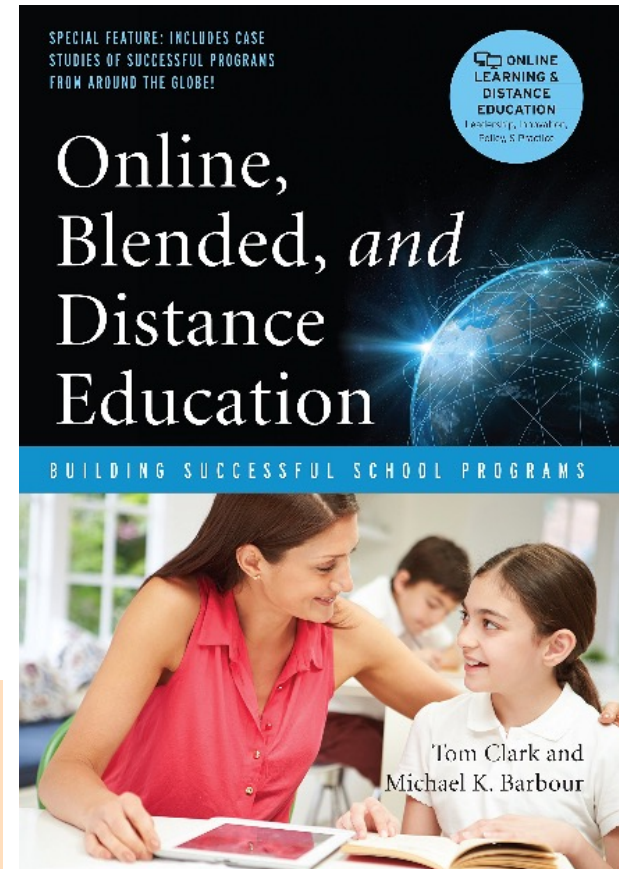


Online, Blended and Distance Education: Building Successful Programs in Schools

- Tom Clark & Michael K. Barbour, Co-Editors, Stylus, 2015
- *Stylus Online, Blended & Distance Ed Series*
Michael G. Moore, Editor

Book Wiki Portal: bit.do/obdewiki
(onlineblendedschooling.wikispaces.com)



About the Book

- We asked: *What can North American educators learn from international K–12 educators, and vice versa, about building successful programs?*
- Then went about finding the people & programs who could help them answer these questions.

About the Book

- **Current status** of global online & blended learning
- **Expert chapters** on key components (teaching, curriculum, technology) and issues (equity, choice)
- **Case studies** from the U. S. and five other nations
- **Eight key trends** that can guide future practice, based on a synthesis of chapter findings

Key Case Study Questions

- 1) What **lessons** did you learn in building your program?
- 2) What **practices** have you found to be important for program effectiveness?
- 3) How does **policy** impact your program?

Special practices focus for this session:

*How does your program **personalize learning** in your unique context?*

Wiki

- <http://bit.do/obdewiki>
- <http://onlineblendedschooling.wikispaces.com>

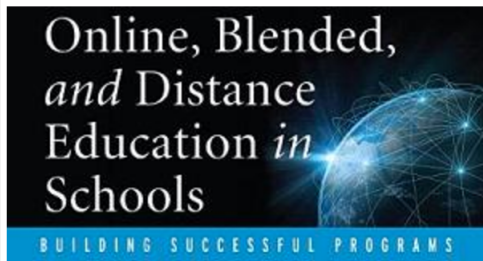
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Online, Blended and Distance Education in Schools

A Classroom Resources Wiki

Created to support classroom use
in postsecondary education

Edited by Tom Clark, Ph.D. ([Website](#)) & Michael K. Barbour, Ph.D. ([Website](#)/[Blog](#))

Forward by Cathy Cavanaugh, Ph.D. ([Twitter](#))

