

COVID19 Rapid Response
 Virtual Exchange Community Meeting #2
 April 30, 2020

Agenda:

- 12:00 pm: Start and welcome
- 12:05 pm: Resources recap/report back
- 12:08 pm: Coronavirus Rapid Response effort summary + Q&A as necessary.
- 12:20 pm: Connecting with education associations:
 - Association representatives will be asked to briefly share what they're seeing and hearing related to the pandemic and its impact and if they see opportunities for virtual exchange practitioners to engage.
 - Will ask virtual exchange community to share about their efforts and capability to advance global learning during the pandemic.
 - The goals of this dialogue are two fold:
 - To connect association leaders and virtual exchange practitioners and gain valuable intelligence on dynamics facing students and educators that can guide individual organizations.
 - To coordinate collective action based on needs and capabilities.
- 1:00 pm: Adjourn

Notes:

- *The zoom link is in the calendar invite. Please remember to use the password.*
- *We will be taking notes and sending them out after the meeting.*

Name	Title	Organization
Participants representing education associations		
Aman Dhanda	Director of Educator Engagement	ASCD
Margaret Reed Millar	Senior Program Director, State Leadership	CCSSO
Bernie Burrolla	VP, International Programs	APLU
Darla Deardorff	Executive Director	AIEA
Dawn Whitehead	Vice President	AAC&U
Melissa Torres	President & CEO	Forum on Education Abroad
Dale Lafleur	Senior Director, Academic Affairs & Internationalization	NAFSA
Mark Farmer	Director, Higher Education & Public Policy	NAFSA

Virtual Exchange Practitioners		
Carine Allaf	Senior Programs Advisor	Qatar Foundation International
Sarah Bever	Technical Advisor	IREX
Waidehi Gokhale	President/CEO	Soliya
Matthew Hightower	CEO	Class2Class
George Khalaf	Executive Director	Empatico
Chris Dubia	Executive Director	Mapworks Learning
Stefanie Ortiz-Cidlik	Executive Director	iEARN
Heather Halstead	Executive Director	Reach the World
Julia Sylla	Director of Programs	Qatar Foundation International
Lisa Roberts	Project Director	STEAMuseum
Christina Thomas	VP for Youth Exchanges	World Learning
Danica Harootian	Head of University and K-12 Partnerships	Natakallam
Stephanie Doscher	Director of Global Learning Initiatives	Florida International University
Keiko Ikeda	Vice Director – IIGE	Kansai University
Marjorie Tiven	Founder & President	Global Cities
Meg Glancey	Associate Staff Engineer, CBID	Johns Hopkins University
Stevens Initiative Team		
Mohamed Abdel-Kader	Executive Director	Stevens Initiative
Christine Shiau	Managing Director	Stevens Initiative
Henry Shepherd	Assistant Director	Stevens Initiative
Andie Shafer	Senior Program Associate	Stevens Initiative
Kyle Kastler	Senior Program Associate	Stevens Initiative
Manal Elattir	Regional Manager, Morocco	Stevens Initiative
Alanoud Alown	Regional Manager, UAE	Stevens Initiative
Haili Lewis	Program Associate	Stevens Initiative
Phoebe Amend	Program Coordinator	Stevens Initiative

Notes from meeting:

- *Format different from last town hall; brought people from associations to bridge the gap between VE community and those orgs/networks at both K-12 and HEI level, talk about what we are hearing from the field and constituencies to inform our response.*
- If you have more resources to share with us, send them to Haili Lewis on the Stevens Initiative team.
- Everyone on this call should have received an email from the Initiative on April 20th announcing our rapid response, which has three aspects. A grant competition accepting applications on a rolling basis until June 12. Share that with those in your network. Second, a training and mentoring track. We had the first of three webinars yesterday and next two on May 5th and 7th. Mentorship activities will kick off soon. Resources page is up and running.
- We want to hear from associations to understand what they are hearing their members and networks. This isn't an opportunity for sales pitches for specific VE programs but to think collectively.
- Aman Dhanda, ASCD: Top of mind right now is wellbeing of students and teachers, taking us back to the 'whole child' not just academically. And that applies to teachers. We are trying to provide not only content and PD but also a space to talk with colleagues around the world about how everyone is coping. A regular Twitter chat/space. Some great discussions and an open space to not only vent but also share successes. We've joined forces with PBS on some collaborative projects. And equity is at the top of the conversations. Long-known inequities have been highlighted. We don't want to go back to the old normal. An opportunity to readdress them. We will launch a campaign this summer to develop resources about equity to have ready for the next school year.
- Margaret Millar, CCSSO: Our members are overwhelmingly closed. Today we released a restart and recovery framework that we've been working on. Phase 1, how do we respond to the most urgent needs, like getting assessments waived and waivers of federal requirements in face of school closures. Things related to the CARES Act, support to schools for remote learning. Now that it has been a few months, we are looking to when schools reopen, the next phase. We've outlined a few buckets: continuity of learning, social-emotional needs. We have 60 staff and all are working full-time on the crisis, but we don't have capacity or expertise to do everything so we are looking for partners to step in and offer their support. We can do a lot to push things out to schools and districts, but we need help with the curation and are always looking for support on that.
- Darla Deardorff, AIEA: We work with leaders tasked with internationalizing their institutions. Since March, we've been holding weekly member town halls. One was on VE and there was a lot of interest. Stephanie Doscher from FIU helped moderate a town hall. Big issue, not just now but every time we survey members, is funding and resources. Bringing students home from study abroad cost a lot. Upcoming study abroad and international students not clear. If no study abroad, what are other ways they can work on internationalization? Not looking at VE as a substitute but as another tool to consider. The internationalization field has taken a big hit and will take time to recover.
- Bernie Burrola, APLU: similar to AIEA but specific to US, Canada, Mexico. Unknown whether study abroad will be an option for the fall. Policy, visas, family willingness all very unclear. Our

