Blackboard collaborate

K-12 Saves Time and Money While Improving Student Achievement

In 2009, a South Carolina high school student is stricken with liver disease and needs a liver transplant. She is so committed to her studies that she takes courses live online through the South Carolina Virtual School Program (SCVSP) so she won't fall behind as she awaits her surgery. Then, during her recovery after a successful transplant, doctors won't allow her to go back to school out of fear of germs and infection. SCVSP officials permit her to take a full Blackboard Collaborate-powered course load online, enabling her to keep pace with her classmates and graduate on time. She even ends up going to college in Fall 2010!

At the same time, teachers at Kamehameha Schools Distance Learning are busy saving their indigenous Hawaiian language, which was banned after the overthrow of the Hawaiian monarch in 1893. By 1979, only 30 children under the age of 13 speak their native tongue, triggering a grassroots effort to revive the language. Today, Kamehameha SDL uses Blackboard Collaborate to teach high school students and adult learners within Hawaii, on the U.S. mainland, and across the Pacific. Averaging 40-50 high school students per semester, 50-100 adult learners monthly, and 40-50 educators quarterly, Kamehameha SDL has serviced nearly 1,700 learners since its collaboration-rich online programs began in 2006. Not only does Kamehameha emphasize instruction of students with diverse learning styles, it most importantly is the driving force behind reviving a language that was perilously close to extinction only a few years ago¹.

As today's educational environment grows increasingly data-driven, stories like the ones described above are rarely told as often as they should. In fact, when most studies discuss student success rates, student enrollment data, or student achievement, it's interesting how many neglect to mention the actual students and instead just focus on the data.

This white paper will quantify the success that K-12 schools throughout the world have had thanks to Blackboard Collaborate when it comes to increasing student outcomes while also saving time, travel, and money for professional development and meetings. It will also demonstrate several qualitative stories that show how Blackboard Collaborate has positively impacted many a younger student's life.

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In using [Blackboard Collaborate], we have been able to better meet the needs of our students, staff, and parents. We continue to implement live and recorded training and are pleased to have seen a dramatic increase in communication, support, and student achievement

Nichole McCauley Principal, AZVA's K-8



K-12 schools of all sizes, missions, and scopes face reduced budgets while enrollments and the need for operational efficiencies continue to grow. Administratively, they need to hold meetings, trainings, and professional development sessions more efficiently and cost effectively.

The ideal solution to this problem is a live collaboration platform designed for education that goes beyond web conferencing and traditional instant messaging to facilitate highly effective, engaging online instruction, help, and administrative meetings. Blackboard Collaborate enables K-12 schools to achieve their academic, administrative, and financial goals with the only collaboration platform built for education. The platform helps schools improve outcomes, reduce cost, and increase revenue by enabling anywhere, anytime, instruction, meetings, and help.

Increased Engagement Improves Student Outcomes at Arizona Virtual Academy

The more engaged a student is during a course, the more successful that student will be. For a decade, this adage has been applied to online courses that utilize collaborative technologies, but unfortunately, the problem has been that schools have been unable to find any quantitative data to support this hunch—until now. Over the last three years, numerous schools have found abundant results linking students engaged via Blackboard Collaborate's collaboration technologies to higher grades and test scores.

The staff of the Arizona Virtual Academy (AZVA) knows that all children are special, each with their unique strengths, weaknesses, and dreams. That's why the AZVA and leading online curriculum provider K-12 Inc., work together to ignite the minds of children, bringing learning and innate possibility to life. Through the use of Blackboard Collaborate, teachers have been able to more easily target students individually in their areas of weakness and assist them with their struggles. As a result, the school saw performance gains among at-risk students when they were required to attend collaborative online courses. Upon a regimen of required collaborative online reading, writing, and math programs, student reading scores improved by 25%, writing scores improved by 52%, and math scores improved by 17%. And then in the 2009-2010, those reading scores further improved by 22% and writing scores improved by another 31%.

