EXPLORING ONLINE LEARNING POLICIES

EXPLORING TWO ONLINE LEARNING POLICIES | *Ensuring success for all learners.*
By Syaita Rhey-Fisher   EDU637 Final Project

AGENDA
1. Purpose of meeting
2. Policies & Rationale
3. Analysis of 2 policies (benefits, drawbacks, conclusion)
4. For Future Study

AGENDA
☐ Item #1
☐ Item #2
☐ Item #3
☐ Item #4

PURPOSE

The purpose of this online meeting is to present on my analysis results of 2 online policies for K-12 education.

Participant Outcomes
- Participants will engage during the meeting through questions and/or comments
- Participants will understand the rationale behind the 2 policies presented
- Participants will leave with a clear understanding of the benefits and drawbacks of each policy and where to look for future study

ANALYSIS OF THE POLICIES
Online Course Graduate Requirement & Blended Learning

ANALYSIS

QUESTIONS/COMMENTS?

? ! ☺ ☺ ☺ ☺

Benefits

BENEFITS OF THE ONLINE POLICIES: Online Course Graduate Requirement & Blended Learning

DRAWBACKS OF THE ONLINE POLICIES: Online Course Graduate Requirement & Blended Learning

Conclusion

CONCLUSION AND RECOMMENDATIONS   Summary of Analysis For Further Study

THANK YOU!!

THAT FEELING YOU GET
WHEN YOU SHARE AN AWESOME TECH TOOL!

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Ensuring success for all learners.

By Syeita Rhey-Fisher
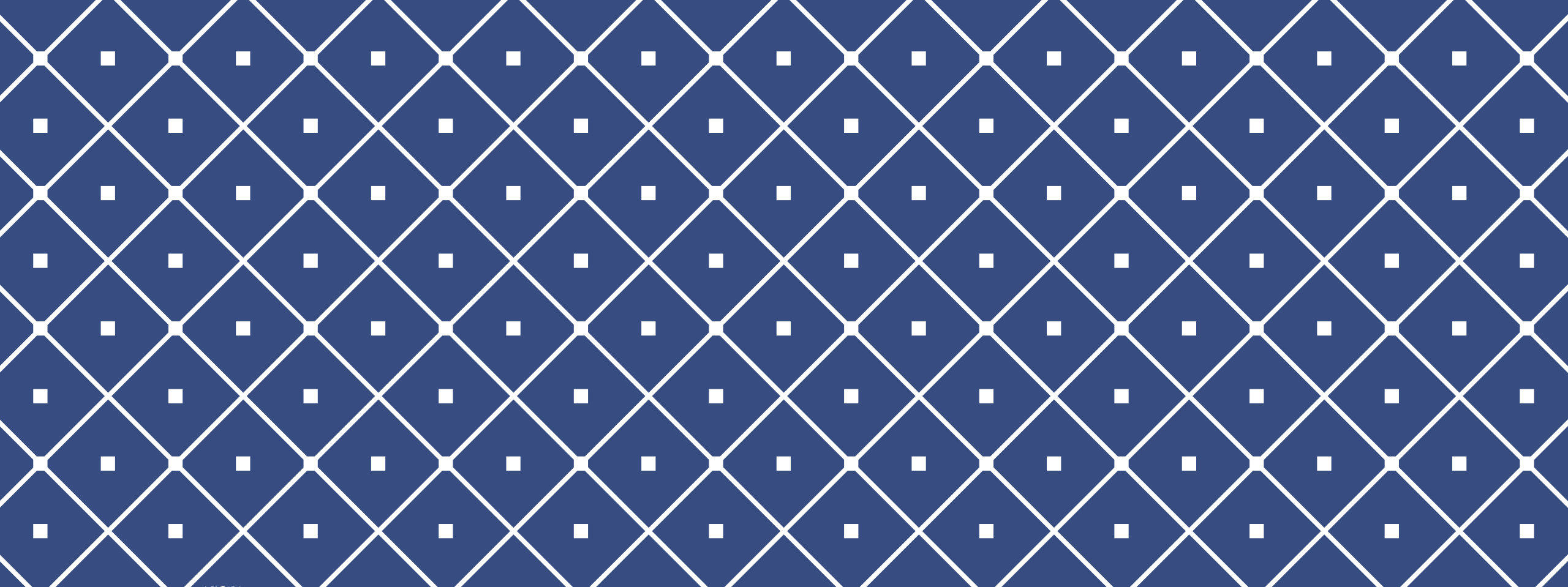
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RATIONALE