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1. ONLINE, BLENDED, AND DISTANCE EDUCATION IN SCHOOLS

An Overview

Tom Clark and Michael K. Barbour



CHAPTER 1 PDF.pdf

[Details](#) [Download](#) 133 KB

[Download the chapter](#) [direct link from publisher]

Abstract

This overview chapter summarizes the evolution and growth of online, blended, and distance learning approaches in elementary and secondary education around the world. It asks what North American and international educators can learn from each other about online, blended, and distance learning, and what key policy and practice issues in the field need to be addressed. In response to these questions, contributed chapters solicited from leading experts and practitioners are presented in this book, in sections on *Research and Policy* and *Case Studies on Practice*. A brief synopsis is presented in the overview for each contributed chapter.

Discussion Questions

1. In his [2012 MOOC chapter](#), Clark states that supervised correspondence study in the 1920s was the forerunner of K-12 online learning today. What are some key differences in the student experience in these two types of distance education?
2. Is it possible to have a "virtual school" or K-12 online learning program without instruction? Why or why not?
3. Based on a review of Barbour's [2014 history chapter](#) and Clark's 2008 [virtual schooling](#) chapter (see *Additional Resources*), what are some factors that help explain why North America has taken the lead in development of K-12 online learning?
4. Based on a review of findings in the [2011 international survey](#) for iNACOL and Barbour's [2014 history chapter](#) , how do online and blended

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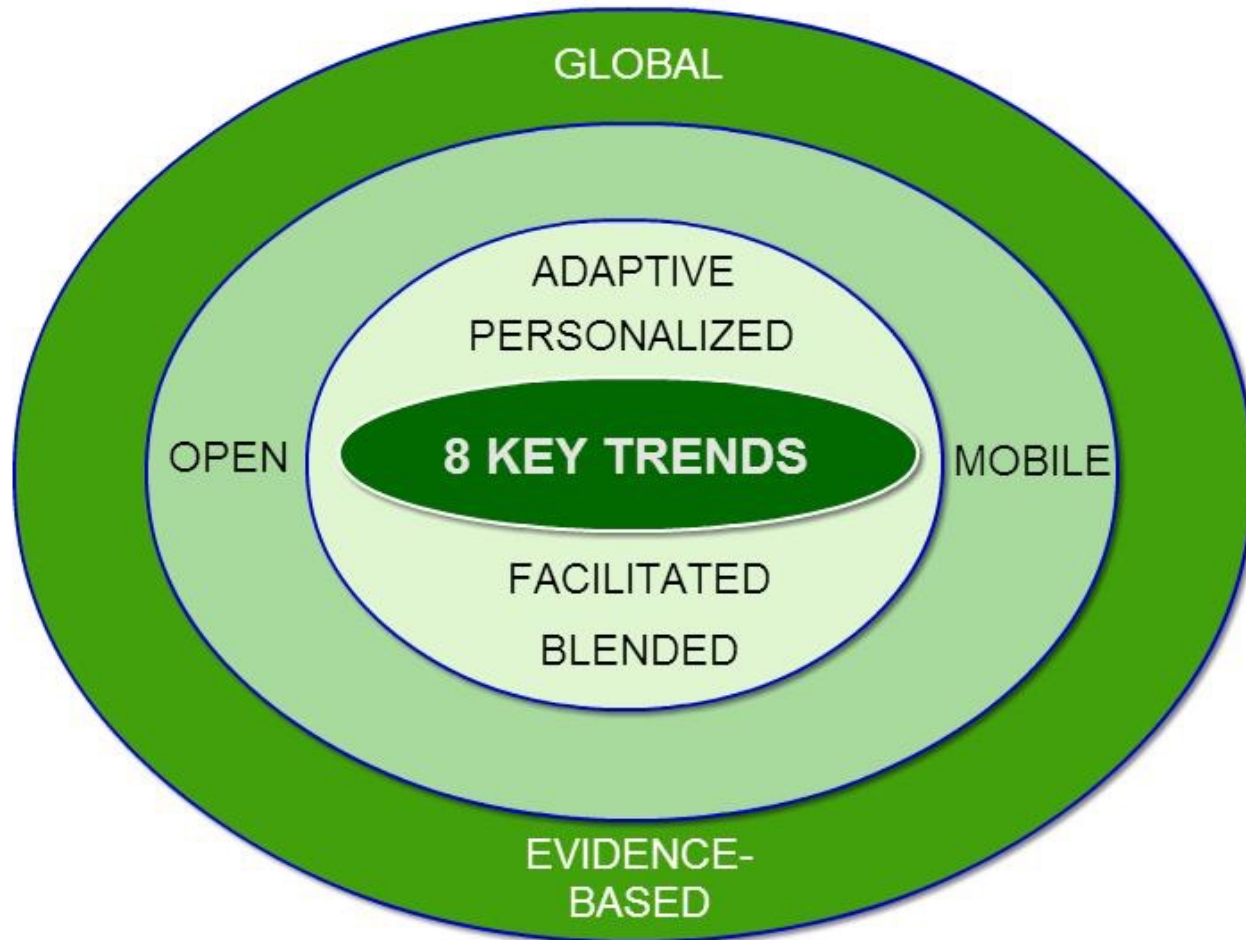
[Chapter 13](#)