members are facing furloughs and layoffs with looming funding/budget cuts. How do you keep staffing to meet student needs if they want to go abroad, knowing mobility will likely be impacted at least through 2020? But there is also a lot of interest in VE. Some big systems are in better shape. Other members are now looking at cost, looking at options, to see how they can pivot to VE.

- Melissa Torres, Forum on Education Abroad: We did our annual conference virtually last week. We heard from members, and prior to the conference we'd done a session with Mary Lou Forward on COIL with over 900 participants. Tremendous interest in VE. There might have previously been resistance or fear, but now there is tremendous interest in complementing or enhancing existing pedagogy. To echo Darla and Bernie, there is fear of the unknown. Those I've spoken with are planning for the fall. No one is continuing with summer programming. They are doing dual preparation for in-person or virtual instruction. Some have asked us for guidelines for developing VE in a study abroad context. We announced standards of practice last week; they don't mention virtual but we may cover that in the future.
- Mohamed: we can help share knowledge for your standards of practice.
- Dawn Michele Whitehead, AAC&U: We have a wide variety of member institutions. We did a survey of presidents to hear what they think and need. We run a series summer institutes on assessment, high impact practices, etc. As a rapid response, we did a series of webinars on transformation. And a series working directly with faculty on what they can do to improve. We focus on equity and quality and we are hearing from our members that, as we rush toward remote learning, is it equitable? We are seeing increasing inequities. When students don't have opportunities to study abroad, how can VE become part of it? We are talking about virtual exchange in unfamiliar places. If we increase faculty knowledge of VE, that would be great. But we are also hearing a lot of financial concerns. VE will also be helpful there.
- Annie Ning, ISTE: We created Learning Keeps Going with many partners, open to more partners in providing resources to educators around the world. We want to help education ecosystems and linking educators with ed-tech tools in a centralized way, find useful tools. We may use some tools to meet demand of international students. Due to budget cuts, free tools might be helpful for providers or higher ed. And we have ISTE help desk, a platform where educators can ask questions. We have 20k members to answer these questions.
- Dale LaFleur, NAFSA: Education abroad: myriad cancellations and repatriations, reimbursing fees, figuring out future of study abroad in 2020 and 20201, considering new models including VE. Thinking about various ways to pivot. International students and scholars: some have been able to go home but others have needed ongoing housing and financial support. We need to consider new ways to engage students still on campus and those who returned home. International enrollment management anticipates reductions in 2020 and beyond. Thinking of online programs to keep them enrolled. Pivoting to large-scale online learning is a pain point for our members and we are trying to provide resources. International education leadership group; human and financial resources and financial/operational decisions, they are under immense pressure to keep the ship afloat, dealing with the issues of these other units we've been talking about and are sometimes having to make recommendations to provosts and presidents, very difficult decisions right now. And finally the teaching learning and scholarship group, primarily faculty from HEIs. They are helping to shift to online learning, whether they've done it before. They are asking for an investment in resources, training, infrastructure that can support shift to

online environment. NAFSA has been putting out a lot of resources since February and more is being developed. There are opportunities to collaborate. Another area is advocacy and we can make a bigger impact if we advocate together.

