be using different online learning platforms, tools and methodologies with different teachers, causing confusion and inconsistent learning in their households. The problem of finding

distance learning support, information, and resources for teachers and families is one that can be found across the country in this unprecedented time.

### **Solution**

The solution for aiding the student and teacher population is to offer a platform that brings together the means for a successful online education to secondary school students. These resources are carefully curated by experienced educators and technology specialists, combining the most practical education technologies for parental and teacher support.

Parents are equipped with resources that help them teach their children at home in an online environment. This site teaches parents information and media literacy and how these sources are discovered, produced, and utilised to help students create new knowledge outside the traditional classroom. Family support is included to offer families resources on self-care, stress management, as well as engagement tips to help guide with homework help for their child. A lesson in digital citizenship shows parents how they can teach their children to be responsible users of technology online and in digital spaces. By doing so, a pandemic or other unexpected circumstances should not hinder their social skills or learning capabilities.

Teachers are equally supported through links to resources offering teaching tools, classroom templates, workshops, and applications that can be used for lessons. *AliceKeeler.org* is such a site. Awareness of social media groups such as *Teachers Using Tech* allow teachers to join a community of fellow professionals for sharing ideas and overcoming technology obstacles.

Since COVID-19 has changed the world's way of living, including how education is practised, it is vital to gather in one of our pages links to official sources offering reliable information on this illness such as the *Centers for Disease Control and Prevention*, *KidsHealth from Nemours*, *Children's*

*Minnesota*, and *American Federation of Teachers* resources for educators and school support staff.

These sources are curated by an experienced educator with a science background.

This site will also include general information for both educators and parents. Relevant-era reading resources are linked to public and academic libraries (e.g. research article “Teaching, learning, and caring in the post-COVID era” from *Kappan* journal, accessed via Wayne State University Library System). A “Best Practices for Distance Learning” page will give tips and guidance on practical and effective ways of teaching secondary school students with digital and online tools. There will also be an “Frequently Asked Questions” page focused on answering the most popular questions educators and parents have.

This site facilitates the learning experience for teachers, parents, and students, bringing the most practical resources to help transition the education process uninterrupted from an on-campus to an online experience. 21st Century technologies offer a world of possibilities for student-centric learning. Our goal is to make parents and educators aware of what these are, how to use them, and offer a community of support. In supporting parents and educators, students are ensured a better learning experience. This site aims to ease uncertainties parents and educators may encounter in a rapidly transforming education world.

### **Solution Design Specifications**

Our website is designed for educators and families who are struggling with distance learning, or who simply have questions about some of the aspects of distance learning. We are providing practical resources, information, and links curated by educators and librarians with experience not only in education, but also in microbiology and information literacy. Our site features nine web pages where users can find information on the following topics: Home page, About Page, Distance Learning Best Practices, Teacher Support, Family Support, Reading Resources, Information Literacy, COVID-19

Resources, and Frequently Asked Questions about Distance Learning. Users can also submit questions about distance learning, follow various social media groups related to distance learning, and follow links to outside resources. Descriptions of each web page appear below. Detailed lists of the sources used on each web page can be found in the Appendices.

### **Home Page**

Our Home Page features an informational video about our site. It also has a social media feed, as well as our navigation bar to move throughout the site. It also contains links to our HTML5 and CSS validations.

### **About Page**

Our About Page features information about the purpose behind our website. It also features information about the Wayne State University School of Information Sciences with a search box for the SIS site. This page also gives information about the website authors and creators and our contact information.

### **Distance Learning Best Practices**

Teachers have been required to pivot with little to no preparation from face-to-face instruction to distance learning. This webpage provides professional development resources that encourage teachers to reflect on how to best meet the needs of their students in this new educational environment. An assortment of professional development resources are included. There is a TED talk section with inspirational, encouraging videos regarding best practices in virtual education. A podcast section provides highly-acclaimed educational podcasts where interviews with educational experts are shared. A literature review section includes articles on best practices, enabling teachers to reflect on the changes necessary to deliver curriculum successfully in a virtual environment. Each of these sections

includes links to articles, and when appropriate, links to Twitter feeds, allowing educators to access the shared resources on social media.

