

High Quality Online Courses

Patrick R. Lowenthal

Boise State University
University of Colorado Denver
slides @ www.patricklowenthal.com

Senate Bill No. 1184

"...the legislature finds that in order to better provide students with the **skills that they will need to be successful as students, employees, entrepreneurs, and parents in the future, more exposure is needed in online learning** and informational environments..."

My Girls



Growth of Online Learning

5.6 million
post-secondary
students

Growth of Online Learning

+ 4 million K12
5⁺ million post-secondary

Millions of online learners

Growth of Online Learning

| | Total Enrollment | Annual Grow Rate Total Enrollment | Students Taking at Least One Online Course | Annual Growth Rate Online Enrollment | Online Enrollment as a Percent of Total Enrollment |
|------------------|------------------|-----------------------------------|--------------------------------------------|--------------------------------------|----------------------------------------------------|
| Fall 2002 | 16,611,710 | NA | 1,602,970 | NA | 9.6% |
| Fall 2003 | 16,911,481 | 1.8% | 1,971,397 | 23.0% | 11.7% |
| Fall 2004 | 17,272,043 | 2.1% | 2,329,783 | 18.2% | 13.5% |
| Fall 2005 | 17,487,481 | 1.2% | 3,180,050 | 36.5% | 18.2% |
| Fall 2006 | 17,758,872 | 1.6% | 3,488,381 | 9.7% | 19.6% |
| Fall 2007 | 18,248,133 | 2.8% | 3,938,111 | 12.9% | 21.6% |
| Fall 2008 | 18,698,630 | 2.5% | 4,606,353 | 16.9% | 24.6% |
| Fall 2009 | 19,036,860 | 1.2% | 5,579,022 | 21.1% | 29.3% |