Nichole McCauley, AZVA's K-8 Principal, says, "In using [Blackboard Collaborate], we have been able to better meet the needs of our students, staff, and parents. We continue to implement live and recorded training and are pleased to have seen a dramatic increase in communication, support, and student achievement."²

Collaboration for Improved Outcomes & Cost-Effective Meetings at North Carolina Virtual School

While AZVA utilizes Blackboard Collaborate in a handful of different disciplines, several school districts across the state of North Carolina use collaboration technologies in myriad subjects. According to Dr. Mack McCary, Chief Academic Officer of the Guilford County Schools, regardless of the subject matter, the districts have seen "astounding results" in student achievement, such as:

- Science students went from being 20% proficient in 2007-2008 to over 80% proficient in 2008-2009
- Students in two schools in a first year U.S. History class beat district averages by all scoring 100%, despite some students only having a 0.3-0.5% chance of scoring proficient
- Algebra 1 students scored 100% proficient
- ▶ 90+% of Geometry students scored 100% proficient

"I thought you might appreciate how much Blackboard Collaborate has meant to the principals and teachers," writes Dr. McCary. "Our teachers have achieved amazing student achievement results."

The Guilford County Schools work closely with the North Carolina Virtual Public Schools (NCVPS) to not only allow their students to take courses online, but also to allow their faculty to meet, network, and share with fellow faculty in other school districts across the state. Blackboard Collaborate is so flexible and comprehensive that NCVPS now uses it even more for non-academic purposes—such as meetings and professional development—than for classes.

McCary first started using Blackboard Collaborate as a means for connecting 'singleton' teachers. In other words, he would allow the sole French or AP teacher in a small school to connect live online with a fellow French or AP teacher at another small school somewhere else in the state. By building these peer groups, teachers were suddenly able to regularly meet live online in order to discuss, for example, how to implement new teaching practices or create assessment methods to help students improve test scores. Suddenly teachers had an entire statewide ecosystem at their fingertips where they could connect to one another. Bryan Setser of NCVPS has taken non-academic use of Blackboard Collaborate to a whole new level. In fact, he says, "NCVPS administrative staff uses Blackboard Collaborate in similar ways that our teachers do. In effect, our leadership meet live online much like our teachers and students learn in a live virtual classroom."

NCVPS seemingly finds new uses of Blackboard Collaborate each week. "We have had convocations in Blackboard Collaborate of up to 400 teachers during which we've played music, given away t-shirts, and done other fun things to build culture and community as well as conduct our business. Academic use was our initial goal. But once we saw [Blackboard Collaborate's] effectiveness we wanted to model it as a means of using it for non-academic and organizational uses," adds Setser. "By doing these large-scale events virtually, we've had significant cost savings because we didn't have the hard expenses associated with these events. And we didn't miss a beat by not convening them face-to-face."

For instance, on Mondays, NCVPS senior leadership meets via Blackboard Collaborate. The school has 21 senior staff members, 10 of whom attend the Monday meetings inperson in Raleigh, NC, while the other 11 attend virtually from around the state. Once this meeting concludes, each of these 21 senior leaders hold meetings via Blackboard Collaborate with their own teams and then all stay in-touch throughout the week as well.

"With Blackboard Collaborate, there's constant access to education from students and teachers," Setser says. "Everyone lauds Blackboard Collaborate for on-demand access to keep up with leaders and with each other. Had we not had the return-on-investment from Blackboard Collaborate, we'd be out of business."³

Studies Reveal Value of Collaboration

A 2011 survey conducted by the Clarus Research Group revealed that education is transitioning to the new "connected learning" networked economy, which requires technological skills development for increased global competitiveness in education. This survey, which was sent to post-secondary educators throughout the United States but is highly relevant to secondary educators as well, found that

85% of respondents believe technology plays an increasingly large role in student engagement and participation.

They said most students seem to enjoy using technology in the classroom and also indicated technology enables teachers to tailor lessons to the needs of each student, rather than leave some students behind or pace teaching for the slowest learners. Teachers who have used computers to teach math, for example, found that the technology allowed students to progress at their own pace, while also freeing the teachers to spend more time with students who needed extra help.

83% of respondents considered educational technology critical to preparing students to compete in a global economy and ensuring their employability after graduation.

The survey concluded that increased availability of collaboration tools is helping to foster teamwork and projectbased learning. The majority of people surveyed indicated they see potential for technology to improve student employment prospects, distance education opportunities, student engagement, communication and collaboration, and research capabilities. Most also said they see technology as a way to reduce costs. Other findings included:

- Using "presence" technology in teacher training and staff development
- Using technology to reduce administrative costs and improve cost-efficiency
- Embedding video and multimedia in the learning process
- Investing in data-driven assessments and decisionmaking systems
- Expanding online international education⁴

With such a large-scale survey finding data that overwhelmingly points to the need for collaboration technology for instruction, help, and meetings, it's no wonder that many school districts today already use Blackboard Collaborate for countless teaching and professional development opportunities.

