Collection

Users can Collect posts into a printable, sortable format. Collections are a good way to organize posts for quick reading. A Collection must be created to tag posts. More Help

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Thread: **Posted Date:**   June 16, 2013 11:51 AM
New Learnings about Distance Learning   **Status:**   Published
Summaries by Friday
Post:
RE: New Learnings about Distance Learning
Summaries by Friday
Author: **Kimberly Fletcher**

I do agree that online classes take a lot of self-regulation, and if a person does not have that then they will either be failing the course of have to drop out. I also agree that this is an avenue for students to acquire a higer education. If a person wants a better life for himself/herself then they will find a way to accomplish that. College only offers so much then it is up to individual to take advantage of all opprotunities.

(Post is Read)

Thread: **Posted Date:**   June 15, 2013 8:34 PM
New Learnings about Distance Learning   **Status:**   Published
Summaries by Friday
Post:
RE: New Learnings about Distance Learning
Summaries by Friday
Author: **David Lankford**

Higher Ed Source: http://chronicle.com/article/Elite-Italian-University/139561?cid=megamenu
In this article, Megan Williams reports on the Polytechnic University of Milan as they wade knee deep into converting their graduate level courses from Italian to English as the language of instruction and administration.
In a twist on the democratization of education through MOOCs which are primarily in English, here is a European university of engineering adopting English in order to provide more global opportunities for its graduates. I agree that by teaching in English their graduates will be able to locate products and services globally. But, think the real benefit will come in the form of Professional Development as those English speaking graduates can now take, understand, and pass a larger offering of MOOC courses. In

time, they will be able to obtain academic credits for these courses as well.

I am concerned that students who don't speak English would need to transfer to a more Italian based university. A witness in the article called this "linguistic discrimination."

I took a Geology course in college in Spanish. It was an advanced course and I had taken by then several Geology courses in English so I did well in the second language. I therefore know both how hard it is to achieve a 4.0 in a second language and how possible and practicable it is as well.

Flipped Classroom Source: http://chronicle.com/article/Its-a-Flipping-Revolution/138259/

This article is written by a professor of chemistry who began using the Flip method with altered classroom pedagogy. I particularly like his emphasis on the emotional connectivity with his students and how that evolved as he used more and more flip classes.

This quote:

> they explain, articulate, argue, and listen. Those critical communication skills are notoriously hard to "teach," but here at the intersection of technology and diversity, they have arisen spontaneously, as a matter of necessity.

explains one of the intangible benefits to flipping a class. Because flip empowers the student, they become more self-reliant and relearn the art of communication. As we are doing in this class right now. As a boy, I remember how my grandfather taught me to work in wood and metal. I made many mistakes, he offer corrective advise and what I really learned was how to solve problems and quickly find answers. That was well before the Internet, four decades ago.

If Steven Neshyba's observations are accurate, perhaps flips will have more intangible benefits like teaching students to articulate, argue, listen, and to explain their observations and questions.

K 12 Education source: http://www.edutopia.org/stw-kipp-critical-thinking-professional-development-teacher-tips

I loved reading this article, because with all the news on MOOC, Common Core, and Testing, I found this refreshing to see a successful pedagogical technique in practice and being shared amongst K-12 teachers in KIPP. The advice here can be distilled to learning how to ask questions.

Teachers create a "framework" to support their lessons and use Blooms Taxonomy(2) to create questions that lead students to discover the content identified in the framework of the lesson. Obviously, TPACK applies and so this article on KIPP is applicable to all K-12 schools. It is about teaching students to reason and question and through mastery of that technique the students learn that knowledge is power.

(Post is Read)

Thread:		Posted Date:	June 15, 2013 3:13 PM
New Learnings about Distance Learning Summaries by Friday		Status:	Published
Post:			

RE: New Learnings about Distance Learning

Summaries by Friday
Author: **David Lankford**

Dr. Wilson should we be commenting on eachother's selections or reviews?

David

(Post is Read)

Thread: **Posted Date:**   June 15, 2013 12:54 AM
New Learnings about Distance Learning   **Status:**   Published
Summaries by Friday
Post:
RE: New Learnings about Distance Learning
Summaries by Friday
Author: **Monica Crane**

<u>Flipped Classroom:</u>

<u>Case Studies and the Flipped Classroom, Journal of College Science Teaching</u>

I chose this article about the flipped classroom because it was the first time that I had seen anything about the concept being used in the college setting. Most things that I had read and researched up to this point dealt moslty with K-12 ... In any case, this particular article focused on STEM teachers that taught case study classes such as chemistry, architecture, biology, anatomy and physiology.