POLICY 1: ONLINE COURSE GRADUATE REQUIREMENT

The rationale behind implementing this policy is to prepare high school students with college and career-ready skills. Successfully completing an online course prior to graduation opens up more opportunities for students in the near future.

POLICY 2: BLENDED LEARNING IN K-12 ED

The rationale behind blended learning is that students are exposed to traditional and online learning to address their diverse needs. Students acquire skills working with teachers face-to-face in the classroom and gain 21st century skills at their own pace. This policy prepares students to be successful in college and in the real world.

POLICY ONE

ONLINE COURSE GRADUATE REQUIREMENT POLICY

BACKGROUND

According to NCES (National Center for Education Statistics), 5,750,417 million students engage in some type of distance learning coarse.

As of 2013, four states has this policy: Alabama, Florida, Michigan, Virginia.

Online courses are referred to in various terms

Language around policy includes:

Students entering in the 9th grade are mandated

Waivers possible with a justifiable reason

Middle school students in 6-8 who has taken an online course fulfills the requirement

Students enrolled in full-time or part-time course fulfills requirement (Evergreen, 2013)

ONLINE COURSE GRADUATE REQUIREMENT POLICY CONTINUED...

During my research I found that...

o The definition of online learning varies across states.

o Policy language for online course differs state to state

o Some states do not require the one online course to be credit-bearing.

o The state that comes the closest to having a comprehensive policy on online graduate course requirement is Florida. (Evergreen, 2013)

POLICY TWO

BLENDED LEARNING

Background

Some important policy language around blended learning includes but are not limited to…

o College & teacher prep programs are required to provide teachers with skills needed to deliver instruction through technological, digital or blended learning.