Idaho Digital Learning Academy Saves \$350,000 in One Year via Virtual Meetings & PD

For instance, the Idaho Digital Learning Academy (IDLA), a state-funded virtual school for all of Idaho, had used Blackboard Collaborate voice authoring technology since 2002 as a means of helping its students learn languages. But it realized that it could get more value from its collaboration software by expanding its breadth, so in 2008 IDLA created Idaho Live, a self-branded version of Blackboard Collaborate. Via Idaho Live, IDLA offers live virtual:

- Office hours
- Math tutoring
- Guest speakers
- Collaborative projects
- Archived recordings

By offering highly engaging online collaborations, students and teachers can communicate via audio, video, application sharing, and chat to bring key concepts to life. For example, when the economy was a hot topic in 2009, IDLA held a weekly guest lecture led by a stock market expert who remotely taught Idaho students about finance and stocks. These guest lectures were unique additions to the usual Idaho Live collaborative sessions such as math and science tutorials given by teachers to students throughout the state.

"I've been involved in numerous ed-tech projects since the 1990's and I've never seen a tool adopted so quickly," says Dr. Cheryl Charlton, CEO of IDLA, recalling the immediate interest in Blackboard Collaborate.

With instructional uses of Blackboard Collaborate proving so successful so quickly, IDLA realized that Idaho Live should be used to support professional development as well. Upon this realization, teachers and administrators from throughout the state began meeting live online via Idaho Live for everything from principal and teacher interviews, to board meetings and software training.

Before Blackboard Collaborate, traditionally, K-12 teachers throughout Idaho had to drive up to eight hours one way to participate in professional development seminars. But with state budget shortfalls in both 2008 and 2009, the state mandated that travel time had to be reduced and therefore

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turned to IDLA's Blackboard Collaborate web conferencing license to help meet live online. In addition to saving dollars on travel, gas, and time out of the office, online meetings also increased attendance. According to Dr. Charlton, Idaho Live has a statewide impact on:

- Reducing travel costs
- Increasing opportunity and access to information
- Increasing professional development opportunities statewide
- Reducing lost instructional and administrative time

IDLA survey data provides quantitative confirmation of the perception of savings. By holding live online meetings and professional development sessions in 2010, the state of Idaho:

- Saved \$350,000 in mileage reimbursement costs (Additional cost savings, such as overnight accommodations, meals, etc. not included)
- Eliminated 21,000 "out of office" hours
- Saved 700,000+ travel miles
- Saved 11,681 gallons of gasoline
- Trained more than 1,000 teachers throughout Idaho and an additional 1,364 have viewed archives
- Had 100% participation of Idaho regions in online meetings
- Reduced its carbon footprint by eliminating 760,000 pounds of CO2 from the atmosphere⁵

Like IDLA, several other statewide virtual schools and/or departments of education have had great success when it comes to both reducing costs and travel and improving student achievement.

Stellar Success Rates while Reducing Staff Travel at South Carolina Department of Education

"Our last report showed an 88.8% success rate," says Bradley Mitchell of the South Carolina State Department of Education when explaining the percentage of students that passed their courses at the South Carolina Virtual School Program (SCVSP).⁶

This figure is remarkable when compared to the South Carolina state average success rate of 65%. But in this case of SCVSP, its results far exceed state averages thanks in large part to a full curriculum of highly-engaging and effective online courses powered by Blackboard Collaborate.

Operated by the South Carolina State Department of Education since 2007 to improve graduation rates, SCVSP enables students to take up to three fully online courses per year to get ahead or to get help if falling behind. SCVSP, ranked second in the nation for online guidelines, policies, and accessibility by the Center for Digital Learning, offers a full curriculum across all subjects, allowing students to re-take a class they might have failed or to take an AP course that may have been cut from their regular schools due to budget shortfalls.



Our last report showed an 88.8% success rate.

Bradley Mitchell South Carolina State Department of Education To make its virtual classes—which are held entirely online as effective and engaging as possible, SCVSP relies on Blackboard Collaborate. 20 teachers teach more than 10,000 students each year, all of whom live throughout the state. They engage via audio, video, and application sharing to ensure each class is highly collaborative because, as data shows, the more collaborative a class is, the better the students perform. And with SCVSP's 88.8% success rate, this rings truer than ever.

