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Class One

Section I: iNacol

1. Who is iNacol and what do the letters stand for?
iNacol stands for international association for K-12 Online learning. It is a non-profit organization that is the largest, active community transforming the future of learning by promoting online, blended and personalized education.

2. Who are the members of iNacol
There are a large number of members in iNacol including 3,800 educators and administrators, along with 2,000 teachers. In addition, individual schools/districts, state education agencies, charter schools, university programs, nonprofit organizations, research institutions and providers of online and blended programs are all members of iNacol.

3. What is the mission of this organization?
The mission of iNacol is to ensure that all students have a high class education that makes them successful in the future and personalized education for students to be globally competitive.

4. How can online learning bridge achievement gaps?
Online learning can bridge access and achievement gaps by giving students everywhere access to the best education by allowing them to advance at their own pace and be taught by a great teacher. In the end, leveling the playing field for all.

5. What is competency-based learning?
Competency-based learning is outcome driven and the redesign or transformation of education. It allows personalized education for each student with engaging resources. The idea is that student advancement and success should be based on subject mastery rather than seat time or percentages in a traditional classroom. It allows students to excel to their full potential based on mastery of the subject while demonstrating application of their knowledge.

6. Why aren't all states advocating online and blended learning?
All states are not advocates of online and blended learning because they are blocked by out of state policies and regulations. iNacol states that we must advocate for quality assurance and build learning models for each student.

Section II: Distance Education Terminology

1. Asynchronous Learning: Opposite of synchronous learning, in which it is a form of communication that takes place between two or more people over a period of time, therefore all people involved do not have to be present at the same time to interact.

2. Blended Learning: A mix of a traditional school where there is supervision for the course and an online course where the student has control over the time and place of when they are working on the course.

3. Brick and Mortar Schools: A "typical" school or traditional building where students attend, as opposed to an an online school that takes place at home.

4. Course Management System: A system that manages the online course. For example, the software for creating and editing the course, communication tools that are used and other features that are included in the course.

5. Distance Education: A broad term for any type of education that takes place away from others in space, but not necessarily in time.

6. Face-to-Face: When two or more people meet to see one another in person

7. Online Learning: A type of education that is provided mainly over the internet

8. Synchronous Learning: Opposite of Asynchronous Learning in which, two or more people are present at the same time to interact.

Section III: Chapter one ... A History of Online and Blended Instruction in the US

<u>INTRODUCTION</u>

1. Supplemental Online Classes: Supplemental online programs, also known as part-time programs, offer a small selection of courses to students who are enrolled in a traditional school. The idea of the supplemental online classes is to level the playing field for all students no matter where they are located. At the virtual school's highest point, state schools were working in thirty-one states and served 450,000 total course enrollments. However, since then four states have closed their program, but the number of students increased to 740,000. This likely shift is due to the increased role private providers have in some states and in others underfunding or defunding has caused an impact on the program. With some states closing their virtual program

and some states thriving, such as Florida and Utah, there is an opportunity for states to offer a course choice program that allows students to choose to take a course from one of multiple providers, a district cannot deny a student's request from out of district course and the funding follows the student at the course level. Today, seven states have this choice program, sadly their numbers are low.

2. Full-time Online School: Full time online schools, also known as cyber schools, enroll students who are mainly in the online school. Like a traditional school, full time online schools are responsible for their students' scores on state tests and offer a diploma. In addition, they are responsible for all requirements stated by the No Child Left Behind. The number of states that allow full-time online schools continues to grow, however Pennsylvania was the first to see a large increase in the number of schools and students. In fact, in 2013 Pennsylvania graduated 1,500 students.

3. District- Led Programs: Due to students' needs for flexibility and individualization, some traditional schools or district led programs have been growing. This has been driven by the fact that there is an increase in the acceptance of the effectiveness of online learning, the increase in available software and content, and competition from state virtual schools. Around seventy five percent of districts around the country are making online classes available to students however, only a small percent of students are taking advantage of the opportunity due to recovering credit, dual credit courses, etc. Fortunately, some schools provide a computer lab where students have access to these courses. In addition, relatively few district offer a comprehensive set of online courses to a number of students who are hospitalized, homebound or are unable to attend physical school for some reason.