That article starts out stating 7 advantages of the flipped classroom that would apply in any subject area. Examples include, students moving at their own pace, ability to customize and update curriculum as needed and the ability for teachers to gain better insight into abilities of each student. In addition, 15,000+ members of the National Center for Case Study Teaching in Science Listserv added another 6 advantages that applied to their subject areas that included case study work. Some of those were that teachers can spend more time with students on authentic research, students who miss class due to academic or sports related reasons can watch lectures while they are on the road and that students tend to be more actively involved in their learning process.

There were a couple of downfalls cited but they were easily rectified ... One was that students who were new to the concept seemed to be resistant to the change and often come to class unprepared. However, by giving a short quiz online or by requiring homework based on the flipped lessons, teachers were able to get the students to be more involved in their learning via this method. The other downfall was the ability to find the videos needed to teach all the

lessons - If they were not available online via Khan Academy or Bozeman Science, then teachers needed to create their own which obviously takes a great deal of time and effort. The article even cited many of the tools that I recognized and have used as a teacher to create my own lessons or videos (ShowMe, EduCreations or Explain Everything).

All in all, the article was very postitive about the concept of flipped classroom and made a case that the effort needs some direction, standardization and sharing of videos made by all to allow all classrooms to be successful in this endeavor.

Higher Education:

Five Easy Pieces: Today, around 50 Higher Education Institutions Provide Online Graduate Programs in Educational Technology. How Can You Decide Which One is Right for You? Experts Identify Five Elements for an Online Master's in Ed Tech Program, T H E Journal (Technological Horizons in Education)

Of course, I chose this article because it really spoke to a piece of what we are doing with the HBU Masters in Instructional Technology. I was surprised to learn that George Washington University launched its online Educational Technology Leadership Program just as the internet was becoming popular. Today, there are nearly 50 online graduate programs in Educational Technology!

This article focused on 5 things to look for when choosing an online program so I thought it was a very interesting read that we could compate to pieces of what we are doing as part of our cohort :-)

The 5 elements they focused on were:

The Right Focus - Confirming that the content they are teaching is exactly what you want. Some programs focus on designing technology instruction whereas others lean more toward integration of technology in classrooms.

Strong Onboarding Process - The article stated that "there should be something intentional about the way you get onboarded." This may include bringing the students together for a face to face meeting or even creating a social network group in order to meet one another.

Community Engagement - This warns students of choosing the high profile program just because it is a high profile program. Often times those programs are focused more on their own research that actually helping students learn and develop. So, it is important to choose the best program for each student.

Collaborative Infrastructure - It is important that there is a way for students

to collaborate throughout the course or the program. There needs to be a platform that allows threaded discussions and allows students to work in groups. There also needs to be an email platform in order to share information.

Flexible Curriculum - In this case, the instructors and the program should be flexible to change as new technology emerges. It is important that the actual instructors are embracing the technology they are teaching.

K-12

Preparing for Online Teaching: Web Based Assessment and Communication Skills in K12 - District Administration

I found this article to be very interesting regarding what online learning looks like in the K-12 setting across the nation. 31 states now allow purely online schools and in the 2011-2012 school year, 275,000 students attended these schools. One of the reasons that online learning is becoming more popular is because ever 4 wall classroom cannot offer AP or IB courses to it's students. Therefore, this gives those students the access to these higher level course while still attending their day to day classes. In Florida, the Florida Digital Learning Now Act enacted in 2012 now requires students to take 1 online course as a graduation requirement. This class is even build into their schedule so that they can access a computer lab and complete the course on their home campus.

Another interesting point is that the article stated that teachers should complete their own online learning experience before attempting to teach their own online course. The environment is much different and requires a very different mind set for both teacher and student. Therefore, it is important that the teacher understand what this looks like so they can provide the most comprehensive course for their students.