It has become apparent that virtual learning requires the development of specific study skills. The *Commonwealth of Learning of Canada* writes, “Learning that is often not formally addressed in the curriculum: time management, self-management, informational and digital literacy, the ability to live with others in constrained circumstances, the importance of managing limited Internet bandwidth, etc. become more obviously important” (Mays & Commonwealth of Learning).

Lastly, recognizing that the upheaval in 2020 has resulted in trauma to many families, teachers need to incorporate trauma-informed teaching practices to meet the needs of students and families. “To buffer the upheaval on families and ease the anxiety around learning loss, Windram envisions shifting curriculum and educating parents “to see school through a different set of lenses.” Instruction would not be “one size fits all,” but individualized and project-based, with more student voice” (Modan, 2020). There is a section with links to trauma-informed practices and support resources for families.

### **Teacher Support**

Our “Teacher Support” page provides a place where educators (and parents) can conveniently find resources that help their education delivery. These resources focus on how to support our educators, especially throughout the pandemic. Resources are focused on education technologies and templates that aid educators in delivering their lessons via a virtual platform. Other resources focus on special topics such as using assistive technology to empower children with disabilities. A paragraph is included to inform parents and their communities on how they can reach out and help their teachers, whether that be volunteering for fundraisers or donations to services that coordinate donations for classroom supplies. At the bottom of the page is a section containing education resource links and embedded streams of the Department of Education’s official Twitter and Facebook accounts.



**Family Support**

Focusing on providing families with support and relief during COVID-19, our family support page offers essential resources needed to navigate new, and often stressful challenges. The vital and supportive components covered include: stress management, self-care, homeschooling, and distance learning help. Among the many resources for self-care and stress management are podcasts by clinical psychologists and courses on stress management from the National Child Traumatic Stress Network, as well as a supportive toolkit by The Center for Healthy Minds at The University of Wisconsin-Madison. Included among the resources and methods on homeschooling are lessons in digital citizenship, as well as links to free and reduced internet services for families in need. There are resources that focus on student engagement and guidelines that center on successful strategies to help keep families and school schedules running effectively. All of these resources are carefully organized throughout the page in a number of charts designed for easy access.

**Reading Resources**

This webpage seeks to share the importance of reading. Reading has positive benefits to both education, and physical and mental health (Drew, 2020; Stanborough, 2019). This web page also provides information on accessing books and materials during distance learning including common practices by school and public libraries. It also provides links to organizations that offer reading resources and free online eBooks and audiobooks.

**Information Literacy**

This webpage provides information and definitions of Information Literacy and Media Literacy. It also provides links to information and media literacy organizations and websites, including sites in Spanish and Portuguese. This page also provides social media feeds related to media and information literacy.

**COVID-19 Resources**

This webpage organizes resources for school communities with the goal of creating a school-wide culture that values working together to fight the pandemic. The resources on this page are highly-regarded, reliable sources of information on the COVID-19 pandemic. They are divided into two categories: public health agencies and nonprofit health organizations. There are descriptions of each resource. Charts provide website and Twitter feed links to provide access to up-to-date medical information. The public health agencies include the World Health Organization (WHO), the Centers for Disease Control and Prevention (CDC), the Florida Department of Health (DOH), and the Michigan Department of Health and Human Services (MDHHS). The nonprofit health organizations include the Mayo Clinic, the Cleveland Clinic, the American Association of Family Physicians, the American Academy of Pediatrics, and Altarum. The COVID-19 pandemic has resulted in rapidly changing public health information. From advisories to vaccine information, it is critical to provide resources that are frequently updated so that website clients can access the most up-to-date information. This webpage stresses the importance of consulting trusted, reliable sources for public health information on the rapidly evolving COVID-19 pandemic.