o Procedure plan for addressing complaints against online providers

o Increased funding towards e-learning/blended learning each year
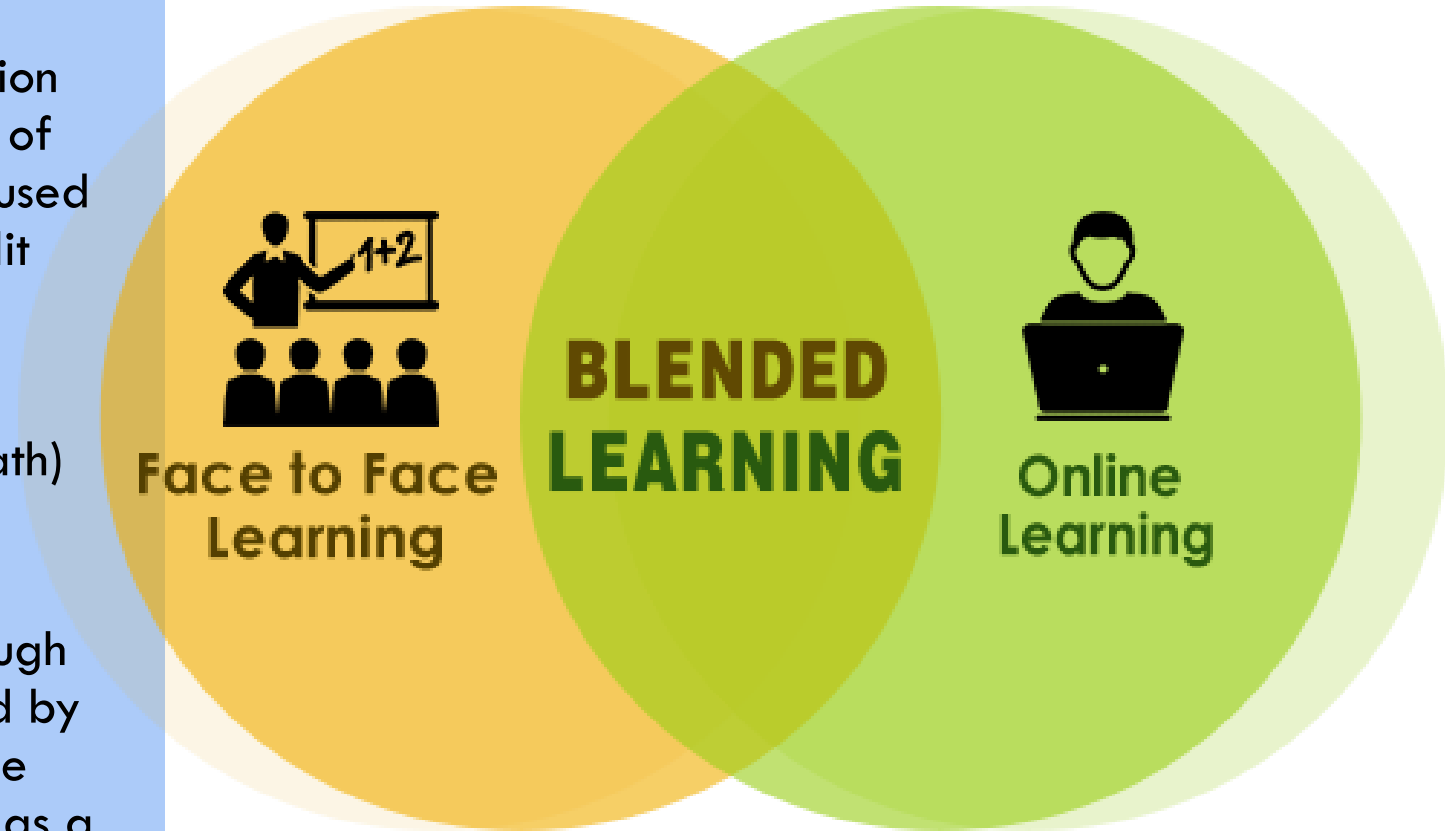
(Evergreen, 2013)

BLENDED LEARNING

2014- Case study in St. George, Utah (Washington County School district): graduation rate increased from 80% to 88% as a result of adding blended learning. (online courses focused on content mastery as supposed to pure credit hours)

2015- Case study in Middletown, New York: (18% higher in reading and 7% higher in math)

_____

Research illustrates student engagement through blended learning as a **strength** as evidenced by an increased graduation rate in the Utah case study. It also demonstrates quality instruction as a **strength** through blended learning as evidenced by higher math and reading scores. (Deruy, 2015)

"Students learn best through a combination of online and traditional classroom instruction that allows them to progress at their own pace." (Deruy, 2015)

BLENDED LEARNING

Data shows an upward trend in the use of online learning. The number of students who took an online class increased significantly in the past 13 years.

9mil +

45,000

At least 9 million K-12 students are doing some form of blended learning. The **challenge** is there is no way to get an exact figure.

Another **challenge** is that it gets lumped in under "ed tech." Blended learning is a way to individualize for the needs of our diverse students, it is much more than tech devices.

2002   2015

(Deruy, 2015)

QUESTIONS/COMMENTS?

BENEFITS OF THE ONLINE POLICIES:

Online Course Graduate Requirement & Blended Learning

BENEFITS OF POLICY 1:
(ONLINE COURSE GRADUATE REQUIREMENT)

o Higher levels of motivation

o Expands educational access

o Allows for educational choice

o Introduces students to 21st century/College and career ready skills

(Cavanaugh, 2009)

BENEFITS OF POLICY 2:
(BLENDED LEARNING IN K-12 ED)

o Save time with students being able to access materials from anywhere.

o Gain time with students being able to complete portions of assignments at home then extend them in class doing discussions on work and higher-order thinking activities.

o Learning environment more suited for 21st century because you can upload presentations and students can access it to review as much as needed during or outside of class.

o Opportunities for increased participation in online forums and discussions with participation requirements.

o Can collaborate across the globe with other learners

o Create a community of learners beyond the school day

(Skrzpek, 2013)

QUESTIONS/COMMENTS?