(Post is Read)

Thread:		Posted Date:	June 15, 2013 12:07 AM
New Learnings about Distance Learning Summaries by Friday		Status:	Published
Post:			
RE: New Learnings about Distance Learning Summaries by Friday			
Author:	**Derrick Black**		

   The first article on online higher education was found on "The Chronicle of Higher Education" website in "The Digital Campus" section. The title of the article is "Open-Access Courses: How They Compare" by Katherine Mangan. This article compares five different introductory economics courses offered at five different universities and programs. Although it's basically the same course, each school has a different format in how the classes are structured. Four of the five classes are online courses and one is a traditional face-to-face class set-up.

   I learned that although various colleges will offer online classes, each school's courses can be formatted very differently. Some may offer videotaped lectures and interaction with other students where as other colleges may not offer any of the above as well as no contact with the professor.

http://chronicle.com/article/Open-Access-Courses-How-They/131677/

   The second article I found was on flipped classrooms. This article is actually based and presented in a infographic format. The article was found on the Knewton website and titled "Flipped Classroom-The Flipped Classroom Infographic." It very clearly explains and illustrates what flipped classrooms are, what they typically would look like, and how they first got started by two teachers named Jonathan Bergman and Aaron Sams at Woodland Park High School in 2007.

   I learned that it only takes someone ambitious enough to initiate a powerful movement such as flipped classrooms. Basically, through two teachers willing to make a difference, do we now have and use this awesome concept where students complete lessons at homework and then practice at school where the teacher is present to assist with any potential problems. This allows teacher to maximize their time to assist others and reinforce assignments already given out.!

http://www.knewton.com/flipped-classroom/

   The third article that was found on the Federal government website gives details of President Barack Obama support for a nationally strong educational system. The article is titled "Education-Knowledge and Skills for the Jobs of the Future." This article describes today's economy as global. It states that economic progress is and educational achievements are inextricably linked. Online learning will be a big component of this goal of educating our children.

I believe that President Obama is in support of our children and their education. as well as online education to enhance their education experience.

http://www.whitehouse.gov/issues/education/k-12

(Post is Read)

| **Thread:** | **Posted Date:** | June 14, 2013 5:54 PM |
| New Learnings about Distance Learning Summaries by Friday | **Status:** | Published |

Post:
RE: New Learnings about Distance Learning Summaries by Friday

Author: Lydia Smith

I think your first article brings up some extremely important points in that you can have online degrees/programs, but if instructors are not trained properly and do not use a student centered approach incorporating project-based learning, collaboration, critical thinking, and interactive labs (as you mentioned above) then student interest and possible achievement will not follow.

(Post is Read)

| **Thread:** | **Posted Date:** | June 14, 2013 5:39 PM |
| New Learnings about Distance Learning Summaries by Friday | **Status:** | Published |

Post:
RE: New Learnings about Distance Learning Summaries by Friday

Author: Lydia Smith

" The editorial further states research has shown that the community college students enrolled in online courses are significantly more likely to fail or withdraw than those in traditional classes. Two problems are associated with the attrition rate. One is wasted tuition money and the other is that struggling student falls further behind in their studies. The commentary informs that online education offers opportunities for broadening access to education and at the same time can shortchange the vulnerable students."

This sounds like to me that if we truly think that online education will be something that more and more of our students will take advantage of for undergraduate studies that they need to be trained earlier on (high school for example) on how best to manage their time and work in an environment that is more self directed???   What are your thoughts?

This is my first online experience, and I am starting to understand how much I traditionally have relied on instructors to "map out" my semester. While the online course is mapped as well, it is a different way of structuring it to where there is a lot more choice and freedom to explore within the topic. It can be easy to get "off track" but that "off track" makes for a deeper understanding (and one that is more relavant to me).   I am thinking that by the end of this experience, I will have gained a deeper understanding of course materials because I can direct part of the learning myself.

(Post is Read)

Thread:	**Posted Date:** June 14, 2013 5:28 PM
New Learnings about Distance Learning Summaries by Friday	**Status:** Published
Post:	
RE: New Learnings about Distance Learning Summaries by Friday	
Author: Lydia Smith	

Higher Education

www.educause.edu/ero/article/future-online-teaching-and-learning-higher-education-survey-says...