"We use Blackboard Collaborate in our virtual school program for conducting online course sessions with students and virtual office hours," explains Mitchell. "But we also use Blackboard Collaborate for most of our meetings and teacher trainings."

Like many other states since 2008, South Carolina schools must balance a growing need for operational efficiencies and effective meetings, training, and professional development with a decreasing budget. Enter Blackboard Collaborate.

"Due to budget cuts and travel funds being reduced, we use Blackboard Collaborate to conduct professional development courses and different meetings statewide rather than travel out to the school districts," adds Mitchell. "We can conduct the trainings basically same way we did them faceto-face. A lot of other offices use Blackboard Collaborate in similar ways. So instead of conducting a training in which state trainers went to into a school to meet with the principals or teachers, now, because we're unable to provide reimbursements, we simply offer online sessions with administrators from the school districts rather than travel."

"The state superintendent cut all travel completely in the last three months," Mitchell added in February 2011. "We now have a lot of committee meetings where our state team meets with the administration of local school districts. We conduct four or five of these online per month."

Schools in neighboring states can relate.

Cobb County School District Saves Thousands

In suburban Atlanta, the Cobb County School District proudly created its Cobb County eSchool in 2001, a virtual high school that has used Blackboard Collaborate since 2005 to offer engaging online instruction to more than 1,300 students in 45 courses ranging from math and science to foreign languages.

In 2008, due to budget constraints and a small staff, the school district's Office of Accountability decided to migrate from face-to-face personnel trainings to online training delivered via Blackboard Collaborate; a seemingly "daunting task" seeing that this is the second largest school district in Georgia, with more than 8,000 teachers and 115 schools spanning over 70 miles.

IDEAL-New Mexico saved \$1.5 million in expense reimbursements and lost productivity.



By using Blackboard Collaborate for its faculty and personnel trainings, administrators and instructors no longer have to travel to a central location to receive training and can now participate from their offices or classrooms. In a given year, the county saves nearly \$6,000 in mileage reimbursement costs and almost \$18,000 in terms of lost productivity, for a total annual savings of \$23,500. Cobb County demonstrates how comprehensive and impactful the Blackboard Collaborate platform can be for rich online instruction and meetings.⁷

Meanwhile, on the other side of the country, school officials throughout New Mexico strategically use Blackboard Collaborate as well.

IDEAL-New Mexico Saves \$1.5 Million for Statewide P-20 Education

"Blackboard Collaborate is a mechanism that saves money for New Mexico. Traveling to one central meeting point has become obsolete. It's just so convenient and empowering to be in a different location but collaborate as if you're in the same room," says Ryan Ussery, Technical Support Specialist, IDEAL-NM.

Created by the New Mexico state legislature in 2007, IDEAL-NM provides eLearning services to New Mexico P-12 schools, higher education institutions, and government agencies in order to reduce geographic and capacity barriers to educational opportunities while increasing the digital literacy skills students need to participate in a global economy. Supporting e-learning initiatives across the state, IDEAL-NM's mission is to supplement traditional courses by offering high quality, rigorous, and standards-based courses in a flexible manner.

In addition to virtual teaching, IDEAL-NM also provides training, technical assistance, and helpdesk support to P-12, higher education, and state agencies developing and implementing online learning programs through their individual learning management systems.

There are now 17 state agencies that have developed web portals through IDEAL-NM and are developing online professional development and training courses and programs, which result in significant travel and personnel costs. Already, the agencies have reported significant cost savings and efficiencies resulting from the implementation of online professional development and training programs. IDEAL-NM relies on Blackboard Collaborate as its statewide web conferencing system that allows teachers, site coordinators, technology coordinators, online professional learning communities (PLC), and local school districts to participate in real-time online training webinars. Usage for these meetings has increased exponentially, growing from 90 users in 2008 to 2,309 users in 2010 who participated in nearly 30,000 user sessions!

Blackboard Collaborate has accelerated the rate at which teachers new to e-learning become proficient in teaching online—while eliminating their need to travel to meeting sites. This has led directly to significant cost savings for the state. After 1 year of holding live, virtual meetings and training sessions via Blackboard Collaborate, IDEAL-NM's IT team surveyed 24,000 statewide staff (10% of whom responded) and calculated numerous savings and benefits of using Blackboard Collaborate as the preferred alternative method to traveling to meeting sites.