[Chapter 14](#)

[Chapter 15](#)

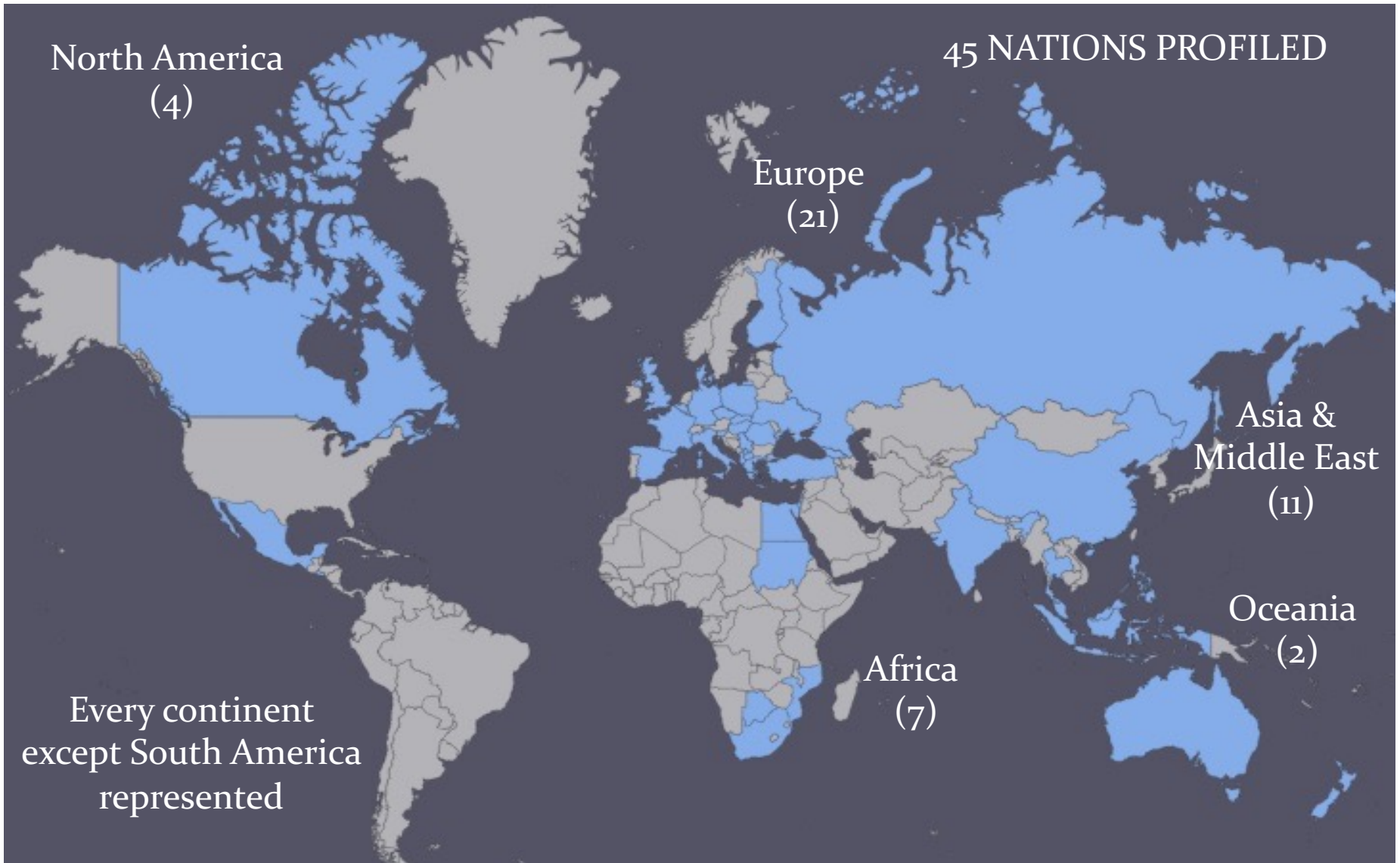
Book: Key Trends

- The book concludes with **eight key trends** based on a synthesis of chapter findings and scanning



Global

50-nation iNACOL survey (2011)



Global

Case studies for book (2015)

A world map with a dark blue background and light blue landmasses. The map highlights several