My first article, The Future of Online Teaching and Learning in Higher Education: The Survey Says is an interesting longitudinal study of instructors and administrators in post-secondary institutions that explored their thoughts on trends in online education. The participants were all members of professional online education associations.   The literature review was interesting in that while there is definitely a trend towards increased demand for online teaching, the research done to date shows mixed reviews in regard to academic achievement as well as overall student satisfaction of online courses. I thought it was interesting in that while students are demanding more online learning opportunities at the post-secondary level, they ultimately are also demanding that the courses be rigorous not only in content, but they also be relevant and include rich and engaging online experiences. The results from the study were also quite intriguing. From an instructors perspective, one of the questions looked at what technologies would impact the delivery of online education over the next 5 years. Overall, most felt that reusable content as well as wireless technologies would have the largest effect. The tools thought to have the least impact interestingly were tablet PCS, wearable technologies, and e-books. I personally find this interesting as there is such a push today in our schools to provide tablets and in some cases e-readers to each student without the appropriate content or wireless support/resources.   In regards to the factors that will affect the overall success of online programs, of course money came in at the top, however, very close to that was pedagogical competency of online instructors with technical competency coming in after that. Lastly, the instructors also tended to agree

that over time, and that eventually the vast majority of all classes will be a blended model with some sort of web component.

K-12

http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/06/03/why-k-12-online-learning-isnt-really-revolutionizing-teaching/

In my K-12 article, the author argues that while online learning is being touted by many as our "present and our future" he points to the lack of research that shows whether or not online instruction is actually better for our students in increasing overall proficiency and growth in student achievement. I also found it on point that the quality of online instruction is extremely important to a successful online learning program. While some instructors relish in the idea of delivering their classes in a web based environment and learn as much as the can on how best to utilize this platform, others are not so successful. While we love to think of technology as a platform for student center learning, all too often without proper training and understanding of how to best utilize this resource, it continues to be used in a more traditional, teacher-centered model which does not necessarily revolutionize teaching and student learning as some would argue that it does.

Flipped Classroom

http://www.forbes.com/sites/pascalemmanuelgobry/2012/12/11/what-is-the-flipped-classroom-model-and-why-is-it-amazing-with-infographic/

My third article references an awesome info graphic on the "flipped classroom". It is a great visual tool that shows the overall idea of what a flipped classroom would look like, what the supporters say followed by the critics. Overall, I agree with the supporters in that it allows students to have more one on one quality time with their teachers. By flipping the classroom, students in essence are able to truly work at their own pace and master content that is appropriate for where they are performing. Teachers are more effectively able to direct their time to either re-teach or enrich where needed. The info graphic also touches on the fact that absenteeism is less of an issue and really underscores the important aspect of allowing parents to be even more involved in their student's educational experience. The author does a nice job refuting the critics. The one criticism that probably I had the hardest time getting my hands around was the idea of the digital divide.   While technologies are getting cheaper, those who are of lower socioeconomic backgrounds still do not have the same access to these tools. By flipping our classrooms, does this actually deepen this divide and further alienate those lower socioeconomic students from the classroom? Moving forward, I think it is something that needs to be addressed as we cannot assume that all students have access to all of the required technology to participate in the flipped environment.

(Post is Read)

Thread:	**Posted Date:** June 14, 2013 10:44 AM
New Learnings about Distance Learning Summaries by Friday	**Edited Date:** June 14, 2013 1:13 PM
Post:	**Status:** Published
RE: New Learnings about Distance Learning Summaries by Friday	
Author: Liz Buckingham	

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Author: Liz Buckingham **Date:** Friday, June 14, 2013 10:44:06 AM CDT **Subject:**RE: New Learnings about Distance Learning Summaries by Friday
http://www.nytimes.com/2013/02/19/opinion/the-trouble-with-online-college.html

I learned from this article the astounding approximate 90% attrition rate for online college courses. I found it very surprising. The article gives reasons for this based on research. The article suggests that online college courses are for the highly motivated student. The editorial further states research has shown that the community college students enrolled in online courses are significantly more likely to fail or withdraw than those in traditional classes. Two problems are associated with the attrition rate. One is wasted tuition money and the other is that the struggling student falls further behind in their studies. The commentary informs that online education offers opportunities for broadening access to education and at the same time can shortchange the vulnerable students.

I found the facts to be interesting in this article which set the foundation for a discussion of posted comments from college professors after the written article. Most of the posted comments supported the benefits of online education. Success stories were shared from online educators. Here are some of the negative comments about on line course "...these courses are academic crack to university administrators. They can charge the same tuition, but not have to pay for niceties such as classrooms, libraries, laboratories, etc." An interesting observation was made from an administrator/college professor who asked the thought provoking question "have we become so reductionistic in higher education that education is only about putting facts from one person's head into another's? So profoundly sad."