**Frequently Asked Questions**

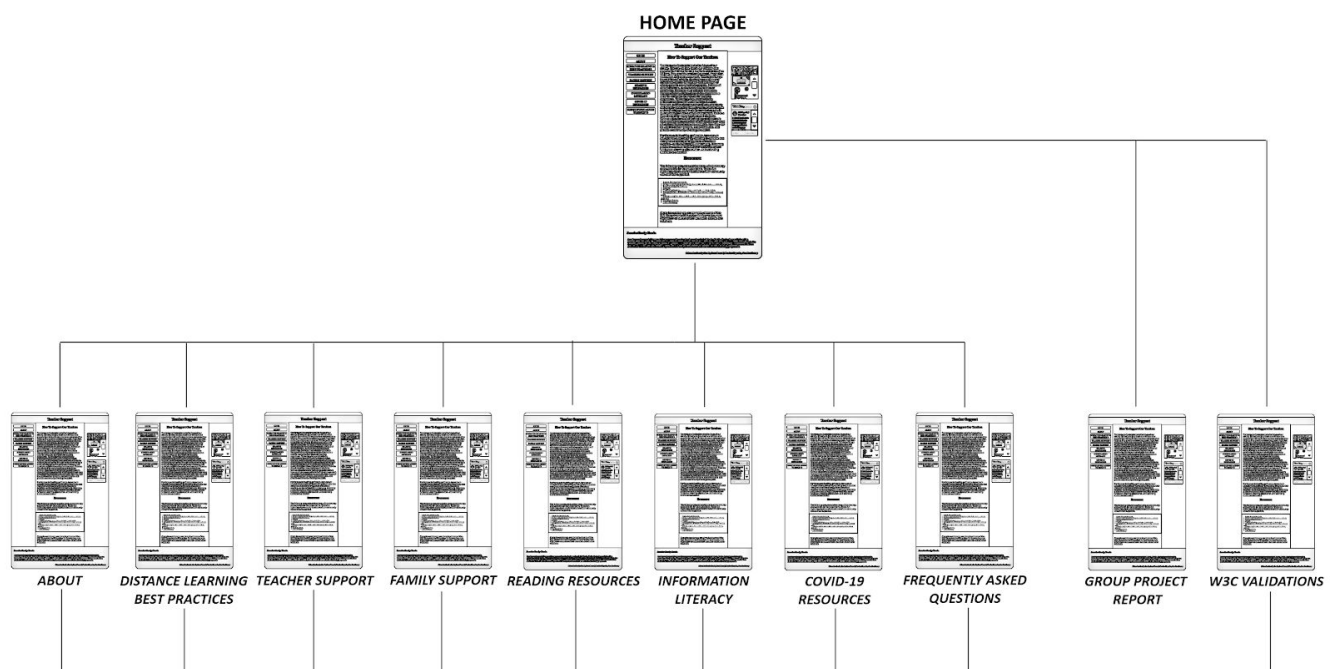
This web page features frequently asked questions that families commonly have related to distance learning. It will also provide links to help pages for commonly used devices and distance learning resources such as Google Meet and Google Classroom.

**Sources and Formatting**

Heather Kapanka created the initial website format and template. Each group member created two web pages, including original content, and has been listed as the author at the bottom of their assigned pages. The information and links were gathered by all group members from a variety of

resources listed in the Appendices and References sections, including the personal experience of the group members. This website is not intended to be a complete resource for distance learning, but we hope that it will provide some general information for teachers and families who may be seeking resources and knowledge about distance learning.

### Web Page Organization Chart



### Group Collaboration Process

Collaborative learning is a method of teaching and learning that involves students working together to search for understanding. Collaborations happen in many ways, some of which include group projects, collaborative writing, joint problem-solving, debates, and other activities. Collaborative learning allows students to benefit by sharing resources and skills with individual team members who hold diverse viewpoints and varied backgrounds. One of the highlights in the process of collaboration is

how the unique and individual learning processes of group members creates a structural foundation to accomplish a common goal (Collaborative Learning 2020).

As a team, we collaborated and shared ownership and interest in exploring the dynamics of distance learning specifically in regard to the 2020 global COVID-19 pandemic. It is apparent that both collaboration and cooperation were used in the process of task allocation among our group. When the main objective was finalized, the project was assessed and tasks evenly distributed. Group members collectively agreed upon sections of the website and report, then chose sections and tasks best-suited to them.