4. Blended Learning and fully Blended Schools: Blended learning is the idea that a student learns online at their own time and pace, as well as, in a supervised brick and mortar location away from their home. Therefore, blending learning incorporates students working at home and at a physical site. It is hard to say how many schools have blended learning. This is because some schools have blended curriculum for a certain department. Therefore, that does not categorize them as a blended school. I think the importance of this section is to note the advantage of students learning online at their own time, along with having to physically go to a location is a perfect mix of independence and supervision.

KEY POLICY ISSUES

1. Online course requirements: As of 2013, Alabama, Florida, Michigan and Virginia require students to complete an online course to graduate. In addition, North Carolina and Arkansas are

in the process of putting that requirement on students before graduating. I think the important take away is that education is changing right along side with technology. The computer is a great source of knowledge for students' individual needs. Therefore, since there are more resources available I believe that is why states such as Georgia, New Mexico, Massachusetts and West Virginia have passed a rule to encourage students to take an online class.

2. Student achievement: Research from decades ago show that K-12 online and blended courses can work. However, even those K-12 online can work, it doesn't mean that it will work. Some factors, such as how well a teacher is trained, can change the outcome. Also, some online courses are current pedagogy, while others are not as current, which can change the outcome. It is a challenge for policy makers to determine if online courses will work however, online providers attract students from all over the state so they have a larger group to work with.

3. Findings: Like anything, K-12 online and blended learning have evidence that shows positive and negative outcomes. Researchers have referred to this case as no significant difference. However, two findings I thought were important were the two positive findings out of the four listed. The first states that K-12 online learning can help those who were expelled or dropped out. I thought that was a great way to change a negative situation into a positive opportunity for those students. The other finding stated that K-12 online instructors have skills similar to those in face to face instruction. I think it is important to find those skilled instructors that make learning unique for each individual.

4. Funding: Some funding methods are appropriation used for state virtual schools, standard average attendance or average daily membership used by district programs. However, on a different route, some courses are funded based on performance. For example, in Texas the state funds the home district for courses being successfully completed. Also, Florida funds the course with an end of the course exam. Lastly, a new type of funding is course-level funding that follows the student.

5. Conclusion: With K-12 Learning online grouped into supplemental online classes, district led programs, full time online learning and blended learning, new directions are evolving. With single district programs being the fastest growing of blended learning and most district programs being blended, students have a new individualized way of learning. In addition, an amazing proposal on special needs students increases the availability of online classes to those students, therefore no child is left behind. Lastly, the common core standards are making their way into online learning. Therefore, online and blended learning is becoming more popular and will only become even more popular according to research.

Section IV: Infographic

1. Written: The written era took took place from 1728 until 1840, which was a total of one hundred and twelve years. In Boston of 1728, the first distance learning course evolved with lessons sent through the mail. Then in Great Britain during 1840, shorthand was taught by correspondence.

2. Radio: The radio era started in 1922 and ended in 1965. During that time, Penn State offered courses through the radio in 1922. Three years later in 1925, two hundred or so colleges and universities were given radio broadcasting licenses. Lastly, in the year 1965 the first telephone based education was offered at the University of Wisconsin.

3. Television: The television era started in 1968 when Stanford University offered instruction for part-time engineering students through their television network. A year later the department of defense created the internet known as ARPNET. Lastly in the year 1971, Ivan Illich, a known social critic, wrote "Deschooling Society" which told about computer based education.

4. Online: The online era started in 1976 and ended in 1994. It started in 1976 when the University of Phoenix was founded to give working adults options for flexible higher education. It continued in 1982 when CALC was established. Then, in 1992 the Electronic University Network offered a PhD. program through the America Online. The era ended in 1994, when the first online curriculum was introduced by CalCampus.

5. Modern: The modern area began in 1995 and is still going on. Many significant events occurred starting in 1995 when Western Governors University founded 19 US governors to help Western states maximize education resources through distance learning. In 1999, the world was introduced to Blackboard and eCollege which were new education tools. In 2003, eighty-one percent of colleges had at least one online class. With that being said, six years later in 2009 the number of students taking one course online reached 5.5 million. Lastly, in 2014, 98%percent of public colleges and universities offer online programs. As for the future, it is said that in the next five years, 90% of academic leaders believe the majority of all college students will take at least one online course.