countries in a darker blue color: Canada, USA, UK, Nepal, South Korea, and Australia. Text labels for each country and their corresponding case study authors and chapters are overlaid on the map.

Canada
(Smallwood ,
Reaburn &
Baker, Ch 12)

UK
(Boulton &
Hasler Waters,
Ch 15)

Nepal
(Cavanaugh, Ch
13)

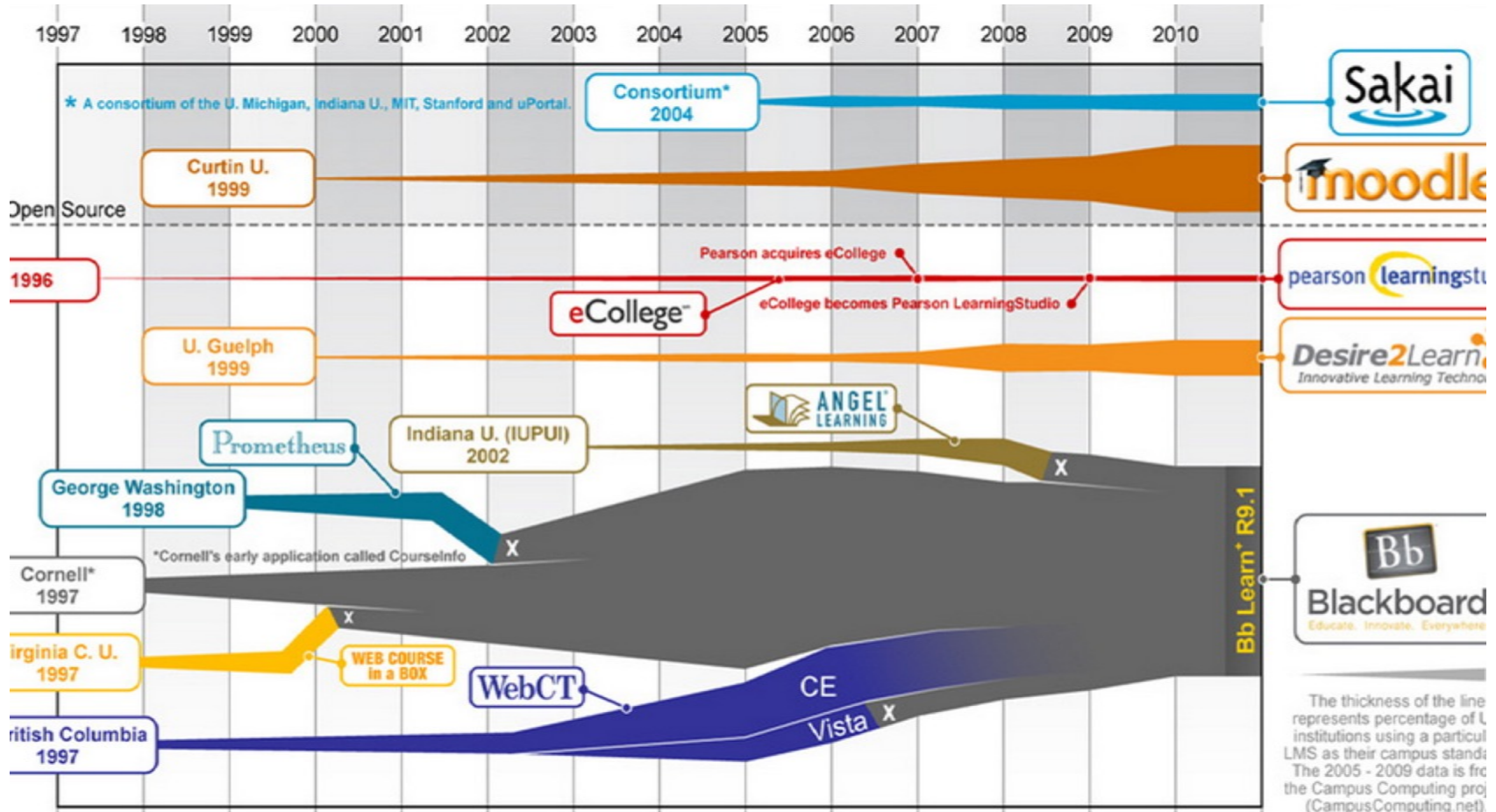
South Korea
(Kim & Seo,
Ch 16)