Not only did 2,301 out of 2,479 respondents say they were 'totally agreeable' to web-based training or video conferencing, but IDEAL-NM found those respondents had made 7,202 trips in 2008, each of which averaged 223 miles round-trip. They also found that those trips covered approximately 1,606,700 miles for which the state had to spend \$642,680 in reimbursement funds.

IDEAL-NM then discovered that statewide staff, when driving in 2008 to meeting sites, used 89,261 gallons of gas and spent 6,048 nights in hotels, which the state paid \$586,656 to reimburse.

Therefore, in just one year of using Blackboard Collaborate to conduct live online meetings instead of having thousands of attendees drive to meeting sites throughout the state, IDEAL-NM estimates it saved the state:

- \$642,680 of mileage reimbursements
- \$296,352 of meals and incidentals reimbursements
- \$586,656 for more than 6,000 hotel night reimbursements
- 10,175,754,000 BTUs (114,000 BTU per gallon saved)
- \$1,525,688 of total cost savings/reimbursements in one year

More than \$1.5 million saved. That's quite a bottom line.

This white paper has discussed helping students in rural areas, those homebound with health problems, and those who simply need supplemental instruction. But what about students who have behavioral problems that can get in the way of learning? Blackboard Collaborate helps there, too.

Helping Troubled Youth While Going Green in the United Kingdom

According to Matt Jackson of the United Kingdom's Somerset County Council's Alternative Provision,- Blackboard Collaborate has been "invaluable" in helping his team teach this group of extremely at-risk students. 'Alternative provision' is a segment of UK organizations that offer learning to students who have been expelled or unable to attend a physical school for various medical or disciplinary reasons

In its 2008-2009 year, Somerset County Council had 143 pupils, 141 of whom successfully re-integrated into their next unit, thanks in large part to the online courses via Blackboard Collaborate. In fact, those remaining two pupils who didn't initially re-integrate into schools after their first year at Somerset fully integrated a year later.

"Blackboard Collaborate is invaluable to our teaching because we can do it easily and safely, which is important because the majority of our pupils have behavioral issues," says Jackson. "For example, we've found a lot of synchronous teaching techniques that work well for us. We don't allow our teachers to use video because if a pupil chucks a chair across the room, no one will see it. And then eventually those issues – like a chair being thrown across the room – diminish to the point that their behaviors no longer have those high levels of problems. So when they re-enter a regular school they're in a much more manageable stage because they no longer expect a reaction."

But Jackson stresses that Blackboard Collaborate simply makes online learning more natural. "Kids today after school go home and watch TV, turn on a laptop, or play X-Box," he explains. "If we engage them in a similar environment they'll engage with us more easily."

Heading into their Fall 2011 school year, Somerset expects a similarly high enrollment, even though the number of exclusions (expulsions) from schools has gradually been going

down. Jackson says that he's seeing students who need online instruction coming from different areas now, such as pupils with medical or special education needs such as those with ADHD or autism.

"The biggest selling point for us for using Blackboard Collaborate is that it's a stable platform, it's easy to use, and it's basically an online version of a physical class," says Jackson. "We also like that the fact you don't have to come in to an office and teach and our teachers can teach from their homes. We have one teacher in mid-Wales who comes here once a month now because he teaches from his home. Because of Blackboard Collaborate, he could move to Wales and can run his business alongside running his tutoring."

And Blackboard Collaborate helps this school, like all others, go green.

"There's no carbon footprint, we don't have to worry about getting stuck in traffic on the way to school, if you're not well you don't have to take off work if you can be well enough to work from home for an hour. Teachers get bad colds and we had one teacher was in a bad car accident and could teach from home even though she couldn't drive. It's the flexibility; the fact you can call someone else in from the outside," he says.⁸

And bringing in experts from the outside can truly help any student. Even those already excelling.

Adding AP Courses and Additional Help to Enable High-Achieving Students to Further Excel

Sometimes, 90 minutes just wasn't enough time for Charlie Cappelli to grasp a difficult concept in his Advanced Placement Statistics class. That's why Capelli, a senior at Central West Bucks High School (PA), was so grateful for an innovative technology program started by teacher Leeanne Schrier. By attending an online virtual classroom run by Schrier at night, Cappelli was able to make it through the class in the Fall 2011 semester. "It helped reinforce the materials we learned in class," says Cappelli, who was featured in a video presented to the Central Bucks School Board recently. "With the speed of an AP class, the webinar gave us extra study time."