Name	Website main/index	Report sections
Brett	<ul style="list-style-type: none"> <li>● FAQ page</li> <li>● FAQ Form</li> <li>● Reading Resources page</li> </ul>	<ul style="list-style-type: none"> <li>● Abstract</li> <li>● Problem</li> <li>● Solution Design Specifications</li> <li>● Appendices</li> </ul>
Caroline	<ul style="list-style-type: none"> <li>● Home page</li> <li>● About page</li> <li>● Family Support page</li> </ul>	<ul style="list-style-type: none"> <li>● Group Collaboration Process</li> <li>● Solution Design Specifications</li> <li>● Appendices</li> </ul>
Heather	<ul style="list-style-type: none"> <li>● Web page template</li> <li>● Home page</li> <li>● Home page Welcome Video</li> <li>● Best Practices for Distance Learning page</li> <li>● COVID-19 Resources page</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Solution Design Specifications</li> <li>● Conclusion</li> <li>● Appendices</li> </ul>
Lourdes	<ul style="list-style-type: none"> <li>● Home page</li> <li>● Teacher Support page</li> <li>● Information and Media Literacy page</li> </ul>	<ul style="list-style-type: none"> <li>● Solution</li> <li>● Solution Design Specifications</li> <li>● Sitemap</li> <li>● Appendices</li> </ul>

There were many tools available to the group to collaborate, however the most convenient and readily available were Wayne State's Canvas course management system messaging platform. Group members made initial contact and chose to use Google Docs to create a collective document where

group members could contribute and edit written documents. A vital component to the collaborative process is the ability to confer in person. We agreed to meet via Zoom, a cloud-based, peer-to-peer software platform that uses teleconferencing. We chose this platform due to its availability and convenience of use.

A majority of the collective learning took place via video conferencing where ideas could be heard and discussed, and where issues were discovered and challenges examined in-depth. While these methods seemed effective, exchanging files via Canvas presented some challenges in ensuring each participant has the most current file versions.

### **Conclusion**

Now, in the fall of 2020, the nation once again finds itself in another wave of COVID-19. Schools that began the fall school year with face-to-face instruction are transitioning to distance learning. Unlike the spring of 2020, there are many resources available to support teachers and parents, inform best practices, and access reading materials remotely. Families have become familiar with logging in to remote learning platforms. Many districts have provided devices to students for remote learning.

Teachers, parents, and students are searching for online resources as they again transition to distance learning. The purpose of this website is to curate, organize, and deliver distance learning resources to the entire school community. The new skills that educators have been forced to learn and the new resources they have found will continue to prove their value long after the pandemic comes to an end. While the disruption to the educational system has been great, so has been the potential for growth and educational evolution that otherwise would likely have taken decades to realize.

## Appendices

### Appendix A - Resources for Distance Learning Best Practices

The sources and descriptions for the Distance Learning Best Practices web page are listed below.

<p><b>TED Talks:</b> As educators begin to process the rapid changes that have taken place recently, TED talks offer an opportunity to reflect on the practices that have served us well and will inform future teaching practices.</p>
<p><a href="#">Tough Teacher Truths: How to Improve Online Learning</a></p>
<p><a href="#">How Schools Should Respond to COVID-19</a></p>
<p><a href="#">A New 3 Rs for Education</a></p>
<p><a href="#">5 Needs That Any COVID-19 Response Should Meet</a></p>
<p><a href="#">How TED-Ed Is Helping Families, Students, and Teachers Navigate the COVID-19 Pandemic</a></p>
<p><b>Podcasts:</b> Podcasts offer an opportunity for “on-the-go” professional development. Whether you listen in your car or while taking a walk, these podcasts provide opportunities for professional growth and reflection.</p>
<p><a href="#">Teachers on Fire</a></p>
<p><a href="#">The Teaching Space</a></p>
<p><a href="#">Teachercast Educational Network</a></p>
<p><a href="#">Truth for Teachers</a></p>
<p><a href="#">10 Minute Teacher Podcast</a></p>
<p><b>Articles:</b> The articles below provide an in-depth look at best practices in distance learning across the country. There are scholarly articles, as well as articles from nonprofit educational institutions.</p>
<p><a href="#">Towards More Resilient Schooling: Possible Models for the Future</a></p>
<p><a href="#">Reshaping education: evidence-based options for a post-Covid-19 world</a></p>
<p><a href="#">4 Best Practices for Distance Learning to Support Students Who Learn and Think Differently</a></p>
<p><a href="#">Best Practices for Distance Learning</a></p>
<p><a href="#">Best practices for remote learning, according to experts</a></p>