USA
(Oliver & Weeks,
Ch 8; Yang & Rice,
Ch9; Revenaugh, Ch
10; Ebert & Powell, Ch
11)

Australia
(Harris, Ch 14)

Open

Growing use of open education resources & LMS (Darrow, Ch 3)



Open

Growing use of open learning environments
(Revanaugh, Ch 10)



Source: Connections Education

Mobile

Robust broadband & wifi needed for mobile learning;
connectivity gaps in schools

(Rose et al, Ch 7; Cavanaugh, Ch 13)

- National curriculum and assessment initiatives may drive increased connectivity



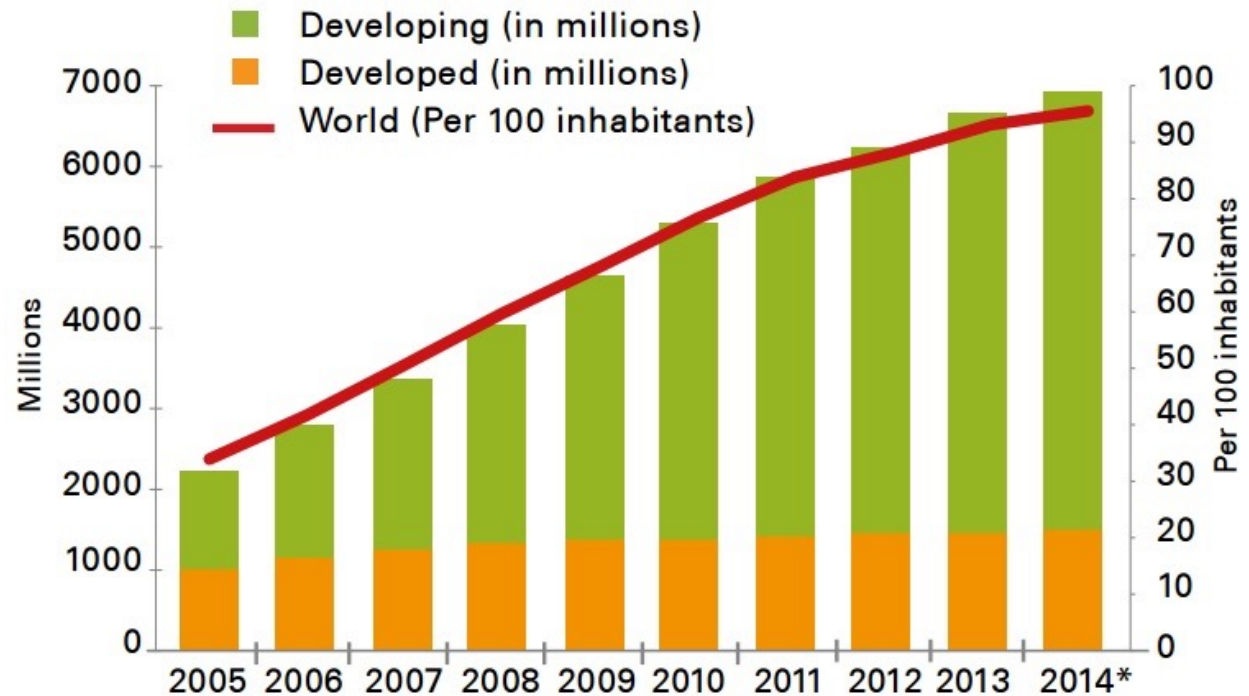
- Smart Learning (S. Korea)