In closing, my opinion is that online courses are extremely beneficial and have their place. It is just one modality to enable access to higher education. I agree that campus life can be preferred over online learning. But to those who cannot attain the campus experience, they can still have access and opportunity to become higher educated. The overall benefits from online education outweigh the negative comments.

http://blogs.kqed.org/mindshift/2012/06/can-the-flipped-classroom-benefit-low-income-students/

I believe in the concept of the flipped classroom and the benefits of it. My largest concern is how to bridge the digital divide in low income students.   I face that problem in my school. In this article, I learned how one teacher did bridge this gap.   The teacher, Ms. Sacha Luria, bought a computer for her classroom with her own money and begged for donations to purchase more computers. Through this effort, she is up to 6 computers in her class.

Ms. Luria's in classroom computer initiated a successful path from online learning. Since the online computers are helping to teach a lesson, Ms. Luria can use class time to tailor instruction to students. Some of these students started the school year behind their classmates in reading and math. From the online learning, she has seen rapid improvement. For examples, her students have averaged two years' worth of progress in math.

The article further explains the acknowledgement of this digital divide problem by quoting Karen Cator, director of the Office of Educational Technology in the U.S. Department of Education, "We do need to figure out ways that students, regardless of Zip code, regardless of their parents' income level, have access" to technology inside and outside of schools. The digital divide is a big issue that still needs to be solved in many school districts.

What I learned from this article is the proof of effectiveness from a flipped classroom. In order to implement a flipped classroom, it may take a donation campaign to purchase computers for the classroom to service the students who do not have them at home. Ms.

Luria admits there is still the few students who put their heads down at the computer when they should be working. The over all improvement were both seen in academics and behavior.

<cite
www.mychandlerschools.org/.../Virtual%20School%20research-summar...

This meta-analyses reported on the effectiveness of K12 online learning which was produced for NACOL. The findings were:

- Achievement between distance and classroom programs as could be considered equivalent (Cavanaugh 2001)
- 2/3 of the online student cases outperformed their student counterparts enrolled in classroom (Shachar & Neuman 2003)
- Small positive effect size was found for satisfaction in classroom course (Ungerleider and Burns 2003)
- Small positive effect size for achievement in online learning, although online learners had lower retention rates (Bernard et al 2004)
- Successful online students are motivated, independent and self direct (Weiner 2003)
- Communication with and feedback from instructors has been identified as the most valuable aspect of online courses (Smouse 2005)
- Many online students value inter-student communication within course (Zucker 2005)
- Combination of flexibility, independence, and experience with online tools has been associated with improved critical thinking, research and computer skills (Barker and Wendel 2001)
- Professional development is required for at least 3 major roles in Virtual Schooling: VS teacher, VS designer, VS facilitator (Harms, Niederhauser, Davis, Roblyer & Gilbert, 2006)
- Simulations, manipulatives, online tutoring & tutorials that offer student feedback can increase performance, decrease failure, and provide students with visual and cognitive support they need to master abstract concepts (Cavanaugh, Bosnick, Hess, Scott & Gillan, 2005)

I found these facts to be interesting and helpful for future online teaching. The most enlightening fact was the VS teacher, VS designer and VS facilitator. I had never thought about these components to make online learning successful.

(Post is Read)

Thread:		Posted Date:	June 14, 2013 12:07 PM
New Learnings about Distance Learning Summaries by Friday		Status:	Published

Post:

RE: New Learnings about Distance Learning Summaries by Friday

Author: Carla Darunday

Higher Ed:

Going the distance: The new

trend for distance learning

http://www.independent.co.uk/student/postgraduate/postgraduate-study/going-the-distance-the-new-trend-for-distance-learning-8500809.html

Distance learning has become an invaluable tool for professional individuals who are seeking career development and opportunities to further their own education. This article discusses the opportunities that are now available to people who want to study through a program in another country. One specific example is a molecular biologist in Egypt who needed to balance her career and education. Through distance learning, she is now able to study for her doctorate through a program at a university in London. Not having to travel to a campus simplifies education for adult professionals who need to work their classwork and homework around their schedules of work and family.