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Growth of Online Learning

50%

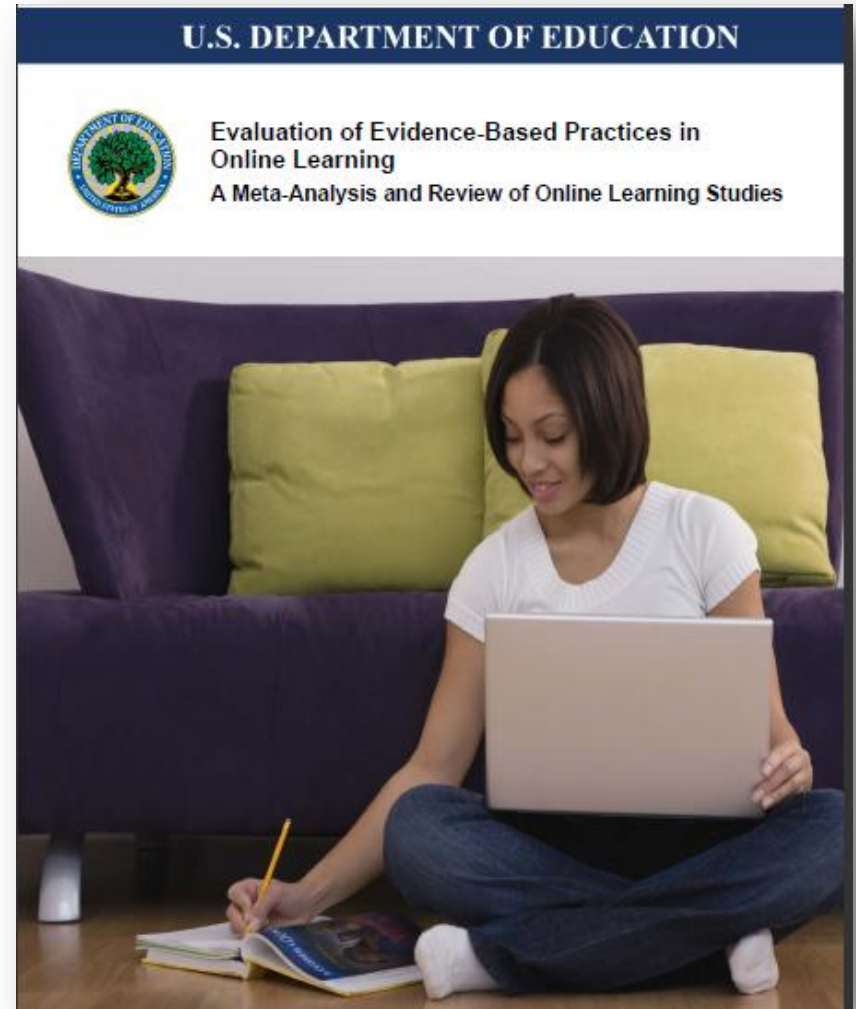
**High school
courses online
by 2019**

My Girls



Online vs. Face-to-Face

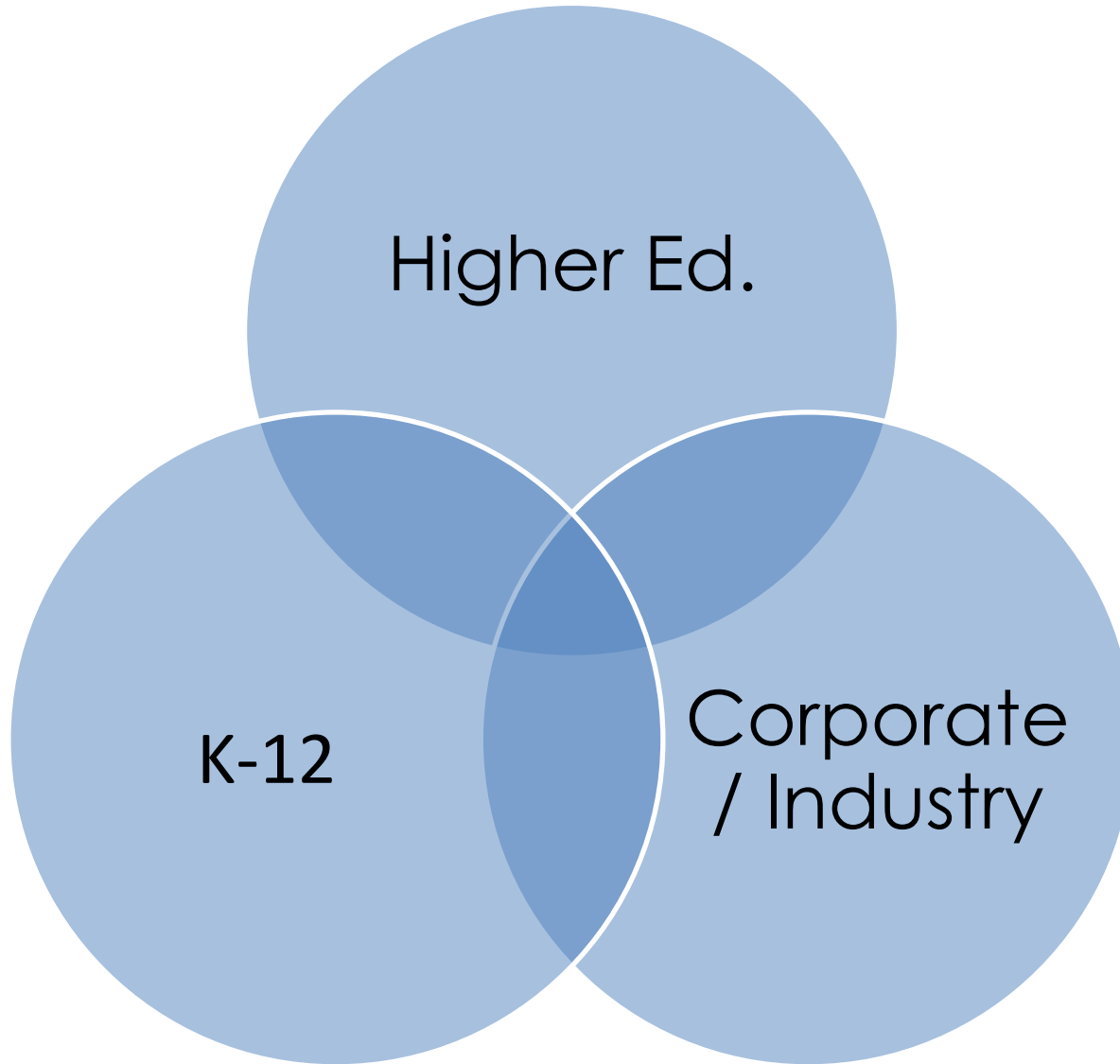
Comparison studies suggest there is **no significant difference** between online & face-to-face learning



What Does Quality Look Like?



It Depends...



... on a # of Variables

Context

Formality

Setting

Curriculum Fit

Synch. / Asynch.

Pacing

% Online

Class Size

Development
Model

Targeted
Learning

Subject Area

Media

Multimedia

3-D Virtual
Worlds

Teachers & Learners

Instructor Role

Cohort Group

Student
Collaboration

Teacher
Preparation

Student Diversity

Class Size

Quality Framework

Curriculum
Design

Teaching and
Facilitation

Learning
Experience

Instructional
Design

Web
Design

Course
Presentation

Standards / Guidelines



Standards / Guidelines

Early assumptions & focus were that:

High
Quality
Course

=

High Quality
Learning
Experience

Standards

National Standards for Quality Online Learning

by International Association for K-12 Online Learning (iNACOL)



