



Online teaching and learning: COVID-19 Special Issue

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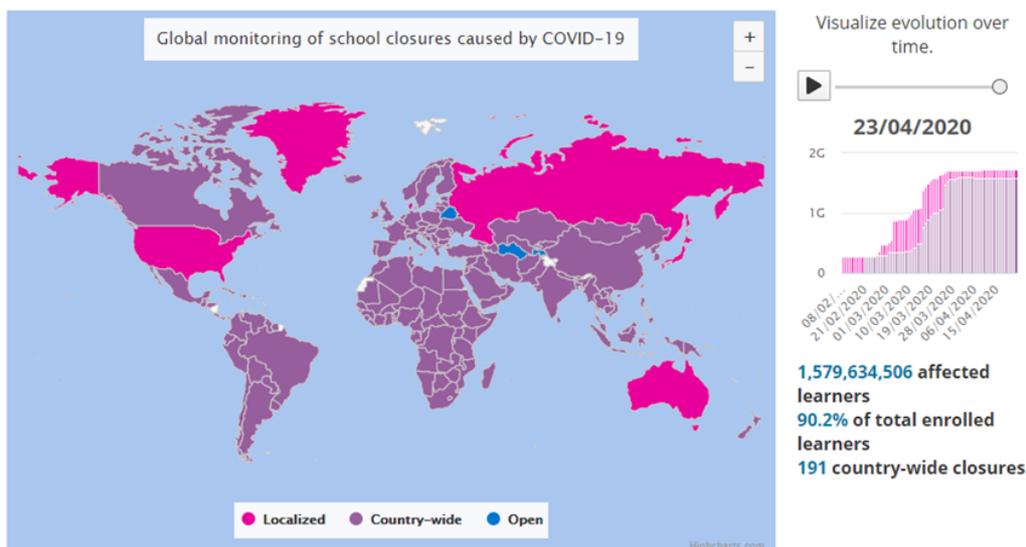
Abstract

JOFDL is supporting the education community worldwide during the COVID-19 pandemic by making available a collection of high impact, previously-published articles on online and eLearning in a single issue. This resource adds to the online teaching and learning ideas, inspiration, information and application for educators in these unprecedented times.

Keywords: online learning; online teaching; eLearning; COVID-19

Introduction

It is April 2020 and the world is in the grip of the COVID-19 pandemic. Most countries are in lockdown, being asked to “Stay at home. Save lives”. Lockdown has closed schools in most countries. UNESCO estimates over 90% of the world’s students are not currently attending school in the response to the pandemic, with over 1.5 billion learners affected (UNESCO, 2020). The move to online learning is happening very quickly and very widely out of pure necessity.



Note: Figures correspond to number of learners enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education [ISCED levels 0 to 3], as well as at tertiary education levels [ISCED levels 5 to 8]. Enrolment figures based on latest UNESCO Institute for Statistics data.

Figure 1. COVID-19 Impact on Education. UNESCO (2020). COVID-19 educational disruption and response. Enrolment data from the UNESCO Institute for Statistics. Used with permission.

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References

UNESCO. (2020). COVID-19 educational disruption and response. Retrieved from <https://en.unesco.org/covid19/educationresponse>

Biographical notes

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Alison is an information scientist and Director of Research at InfoSolutions. She conducts research in health information, and contracts in the education sector. She is a Fellow of the Library and Information Association of New Zealand Aotearoa (LIANZA) and has a Doctorate in Education. Her research areas encompass e-learning, online learner support, health information, library services, and continuing professional development. Alison is an executive member of FLANZ and Editor-in-Chief of the *Journal of Open, Flexible and Distance Learning*.

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