Flipped Classroom:

15 Schools Using Flipped Classrooms Right Now

http://www.edudemic.com/2011/12/15-flipped-classrooms/

Many schools are finding it beneficial to flip classrooms. Elementary classes note that they particularly appreciate the benefit that students can progress through the lessons at home at their own pace. The teachers prepare video instruction, and if a student is struggling, he is able to pause or rewind the video as needed to ensure that he understands. Then doing the homework at school with the teacher's help gives him focused practice time with the assurance that he understands the processes. Another benefit that schools are noticing is that more of their students are able to be successful with their standardized testing after being taught through the flipped-classroom method.

K12 Distance Learning:

Blended Learning in Practice:Introduction to Case Studies from Leading Schools

http://5a03f68e230384a218e0-
938ec019df699e606c950a5614b999bd.r33.cf2.rackcdn.com/Blended_L

This article provides data about five schools around the country that have
fully embraced blended learning in the classroom. The data has been
compiled into very clear categories that describe the benefits and challenges
faced by each school.

Making the decision to incorporate blended learning in a school requires that
it be fully committed to seeing that decision through. First of all, the expense
of getting a program started is extensive. Secondly, you must be committed
to keeping the program up to date. Technology is ever changing, and if a
school wants to be successful as a technology-focused school, it must be ready
to follow the changes. One surprising element that goes along with schools
incorporating blended learning is the amount of time that must be spent in
practicing the transitions from classroom to computer lab, or from station to
station within a lab. Those transitions must be practiced so that there is a
minimal amount of instruction time lost. On top of these challenges, there
are still the typical classroom challenges. In general, there are almost always
more challenges to be faced than an institution is expecting.

There are many bonuses to expanding a program in the direction of blended
learning, though. "Teachers in every school profiled have noticed an increase
in student excitement and ownership over their own learning in a blended
model (p. 13)." Students become more engaged when using technology in the
classroom because it speaks their language. As time goes by and more
experiences are gained in blended classrooms, improvements will continue to
develop. We are just seeing the tip of the iceburg.

(Post is Read)

Thread:		Posted Date:	June 13, 2013 4:00 PM
New Learnings about Distance Learning Summaries by Friday		Edited Date:	June 14, 2013 10:44 AM
		Status:	Published

Post:
RE: New Learnings about Distance Learning
Summaries by Friday
Author: Liz Buckingham

http://www.nytimes.com/2013/02/19/opinion/the-trouble-with-online-college.html

I learned from this article the astounding attrition rate for online college courses. I found it very surprising. The article gives reasons for this through research.
The article addresses the approximate 90 percent attrition rate for online college courses. The article suggests that online college courses are for the highly motivated student. The editorial further states research has shown that the community college students enrolled in online courses are significantly more likely to fail or withdraw than those in traditional classes. Two problems are associated with the attrition rate. One is wasted tuition money and the other is that struggling student falls further behind in their studies. The commentary informs that online education offers opportunities for broadening access to education and at the same time can shortchange the vulnerable students.

I found the facts to be interesting in this article which set the foundation for a discussion of posted comments from college professors after the written article. Most of the posted comments supported the benefits of online education. Success stories were shared from online education. Here are some of the negative comments about on line course "...these courses are academic crack to university administrators. They can charge the same tuition, but not have to pay for niceties such as classrooms, libraries, laboratories, etc." An interesting observation was made from an administrator/college professor who asked this thought provoking question "have we become so reductionistic in higher education that education is only about putting facts from one person's head into another's? So profoundly sad."

In closing, my opinion is that online courses are extremely beneficial and have their place. It is just one modality to enable access to higher education. I agree that campus life can be preferred over online learning. But to those who cannot attain the campus experience can have access and opportunity to become higher educated and to acquire a better skill set to improve their life. The over all benefits from online education out weigh the negative comments.