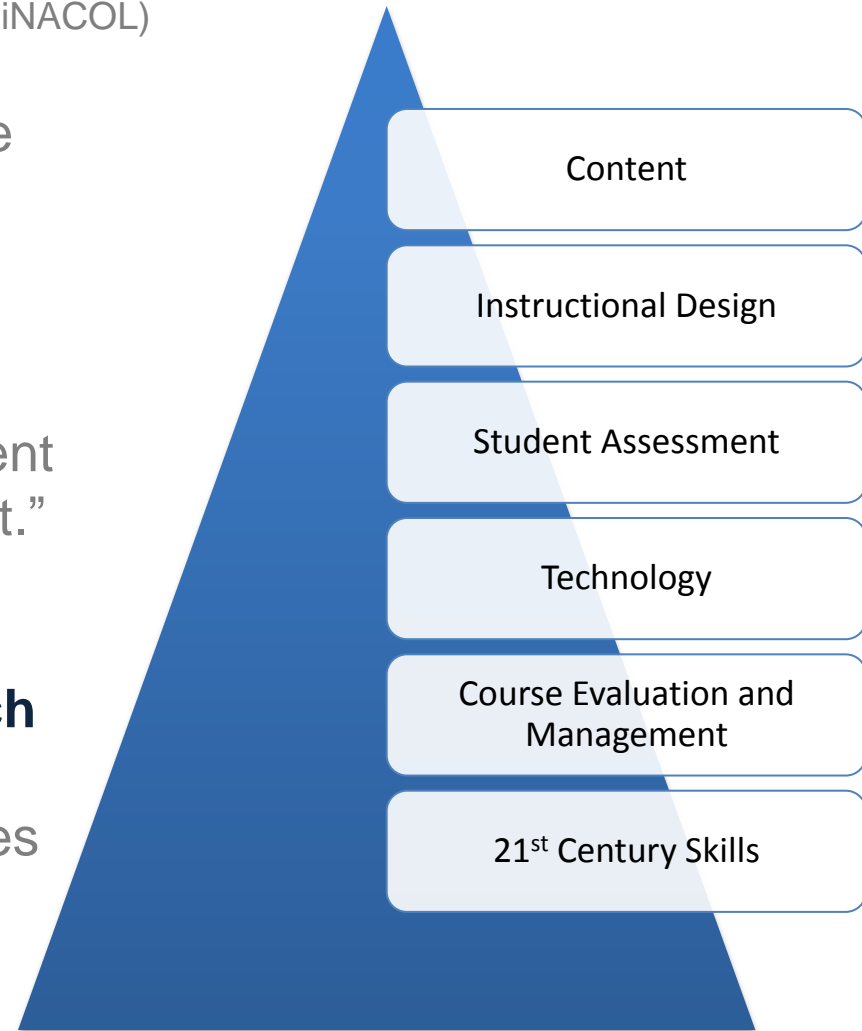
Standards

National Standards for Online Course Quality

by International Association for K-12 Online Learning (iNACOL)

“National Standards for Online Course Quality is designed to provide states, districts, online programs, and other organizations with **a set of quality guidelines** for online course content, instructional design, technology, student assessment, and course management.”

“These guidelines should be **implemented and monitored by each district or organization**, as they reserve the right to apply the guidelines according to the best interest of the population for which they serve.”



Standards

| A | Content | Score |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| ✓ | The course goals and objectives are measurable and clearly state what the participants will know or be able to do at the end of the course. | |
| ✓ | The course content and assignments are aligned with state's content standards or nationally accepted content standards set for Advanced Placement courses. | |
| B | Instructional Design | Score |
| ✓ | Course design reflects a clear understanding of student needs, and incorporates varied ways to learn and multiple levels of mastery of the curriculum. | |
| ✓ | The course is organized into units and lessons. | |
| C | Student Assessment | Score |
| ✓ | Student evaluation strategies are consistent with course goals and objectives, representative of the scope of the course and clearly stated. | |
| ✓ | The course structure includes adequate and appropriate methods and procedures to | |
| D | Technology | Score |
| ✓ | The course architecture permits the online teacher to add content, activities and assessments to extend learning opportunities. | |
| ✓ | The course accommodates multiple school calendars; e.g., block, 4X4 and traditional schedules | |

Quality =

Course

+

Teaching

Quality Courses

Quality Teaching

- Content
- Instructional Design
- Student Assessment
- Technology
- Course Evaluation & Management
- 21st Century Skills

- Licensed to teach / Highly qualified
- Prerequisite technology skills
- Designs & incorporates active & collaborative learning
- Provides regular feedback & clear expectations
- Models legal, ethical, & safe technology use
- Been an online student
- Responsive to students w/ special needs
- Creates & implements valid & reliable assessments
- Develops standards-based assignments & assesses student achievement
- Uses data to modify instructional methods to guide student learning
- Effectively enables teacher and students to self & pre assess
- Collaborates w/ colleagues

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Big

vs.

Little

Enterprise Models



Lone Ranger

Enterprise Model

Faculty Driven

Administrative Driven

Decentralized Administration

Centralized Administration

Courses Developed Individually

Courses Developed Collaboratively

Un-standardized Course Develop.

Standardized Course Develop.

Little Formal Oversight of Faculty

Strict Assessment, Training, & Oversight

Things to Think About

- What role should the state department play in ensuring students take high “quality” online courses?
- How can the state raise the bar regarding expectations for vendors and/or districts that offer courses online?
- How can current Idaho teachers receive training to teach online?
- How can a state contract with vendors entail a quality component?
- How can student learning be tracked and correlated to courses take online?
- Can a “customer” evaluation system be developed?

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