Mobile

Developing nations catching up in mobile access; may “leapfrog” educational technologies

(Cavanaugh, Ch 13)

Mobile
Subscriptions
by Economic
Development
Level



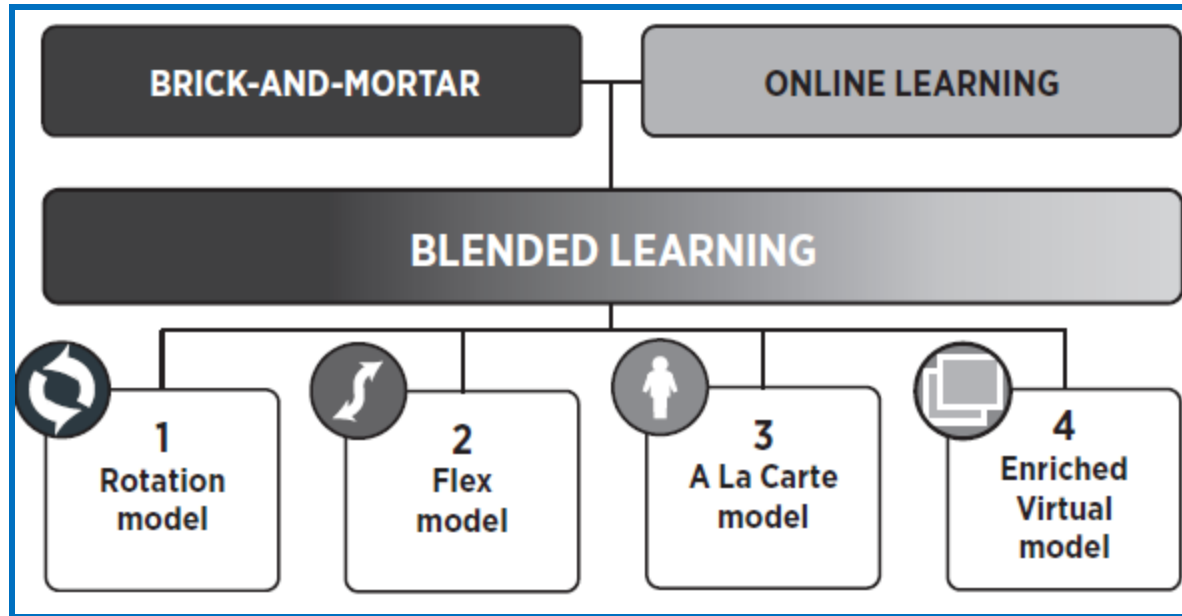
Note: * Estimate

Source: ITU World Telecommunication/ICT Indicators database

Blended

Emergence of K–12 blended learning has brought online learning into mainstream

(Revanaugh, Ch 13. Ebert & Powell, Ch 11)



Adapted with permission from "Classifying K–12 blended learning," by Heather Staker and Michael B. Horn, © 2012, Innosight Institute.