(Post is Read)

| Thread: | Posted Date: | June 14, 2013 12:13 AM |
| New Learnings about Distance Learning | Edited Date: | June 14, 2013 8:20 AM |

Summaries by Friday   **Status:**   Published
Post:
RE: New Learnings about Distance Learning
Summaries by Friday
Author: Catherine Moore

The article I chose on teaching and learning online in *higher education* came from <u>Educause Quarterly</u>. It discussed how enrollment in online programs/classes is rapidly rising. As the popularity of this concept grows, some challenges exist when trying to keep this method of learning as good as or better than face to face instruction. Some of these challenges include: having the appropriate technologies available to students and instructors, having the ability to innovate and advance the types of technologies used, proper training/support for instructors, and meeting student expectations of these programs/courses. Some studies have shown that while most instructors view different activities such as project-based learning, collaboration, critical thinking, and interactive labs all as very important, the actual number of instructors using those methods in their online courses is much lower. Therefore, a gap exists, and it proves that delivery and organization of the course is extremely important for the students to be successful. There are mixed reviews about online courses among students and other critics, but overall it seems to be a method that large numbers of students are having success with.

http://net.educause.edu/ir/library/pdf/eqm0644.pdf

The second article I chose about the idea of *flipped classrooms* came from an article from the educational journal, <u>Education Next</u>. The article begins with an overview of what a flipped classroom looks like and how the idea is becoming more and more popular. Some of the benefits of the flipped classroom include: students being able to move through a lesson at whatever speed they are comfortable with (if they are having trouble with the concept, they can rewind the tutorial or watch it multiple times or move forward or skip a section if they are ahead and fully understand the concept), it gives students great ownership of their learning, and more one on one teacher/student time is available for the teacher to assist the students who need extra help. Some of the criticisms of this concept include: this may be really more geared toward higher income schools/areas with students who have easier access to the technology needed and could actually magnify the inequalities among the different social classes, and that this method is not the only solution to fixing our country's educational system. There are other blended-learning models that schools can and are currently choosing to follow besides the idea of a flipped classroom, because after all, one size doesn't really fit all in our educational system today. The idea of a flipped classroom definitely has the potential to improve student achievement, but it may not be the answer for every classroom.

http://educationnext.org/the-transformational-potential-of-flipped-classrooms/

The final article I chose was about online learning in *K-12 grades* and came from the educational journal, <u>International Association for K-12 Online Learning</u>. Research has shown that students who learn online performed better than those solely receiving face-to-face instruction. One interesting thought is that students seemed to perform really well when both online and face-to-face instructions were practiced; a mixed approach with some classes in person and some online. By teaching and learning online, it allows the students to gain control of their interactions and learning and their own reflections. They also exhibit a better use of their higher-level thinking and problem solving skills. Teachers have even found that the relationships with the students and parents was more focused on teaching and learning in an online course vs. a face-to-face class. I found that extremely interesting and very noteworthy. Overall, face-to-face interaction at a K-12 level is important for social and other developmental reasons, but mixing online learning with it proves to be even more beneficial than keeping the instruction solely face-to-face in the classroom.

http://www.inacol.org/cms/wp-content/uploads/2012/11/iNACOL_ResearchEffectiveness.pdf

(Post is Read)

Thread:		Posted Date:	June 13, 2013 3:46 PM
New Learnings about Distance Learning Summaries by Friday		Status:	Published
Post:			
RE: New Learnings about Distance Learning Summaries by Friday			
Author:	Kimberly Fletcher		

http://educationnext.org/online-learning-in-higher-education/

As states continue to cut appropriations in response to fiscal constraints, colleges are looking for ways to afford their budgets. In order to ease some of the pressure, colleges are increasing tuition cost; thereby, making it impossible for some students to pursue a college degree. While higher tuition cost might alleviate some of the pressure, some colleges are looking into ways of reducing overall costs. This article looks at how traditional courses versus online courses impact the cost to colleges and the impact on student learning. The results show that online courses reduce the cost to

universities and there is no negative impact on student learning. This study does recognize that start up cost for online courses have to be considered in the short run, but when you look at professor's salaries, the cost of an online course is lower than a traditional face-to-face course.

I honestly did not realize the full impact of the US economy on colleges. I knew that tuition costs were increasing, and I knew that colleges were introducing more online courses, but I never really linked these ideas as a cause and effect relationship. I assumed that colleges were increasing their online presence because of the population they serve. This article made me reevaluate my thinking and look at a college's decision to offer online courses in a new way.