<a href="#">We can build on best practices revealed by the transition to distance learning</a>
<b>Trauma-Informed Practices:</b> Lastly, recognizing that many students have suffered trauma during the COVID-19 pandemic, resources for trauma-informed practices are included below.
<a href="#">Strategies for Trauma-Informed Distance Learning</a>
<a href="#">7 things teachers can do to address student trauma – especially during distance learning</a>
<a href="#">Strategies for Trauma-Informed Distance Learning</a>
<a href="#">Priority for Trauma-Sensitive Remote Learning: Keep Connections Strong</a>
<a href="#">A Trauma-Informed Approach to Teaching Through Coronavirus</a>

## Appendix B - Teacher Support

The sources and descriptions for the Teacher Resources web page are listed below.

<b>Technology Tips and Strategy Resources:</b> When teachers (and parents) are looking for ideas and strategies to implement in their lessons and virtual classrooms, these reputable sites will aid in providing practical tips and templates to utilise.
<a href="#">AdoptAClassroom.org</a>
<a href="#">Teacher Tech with Alice Keeler</a>
<a href="#">EdTech: Using Assistive Technology To Empower Students With Disabilities</a>
<a href="#">Free Technology For Teachers</a>
<a href="#">Edutopia</a>
<a href="#">Cool Tech 4 Teachers - 21st Century Learning with Cinnemon Buie</a>
<a href="#">EmergingEdTech - 8 Examples of Transforming Lessons Through the SAMR Cycle</a>
<a href="#">TeachersUsingTech.com - How To Have FUN Navigating the Tech Side of Teaching!</a>
<a href="#">The Nerdy Teacher</a>
<a href="#">Cult Of Pedagogy</a>

## Appendix C - Family Support

The sources and descriptions for the Family Support web page are listed below.

<p><b>Resources for Families Navigating Homeschool and Distance Learning:</b></p> <p>Below are resources that focus on strategies to help keep families and school schedules running effectively.</p>
<a href="https://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7_550413_7.pdf">https://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7_550413_7.pdf</a>
<a href="https://support.google.com/families/answer/7087030?hl=en&amp;ref_topic=7336641">https://support.google.com/families/answer/7087030?hl=en&amp;ref_topic=7336641</a>
<a href="https://www.common sense media.org/blog/parents-ultimate-guide-to-google-classroom">https://www.common sense media.org/blog/parents-ultimate-guide-to-google-classroom</a>
<a href="https://education.jhu.edu/2020/04/8tipsforfocus/">https://education.jhu.edu/2020/04/8tipsforfocus/</a>
<a href="https://www.ed.gov/coronavirus/resources-for-learning-at-home">https://www.ed.gov/coronavirus/resources-for-learning-at-home</a>
<a href="https://www.loc.gov/families/">https://www.loc.gov/families/</a>
<a href="https://spaceplace.nasa.gov/">https://spaceplace.nasa.gov/</a>
<a href="https://ssec.si.edu/game-center?mi_u=1113187">https://ssec.si.edu/game-center?mi_u=1113187</a>
<a href="https://www.dhs.gov/employee-resources/blog/2020/04/16/homeschooling-resources">https://www.dhs.gov/employee-resources/blog/2020/04/16/homeschooling-resources</a>
<a href="https://www.childrenscolorado.org/conditions-and-advice/parenting/parenting-articles/homeschooling-during-the-coronavirus-pandemic/">https://www.childrenscolorado.org/conditions-and-advice/parenting/parenting-articles/homeschooling-during-the-coronavirus-pandemic/</a>
<a href="https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service">https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service</a>
<a href="https://schoolchoiceweek.com/keep-learning/">https://schoolchoiceweek.com/keep-learning/</a>
<a href="https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Tips-to-Juggle-Parenting-and-Working-at-Home-COVID-19.aspx">https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Tips-to-Juggle-Parenting-and-Working-at-Home-COVID-19.aspx</a>
<a href="https://centerhealthyminds.org/join-the-movement/sign-up-to-receive-the-kindness-curriculum">https://centerhealthyminds.org/join-the-movement/sign-up-to-receive-the-kindness-curriculum</a>
<a href="https://www.michigan.gov/mde/0,4615,7-140-37818_53456---,00.html">https://www.michigan.gov/mde/0,4615,7-140-37818_53456---,00.html</a>
<a href="https://www.amazingeducationalresources.com/">https://www.amazingeducationalresources.com/</a>
<a href="https://www.getepic.com/">https://www.getepic.com/</a>
<a href="https://www.edutopia.org/article/how-coach-parents-who-are-teaching-home">https://www.edutopia.org/article/how-coach-parents-who-are-teaching-home</a>