Blended

Outside the U.S., many nations have different paradigms for digital learning

- Little full-time K-12 online learning
- Online learning used when F2F unavailable
- Any digital tech use may be considered “e-learning”
(Smallwood, Reaburn & Baker, Ch 12; Cavanaugh, Ch 13; Harris, Ch 14; Boulton & Hasler-Waters, Ch 15; Kim & Seo, Ch 16)

DIGITAL WORLDWIDE...

LEARNING
ENVIRON-
MENTS

CURRIC-
ULUM

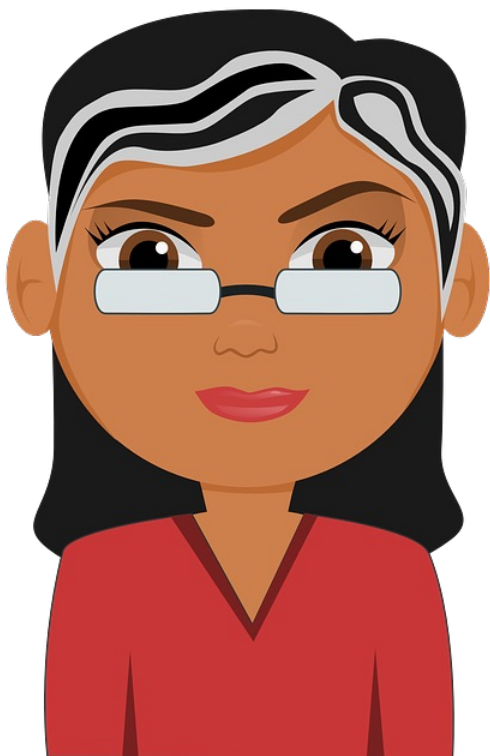
RESOUR-
CES

REPOSI-
TORIES

LITERACY

Facilitated

Important new roles for K-12 teachers as facilitators, guiding and shaping learning



- Primarily provide scaffolding, support and intervention.
- Effective practices (Kennedy & Archambault, Ch. 2); Certifications and Endorsements (Yang & Rice, Ch. 9)

Personalized

Trend toward increasing personalization via technology

- Personalized learning
(Revenaugh, Ch 10)
- Individualized learning
(Smallwood, Reaburn
& Baker, Ch 12; Harris, Ch14)
- Authentic collaborative activities
(Boulton & Hasler Waters, Ch 15)



Adaptive

Online learner interactions increasingly used to adapt teaching and learning

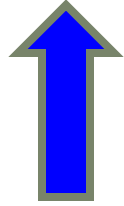
- Example: Nexus Academy



- dynamic F2F grouping of students to learn a specific objective based on CC-aligned embedded testing
- use of adaptive testing to personalize learning program, track progress
(Revenaugh, Ch 10)

Evidence-Based

- Ask the right questions to build evidence-based practice, such as:



Under what conditions does K-12 online and blended learning work best?