As unemployment continues to increase, more mature people are looking at ways of increasing their experience and marketability. As colleges continue to expand their online courses, this will give them the opportunity to increase their skills at an economical rate.

http://moodle.technion.ac.il/file.php/1298/Announce/How_Flippi

When I think about flipping a classroom, I think about K12 classrooms. On the contrary, colleges have been flipping their classrooms some since the mid 1990s. University professors are experiencing the same learning as K12 flipped classrooms. Students are remembering and learning the information not just regurgitating facts. Students' learning is active, and when they graduate college the business community expects them to be able to assimilate information, work with differing opinions, work as a team, and function for the benefit of the company. Flipping a college classroom allows the students to learn these skills and to advocate for their thinking. College is the time and place to learn these valuable skills. It adds to the marketability of a person and gives the business community the knowledge that they are hiring thinkers and doers not followers. As a capitalistic society, we look for ways of making things better. Thinkers think outside of the box and find solutions that followers do not see.

Another advantage of flipping the college classroom is being able to increase class size and yet still give the students the feel they are receiving personalized attention. With strained budgets, Universities are unable to

decrease class size and hire more professors. The flipping of a college classroom helps the Universities fiscal problems and also adds value for the student.

The following articles were chosen, because it gives two differing perspectives of how distance learning is impacting k12 schools.

http://thejournal.com/articles/2011/06/01/rural-grant-propels-distance-learning-for-k12-schools.aspx

In order to be competitive, public schools need technological equipment that brings the district into the 21st Century. With educational budget cuts, schools are using old technology or doing without. This is especially true for rural schools, but one rural school district received a $491,250 Rural Development Grant to bring their district into the 21st Century. With this grant, this district will be purchase video conferencing equipment, whiteboards, multi-user, multi-tablet interactive whiteboard systems, DVD players, laptop computers, and document cameras. Current state of affairs, given cut backs schools are having to trim budgets and are not only cutting teachers but also cutting technology budgets. Teachers and students have to use outdated equipment, but this equipment will not support current technological trends. In order for districts to be competitive, they have to go outside and utilize technology grants. These grants become valuable sources for districts giving them the funding they need to bring their district to reflect a 21st Century classroom.

As businesses continue to increase their technology budget and make their companies technologically advantage, it is imperative that education implements any and all technological resources available. As these children grow and leave k12, they will need to know so much more than just how to use a computer in order to be competitive. We are doing a disservice to students if we do not find money/grants to support technology.

http://www.nytimes.com/2008/02/01/education/01virtual.html?hp

Virtual schools help educate millions of American children every year. Virtual schools continue to open despite court rulings and opposition by teacher unions. These schools are competing with local districts for millions in public dollars. Some critics say that young children are to young for online learning and should be in a face-to-face classroom environment. There are two models of online schooling: virtual schools that offer supplemental course work and virtual charter schools. Current state of affairs: Given the rise of virtual classrooms, it is fair to say virtual schools will continue to rise and may even take over local schools. Teacher unions, local government, and state governments need to recognize these schools and learn how to use the advantages they provide instead of trying to regulate them.

Other countries are utilizing distance learning to educate their children. Since 1995, Thailand has transitioned all of their classrooms to distance learning (The Establishment Post). Distance Learning is the innovation of modern society like the printing press was the innovation of the 1800s. Both of these innovations have led to educating citizens in a different way and have made education much easier. Distance learning will only continue to grow and become easier for students to access information. I honestly see distance learning, as the new way schools will be educating their students. Students will come to class and sit down at a computer and proceed with lessons at their own pace. The teacher of record will become more of a tutor and monitor than a traditional teacher.

I completely disagree with the notion that elementary students are too young for distance learning. I see those classrooms a little different than middle school and high school classrooms. With elementary, especially when the students are learning to read, teachers are invaluable. I believe the traditional teacher will remain in these classrooms, because a child needs an adult to teach them to read.

(Post is Read)

Thread:	Posted Date:	May 14, 2013 10:49 AM
New Learnings about Distance Learning Summaries by Friday	Edited Date:	June 10, 2013 9:12 PM
	Status:	Published

Post:

New Learnings about Distance Learning
Summaries by Friday

Author:

Dawn Wilson INSTRUCTOR   MANAGER

 Read 3 current articles about Teaching and learning online (they should be from a reputable source but they don't have to be peer reviewed). One on Higher Ed, one for Flipped Classroom and one for K12 education. Post summaries of your findings in the discussion area as you answer the following:

What did you learn about the **current** state of affairs? Post your findings and resources in the discussion board in Bb by Friday (be sure to include your reference). (10 Points)

(Post is Read)

← OK