<a href="https://www.edutopia.org/article/establishing-routines-remote-learning">https://www.edutopia.org/article/establishing-routines-remote-learning</a>
<a href="https://digitallibrary.io/">https://digitallibrary.io/</a>
<a href="https://www.codecademy.com/">https://www.codecademy.com/</a>
<a href="https://grasshopper.app/">https://grasshopper.app/</a>
<a href="https://goto.benchmarkeducation.com/">https://goto.benchmarkeducation.com/</a>
<a href="https://www.duolingo.com/">https://www.duolingo.com/</a>
<a href="https://cdn.thisreadingmama.com/wp-content/uploads/2017/08/VSSC-SF-TRM.pdf">https://cdn.thisreadingmama.com/wp-content/uploads/2017/08/VSSC-SF-TRM.pdf</a>

<p><b>Resources for Families on Self-Care and Stress Management:</b></p> <p>Below are resources that can help support families who are navigating new and stressful challenges during the COVID-19 pandemic.</p>
<a href="https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Parenting-in-a-Pandemic.aspx">https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Parenting-in-a-Pandemic.aspx</a>
<a href="https://brenebrown.com/podcast/brene-with-emily-and-amelia-nagoski-on-burnout-and-how-to-complete-the-stress-cycle/">https://brenebrown.com/podcast/brene-with-emily-and-amelia-nagoski-on-burnout-and-how-to-complete-the-stress-cycle/</a>
<a href="https://blog.cincinnatichildrens.org/safety-and-prevention/what-parents-can-do-when-theyre-stressed-during-covid-19">https://blog.cincinnatichildrens.org/safety-and-prevention/what-parents-can-do-when-theyre-stressed-during-covid-19</a>
<a href="https://www.microbe.tv/twiv/">https://www.microbe.tv/twiv/</a>
<a href="https://centerhealthyminds.org/well-being-toolkit-covid19">https://centerhealthyminds.org/well-being-toolkit-covid19</a>
<a href="https://childmind.org/coping-during-covid-19-resources-for-parents/">https://childmind.org/coping-during-covid-19-resources-for-parents/</a>
<a href="https://parenting-ed.org/parenting-information-handouts/early-childhood/">https://parenting-ed.org/parenting-information-handouts/early-childhood/</a>
<a href="http://specialneedstravelmom.com/blog/put-your-oxygen-mask-on-first-special-needs-parenting/">http://specialneedstravelmom.com/blog/put-your-oxygen-mask-on-first-special-needs-parenting/</a>
<a href="https://www.pbs.org/parents/thrive/parenting-during-coronavirus-you-are-enough">https://www.pbs.org/parents/thrive/parenting-during-coronavirus-you-are-enough</a>
<a href="https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019">https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019</a>
<a href="https://www.cincinnatichildrens.org/patients/coronavirus-information/family-resources/self-care-parents">https://www.cincinnatichildrens.org/patients/coronavirus-information/family-resources/self-care-parents</a>
<a href="https://www.npr.org/2020/08/07/900106265/20-questions-to-help-decide-whats-best-for-your-kids-and-you-this-school-year">https://www.npr.org/2020/08/07/900106265/20-questions-to-help-decide-whats-best-for-your-kids-and-you-this-school-year</a>

<a href="https://www.npr.org/2020/03/23/820228206/6-tips-for-homeschooling-during-coronavirus">https://www.npr.org/2020/03/23/820228206/6-tips-for-homeschooling-during-coronavirus</a>
<a href="https://www.loc.gov/families/">https://www.loc.gov/families/</a>
<a href="https://www.bbc.com/news/uk-northern-ireland-53368876">https://www.bbc.com/news/uk-northern-ireland-53368876</a>

## Appendix D - Reading Resources

The sources and descriptions for the Reading Resources web page are listed below.