Rather than asking:



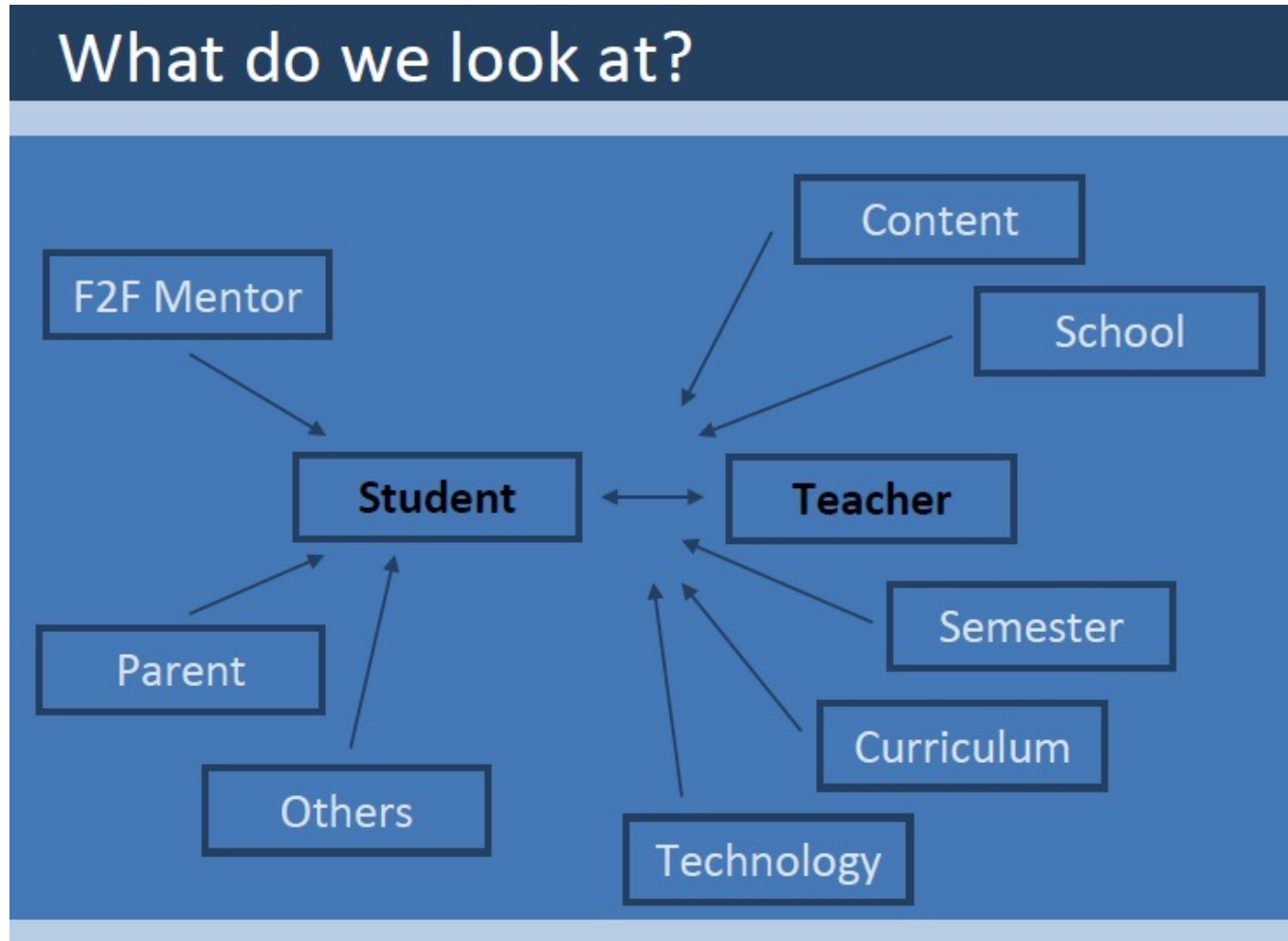
Does it work better than face-to-face?



(Ferdig, Cavanaugh, & Freidhoff, Ch 5)

Evidence-Based

Online is complex; blended even more so
(Ferdig, Cavanaugh & Freidhoff, Ch 5)






Virtual

HIGH SCHOOL

Your Questions and Comments





Michael K. Barbour

Associate Professor, Instructional Design
Touro University, California

mkbarbour@gmail.com

<http://www.michaelbarbour.com>

<http://virtualschooling.wordpress.com>