DRAWBACKS OF THE ONLINE POLICIES:

Online Course Graduate Requirement & Blended Learning

DRAWBACKS OF POLICY 1:
(ONLINE COURSE GRADUATE REQUIREMENT)

o There are too many different online or virtual education options which can impact funding

o Quality of online courses (language for state standards alignment, rigor, data/research on improved student learning)

o Low performance of first-year students

o Technology access/aptitude issues

o Approval/accreditation

o Student readiness/retention

(Cavanaugh, 2009)

DRAWBACKS OF POLICY 2:
(BLENDED LEARNING IN K-12 ED)

o New skills required of staff members/Changing Teacher Practice (instructional delivery, differentiating)

o Funding

o Staff motivation

o Access to technology in classrooms

o How to evaluate content/rigor/engagement

(Compass Learning, 2014)

QUESTIONS/COMMENTS?

CONCLUSION AND RECOMMENDATIONS

Summary of Analysis
For Further Study

CONCLUSION

In conclusion…

Policies have been implemented across the U.S on online course graduate requirements and blended learning. Both policies are instrumental in providing students with the skills they need to be successful in their continued postsecondary education. Quality instruction, accountability and funding are crucial to ensuring the sustainability of these policies. Successful implementation of coarse graduate requirements and blended learning will mean attending to the individualized needs of our diverse students in a 21st century application.

CONCLUSION

FOR FURTHER STUDY

1. This video entitled, "Florida Graduation Requirements" talks about online learning graduation requirements for Florida mandated by the state.

Florida Graduation Requirements. (2016, September 7). PutnamSchoolsTV. Youtube. Retrieved from URL: https://www.youtube.com/watch?v=jP5KcP9QliY

2. This Edutopia video discusses the importance and benefits of blended learning.

Edutopia. (2014, September 11). Blended Learning Make it Work in Your Class. Youtube. P.K. Yonge Developmental Research School. Retrieved from URL: https://www.youtube.com/watch?v=auzwH1mK2TY

3. This website page hosted by The Digital J Learning Network lists websites that you can use as resources for blended learning:

Kirschner, Y. (2015, June 23). 8 Websites You Didn't Know You Could Use for Blended Learning. DigitalJLearningNetwork. Retireved from URL: http://digitaljlearning.org/blog/2015/06/22/8-websites-you-didnt-know-you-could-use-blended-learning

4. **Cool Tools for Blended Learning**: (TCEA Convention) https://convention.tcea.org/handouts/files/Session-170462.pdf

ACCESS OF RESOURCES

If you have additional resources you would like to share or any further questions, email me at syrhey@gmail.com

Download this meeting and today's PowerPoint from my EDU637 portfolio page here: https://rheyfisher.weebly.com/edu637.html

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Deruy, E. (2015). New Data Backs Blended Learning: Case studies highlight school districts with effective digital and traditional instruction. The Atlantic. National Journal. Retrieved from URL: https://www.theatlantic.com/politics/archive/2015/09/new-data-backs-blended-learning/432894/

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Herold, B. (2013, August 27). Florida E-Learning Policy Shift Puts Spotlight on K12 Inc. *Education Week*. Retrieved from URL: https://www.edweek.org/ew/articles/2013/08/28/02virtualside.h33.html

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Analysis2: https://goo.gl/images/kDfGhD

Blended Learning slide: https://goo.gl/images/cWzpiR

Question slides: https://goo.gl/images/orvxo4

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Drawbacks slide: https://goo.gl/images/fbFSdt

Drawbacks2: https://goo.gl/images/Xu4aDM

Conclusion slide: https://goo.gl/images/RRUkSc

Thank you slide: https://goo.gl/images/bsntPm