- Mohamed opens the floor to discussion.
- Darla Deardorff, AIEA; would love to hear from K-12 folks briefly about what they are doing, how they are addressing the situation and meeting needs.
- Stephanie Ortiz-Cidlik, iEARN: we do in-person and virtual programs and much of what you've said resonates for us. 100 students are still on our programs in the US and we are looking for ways to get them home safely. They are not in school so it is strange. With virtual programs, we are pivoting because we need programs to work differently than before. Creating virtual program for language learning to make up in-person programs cancelled for summer. Trying to anticipate what fall will look like, cancellation or late start, working on both possibilities, virtual and in-person. And we are trying to support educators, holding a weekly webinar series. Sharing activities that teachers can do with students remotely/online. Sharing tips and resources and created opportunities for teachers to gather to share challenges, best practices, lessons learned. We've waived our fees for now so everything is open to anyone who wants to participate.
- Christina Thomas, World Learning: we've extended deadline to sign up for our program. Seen a lot of interest. We wonder what access to tech will be. For in-person programs, health and safety is top priority.
- Lisa Roberts, STEAMuseum: our program is integrated into language class curriculum, not a freestanding program. Now that the learning has gone online, the teachers on both sides have their own curricular challenges that are priorities they have to meet, whether testing in Morocco or AP classes in Chicago. We've gotten the teachers together to share common challenges and strategies which has been really useful. Showing how they are teaching students from their living room. Our challenge is less in the short term and more in the long term. We need to be focused on the future after the summer. Can we use this time to plan for a more strategic use of tools, activities, curriculum, so teachers can be prepared and not build as they fly.
- Courtney Welsh, GNG: we've focused on classroom-based learning so we had to halt and create new version of that program to be home-based. Parents can register their children as individual learners and we've added some additional instructional and curricular content so young people can navigate fully on their own. It's required a host of new capacities including marketing to young people and educators, learning about what intervention and support young people need. When schools go back, whether in staggered ways or all at once, there will be a lot of individualized supports necessary. Personalized learning can be a helpful supplement while they work with small groups of students. And we're developing an offline version of our program for those who can't access it online. piloting that in the MENA region: key pieces of program will be a pdf we can circulate in grocery stores, maybe even a DVD, and use WhatsApp to communicate with students. Still a lot to be learned and figured out but that's what we are focused on now.
- Claire DeChant, Global Cities: most of our classes and schools across 50 cities closed abruptly. Some educators continued to work on curriculum but their e-classroom closed temporarily. There weren't enough students in each one of these smaller groups. Talked to educators, got info, and are currently reopening e-classrooms in small groups. Started to see some exchange online, relieved by. We were lucky that we are a program that does depend on in-classroom live instruction, but all resources are digital so teachers have been good at adapting materials to

work in their context, so it has been familiar to do continue doing that. Not all students will be able to participate this spring, an opportunity and not an obligation to participate. Some of the themes we're seeing in k-12: SEL is a big concern. Delivering food is a top concern in some districts. Before they can do virtual or regular instruction. A lot of students lack access to devices at home or they are sharing devices with family members. We're starting to see people be more involved in the program.

- Chris Dubia, Mapworks Learning: class-to-class programs have been challenging so we are expanding to clubs and after school activities. We are offering organizations for summer and fall to have free use of our platform, Narrative Atlas. Discussing that with orgs and NGOs. Happy to offer it for free if you are interested.
- Veronica Onorevole, ACE: value of VE in this context so we invite those of you in HEI to think of ways ACE can give more visibility to VE in this time.
- Mark Farmer, NAFSA: on the Hill, the focus is on providing relief. We've put various asks forward for ways to help education and prepare for a post-COVID world.
- Kat Hanson, World Learning/Virtual Exchange Coalition: we have a webinar coming up in May on humility and inclusive spaces.
- Mohamed: let us know if we can help facilitate communication among you call attendees. Please circulate the resources and opportunities we've rolled out. We look forward to reconvening in 4-6 weeks.

Additional links and contact information from chatbox:

Mark Farmer, NAFSA: markf@nafsa.org
<https://www.nafsa.org/sites/default/files/media/document/issue-brief-covid-19-revive-ie.pdf>

Veronica Onorevole, ACE: vonorevole@acenet.edu

Lucy Hayter, Generation Global: l.hayter@institute.global

Kat Hanson, The Experiment Digital: christina.thomas@worldlearning.org,
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www.experiment.org/digital

Virtual Exchange Coalition: <http://virtualexchangecoalition.org>

Chris Dubia, Mapworks Learning: chris@mapworkslearning.org

Darla Deardorff, AIEA: d.deardorff@aieaworld.org

Annie Ning, ISTE: jning@iste.org
<https://www.learningkeepsgoing.org/free-tech-for-learning>

Dale LaFleur, NAFSA: dalel@nafsa.org

<https://www.nafsa.org/professional-resources/nafsa-resources-operational-resilience>

<https://www.nafsa.org/conferences/2020-nafsa-econnection>

Dawn Whitehead, AAC&U:

<https://www.aacu.org/events/webinar-series-quality-equity-and-inclusion-during-covid-crisis>

Margaret Reed Millar, CCSO:

<https://ccsso.org/blog/ccsso-releases-framework-assist-state-education-leaders-planning-restart-schools>

Margaret.millar@ccsso.org

Melissa Torres, Forum for Education Abroad: torresme@forumea.org

<https://forumea.org/resources/standards-6th-edition/>

Aman Dhanda, ASCD:

<http://www.ascd.org/research-a-topic/coronavirus-crisis-resources.aspx>

<https://inservice.ascd.org/how-covid-19-will-force-education-into-the-future/>