A National Perspective on K-12 Online Learning

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www.inacol.org
International Association for K-12 Online Learning (iNACOL)

- **iNACOL** is the leading, international, non-profit association in K-12 online learning.
- Based in the Washington, DC metropolitan area (Vienna, VA)
- 3800+ members in K-12 districts, states, universities, researchers & online learning providers
- Provides leadership, advocacy, research, training and networking with experts in K-12 online learning.
- “Ensure every student has access to the best education available regardless of geography, income or background.”
- Conference - Virtual School Symposium (VSS) in Indianapolis (November 9-11, 2011)
- www.inacol.org
World Future Society
Top 10 Breakthroughs Transforming Life over the next 20-30 years

*Best forecast data ever assembled*

1. Alternative energy
2. Desalination of water
3. Precision farming
4. Biometrics
5. Quantum computers
6. Entertainment on demand
7. Global access
8. **Virtual education**
9. Nanotechnology
10. Smart Robots
Students: Born in 1992 (class of 2014)

1. Few in the class know how to write in cursive.
2. Email is just too slow, and they seldom if ever use snail mail.
3. Clint Eastwood is better known as a sensitive director than as Dirty Harry.
4. Doctor Kevorkian has never been licensed to practice medicine.
5. Fergie is a pop singer, not a princess.
6. They never twisted the coiled handset wire aimlessly around their wrists while chatting on the phone.
7. DNA fingerprinting and maps of the human genome have always existed.
8. They’ve never recognized that pointing to their wrists was a request for the time of day.
9. Czechoslovakia has never existed.
10. Bud Selig has always been the Commissioner of Major League Baseball.
11. Pizza jockeys from Domino’s have never killed themselves to get your pizza there in under 30 minutes.
12. Russians and Americans have always been living together in space.
13. Having hundreds of cable channels but nothing to watch has always been routine.

-From the Beloit College “Mindset List 2014”
Providing Opportunities to All Students

- Accelerated Students
- Traditional Public/Private
- Credit Recovery
- Medically Fragile
- Rural Students
- Need to work and/or support family
- Home Schoolers
- Special Education and ELL
- Aspiring athletes and performers
Keeping pace with K-12 Online Learning

An Annual Review of Policy and Practice

2010

Sponsors:

Blackboard K-12

Donnell-Kay Foundation

Florida Virtual School

iNACOL

Insight Schools

Michigan Virtual School

Pearson

Plato Learning

VHS, Inc.

WDE
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District online learning progression

- Small % of districts offering comprehensive online options—likely no more than 10%—but number is increasing fast
- Decision-makers are often school-based but moving towards district-wide decisions
- Key factors are cost, competition, and addressing gaps in opportunities
Main Reasons Schools Offer Online Courses

- Credit recovery: 50.0%
- Access to unavailable courses: 27.0%
- Advancement: 24.4%
- Remediation: 23.9%
- Dual Credit: 17.8%
- Other: 7.0%

Source: Simba Information and MDR survey, February 2010
Disrupting Class (2008)

- Applies the theory of disruptive innovation to education
- Predicts that in 2019, 50% of high school courses will be delivered online
Definition of blended learning

Any time a student learns in part in a supervised brick-and-mortar place away from home

and

At least in part through online delivery, with some element of student control over time, place, path and/or pace

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6 models of blended learning

Models:
1. Face-to-Face Driver
2. Rotation
3. Flex
4. Online Lab
5. Self-Blend
6. Online Driver

More traditional elements

Dimensions:
LOCATION:
- Supervised brick and mortar
- Some potential for flexibility
- Most potential for remote

TYPE OF INSTRUCTION:
- Face-to-face
- Mix of both
- Online delivery

STUDENT INDEPENDENCE:
- Low
- Medium
- High

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Do All Students Have Access to the Highest Quality Education?

• “Advanced Diploma” Courses

• Additional Course Offerings
  – Advanced Placement, IB or Dual Enrollment/Credit Courses
  – Math & Science Courses
  – Foreign Languages

• Remediation and Supplemental Resources

• Excellent teachers/Highly Qualified Teachers

• Multimedia/Technology Tools to Enhance Instruction
What Does Opportunity Look Like?

- Students who need or want **supplemental online courses** have access to them without barriers of cost, scheduling, transferability of credit, etc.
- Students who need or want a **full-time online** program have access to one or more without restrictions based on prior school setting, district permissions, caps, etc.
- Opportunities will be of **high quality**
- **Online Learning:** both blended learning and virtual learning using online courses
States Need to Reform Policies

• Schools are funded on seat-time, not mastery; policies need to be revised to enable pupil funding for competencies demonstrated; performance.

• States need to allow teaching licenses to have reciprocity; permission to teach online across state lines.

• Quality standards should be held to a high level/level playing field for all courses.
Thank you!

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