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Central Bucks Superintendent Dr. N. Robert Laws called the embryonic program "spectacular." "So often we hear of the mythical teacher whose job is 8 to 3," says Laws. "This is the kind of stuff that goes on and no one notices." The virtual classroom includes a number of features that enhance the math program for Schrier's students. Schrier uses the virtual classroom for review sessions before major assessments. Students can choose to participate if they have specific question, or can listen in to questions other students might have.

Schrier pioneered the system [in 2010] with her Advanced Placement Statistics class. She held five sessions, each lasting up to two hours, with between 15 and 20 students participating at any one time. In all, 30 of her 44 students attended at least one session. This semester, Schrier has expanded the program to include her AP Geometry and Accelerated Pre-Calculus classes.

Senior Christine Prouty says that she never knew learning at home could be so fun. "Everything runs smoothly," she comments. "It's so easy to participate and ask questions. I've never had a class before where I was able to have a review at home that was so informative and helpful."

Schrier tries to keep each session student-focused. She schedules them at a time that is most convenient for her students, and lets them steer the direction of material covered. As for the time she spends at night online, Schrier said she's happy to do it because of the positive feedback from students and parents. "It's a powerful and valuable tool for my students," she says.⁹

Teaching Future Teachers to Teach while Saving Money at UNC-Charlotte

Blackboard Collaborate even helps future K-12 teachers receive feedback from their instructors while they're still in college. At the University of North Carolina Charlotte's Education department, supervisors use Blackboard Collaborate to hold live, remote observations of student teachers who are located in K-12 classrooms throughout the state of North Carolina.

"At first we thought we could have them video tape the observations, put the tape in the mail, and send it to us, so we could give them feedback in a couple of days. But we found that immediate feedback via Blackboard Collaborate is what's so important in the supervision process. The students love it too because they can know exactly what they did right and wrong immediately," says Dr. Teresa Petty, Assistant Professor and Online Program Coordinator at UNC-Charlotte.



Everything runs smoothly. It's so easy to participate and ask questions. I've never had a class before where I was able to have a review at home that was so informative and helpful.

Christine Prouty Senior, Central West Bucks High School (PA) "Our university supervisors are reimbursed 50 cents per mile, so when we take into account all of the students we have using these remote observations and the amount of miles that would be traveled, we find the amount of money saved is tremendous. And time saved is even a bigger issue for our professors because of their limited resources, so teaching live online really helps save time as well. Blackboard Collaborate eliminates any geographic limitations and enables our outreach beyond our state, and can increase the number of student teachers," she adds."¹⁰

As if all the data above wasn't testament enough to how collaborative technologies can help improve student outcomes, the country's leading professional development association conducted an exhaustive study in 2009 and too found that educators need to better engage students online. The report concludes, "Professional development is...most effective when teachers actively engage in collaborative professional communities focused on instructional improvement and student achievement."¹¹

It's ultimately the flexibility of Blackboard Collaborate that enables K-12 schools to see such promising results when it comes to improving student achievement as well as saving time, travel, and money. And its this flexibility that can even make learning so fun. After all, learning can't be serious all the time, right?

Kids Say 'Hi' to Santa Claus - Virtually

Because of funding cut backs in 2010, Worcester, Massachusetts's city government eliminated the holiday festival component of its annual tree lighting ceremony, which for years included a visit from Santa. The parents, upset their children couldn't meet Santa, naturally complained, so local television station WCCA got creative.

Utilzing Blackboard Collaborate, WCCA offered people the opportunity to come to its studio to allow their children to talk directly to Santa via its 'North Pole Cam.' WCCA set the kids up in the lobby with a large screen TV and set Santa up in a conference room in front of another large screen TV rigged to look like a window with curtains, a view of his workshop, and snow falling. Then, as the kids came into the studio with their parents, Santa would start talking to them and they could chat back with him (via Blackboard Collaborate). "It was great. I'm thinking this may become a tradition at the station staff member. "The staff couldn't believe we pulled it off. Thanks again for producing such versatile software."¹²

Saving time. Saving money. Improving Grades. Improving lives. Thanks to innovative K-12 schools and Blackboard Collaborate.

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