<b>Resources on the Importance of Reading:</b> Reading is a vitally important skill for students to master and impacts students in a variety of ways.
<a href="#">The Helpful Professor</a>
<a href="#">Healthline</a>
<b>Reliable Resources for Quarantining of Library Materials:</b> Finding reliable information about safe books and material handling practices is important for libraries and patrons. The following sources are reliable and have done documented testing of how long the COVID-19 virus lives on materials.
<a href="#">The Centers for Disease Control</a>
<a href="#">Project REALM from the OCLC</a>
<b>Online Reading Resources:</b> There are many sites and organizations that are providing free online reading resources including some especially for the COVID-19 pandemic.
<a href="#">Khan Academy</a>
<a href="#">Dolly Parton's Imagination Library</a>
<a href="#">Teaching Books / Book Connections</a>
<a href="#">Library of Congress Teen Page</a>
<a href="#">Top 100 YA Book Blogs and Sites to Follow in 2020</a>
<a href="#">10 Free Reading Resources for Teachers</a>
<a href="#">We Are Teachers: Best Reading Websites</a>
<a href="#">Reading Rockets: Best Online Learning Resources for Educators</a>

<b>Free eBook Resources:</b> These sites and providers offer ways for students and teachers to read eBook for free (in some cases with a free 30 day subscription).
<a href="#">Audible</a>
<a href="#">Google Books</a>
<a href="#">Project Gutenberg</a>
<a href="#">Bookshare</a>
<a href="#">Epic Reads</a>
<a href="#">Scribd</a>

## Appendix E - Information and Media Literacy Resources

The sources and descriptions for the Information and Media Resources web page are listed below.

<b>Resources for Information and Media Education and Policy:</b> The following resources provide information on how to educate society on information and media literacy and the latest in policy.
<a href="#">Action 4 Media Education</a>
<a href="#">Center For Media Literacy</a>
<a href="#">Checkology from News Literacy Project</a>
<a href="#">Common Sense Education</a>
<a href="#">National Association for Media Literacy Education</a>
<b>Foreign language resources:</b> These resources offer information and media literacy information in Spanish and Portuguese. They also include a podcast and Facebook community support.
<a href="#">MediaInAction.eu - Proyecto Europeo de Alfabetización Mediática y Digital (Español)</a>
<a href="#">Ouvido Crítico, podcast (Português)</a>
<a href="#">ALFÍN - Alfabetización Informacional, grupo público Facebook (Español)</a>
<a href="#">MILObs - Observatório Media, Informação e Literacia (Português)</a>

## Appendix F - COVID-19 Reliable Resources

The sources and descriptions for the COVID-19 Resources web page are listed below.

<b>Public Health Agencies:</b> Public health agencies are considered to be the “gold standard” for health information. The information on their websites is updated frequently and is highly reliable.
<a href="#">Centers for Disease Control and Prevention (CDC)</a>
<a href="#">World Health Organization (WHO)</a>
<a href="#">Florida Department of Health</a>
<a href="#">Michigan Department of Health and Human Services</a>
<b>Reliable Public Health Nonprofit Organizations:</b> It can be more difficult to gauge the reliability of public health nonprofit organizations. The following resources are highly reliable and authoritative.
<a href="#">The Mayo Clinic</a>
<a href="#">The Cleveland Clinic</a>
<a href="#">American Academy of Family Physicians (AAFP)</a>
<a href="#">American Academy of Pediatrics (AAP)</a>
<a href="#">Altarum</a>

## Appendix G - Frequently Asked Questions Resources

The sources and descriptions for the FAQ Resources web page are listed below.

<b>Device and Online Platform Resources:</b> When students and parents have questions about device issues and online learning platforms, going to the source companies’ help pages can provide excellent information if school help-desk personnel are not available to help.
<a href="#">Chromebook Help from Google</a>
<a href="#">iPad Support from Apple</a>
<a href="#">Google Classroom Information from Google Support</a>
<a href="#">Google Meet information from Google</a>
<a href="#">Teacher’s Tech - How to use Google Meet</a>
<a href="#">Zoom video tutorials from Zoom</a>

**Resources for Finding Low-Cost or Free Internet:** Reliable resources such as the FCC and others can help families find sources for low-cost internet services in their area.

[High Speed Internet - Affordable Internet Programs](#)

[FCC - Companies providing internet resources during the pandemic](#)

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