

MINUTES
TECHNOLOGY TASK FORCE
Online Learning Implementation Subcommittee

DATE: September 13, 2011

TIME: 8:34 AM

PLACE: EW42

MEMBERS: Chairman Andy Grover, Vice-Chair Aaron McKinnon, Brad Patzer, John Goedde, Cliff Green

Absent: Mike Caldwell, Alan Dunn, Spencer Barzee

Patrick Lowenthal, Boise State University, gave a presentation on the features of a high quality online course. Mr. Lowenthal emphasized the importance of learning online, as many face to face classes now require an online component. Many students entering post secondary studies are unprepared for the expectations of online learning and university dropout rates can be as high as 50%; therefore, high school is good place to start teaching students these critical online learning skills.

There are several companies that set standards/guidelines for online learning, such as: Sloan-C, Quality Matters Program, iNACOL.

Responding to questions, Mr. Lowenthal estimated that it would take one or two hours to evaluate an online course, which could be done by SDE personnel or by a third party. In order to properly train course evaluators, a minimum of one week training is recommended. Mr. Lowenthal noted that having experience as an online learner greatly benefits online course evaluators.

The Committee further discussed the option of having vendors have their courses evaluated by a third party prior to working in Idaho.

Mr. Lowenthal discussed aspects that make up a quality course (content, design, student assessment, technology, course evaluation, 21st century skills) and quality teaching (licensed, provides regular feedback, has been an online student, collaborates with colleagues, etc.)

Mr. Lowenthal discussed types of vendors, using a rubric that ranged from "lone ranger" to "enterprise model." A lone ranger online course is faculty driven, has little formal oversight of faculty, the courses are developed individually, and there is a decentralized administration. An enterprise model is administratively driven, has a centralized administration, the courses are developed collaboratively, there is standardized course development, strict assessment of courses, and training and oversight for teachers. Neither model is preferred, but the type of model is something for this Committee to consider in what will best

work for large and small districts.

Mr. Lowenthal gave the Committee the following questions to think about:

- What role should SDE play in ensuring high quality online courses?
- How can SDE raise the bar regarding expectations for vendors/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 taken online?
- Can a customer evaluation system be developed?

The Committee discussed the benefit of having student teachers learn how to teach online as part of certification. Currently, training goes on but the Committee may need to address the issue of consortiums providing professional development prior to having teachers teach online. It was noted that having teachers update their endorsement, or have a required number of continuing education credits each year would be beneficial to ensure high quality online teachers. The Committee recommended that Mr. Lowenthal's presentation be given to the entire task force.

The Committee took a ten minute recess.

The Committee reconvened at 9:53 a.m. Chairman Grover reiterated the value of Mr. Lowenthal's presentation and stated that the rubrics given to the Committee could be used as the basis for future RFIs (Request for Information). Chairman Grover discussed the timeline and goals for the Committee during the next three months.

Jason Hancock, State Department of Education, informed the Committee that there are currently four tentative sites to visit that have 1:1 mobile computing devices and that several task force members will be visiting these sites. The SDE will attempt to choose a site visit that also includes excellent online teaching models and will determine which Online Learning Committee members will be asked to attend the visit and report back in November.

There being no further business to come before the Committee, the meeting was adjourned at 10:08 a.m.

High Quality Online Courses

Patrick R. Lowenthal

University of Colorado Denver
Boise State University



The Future of Education ???

Growth of Online Learning

+ 4 million K12
5⁺ million post-secondary

Millions of online learners

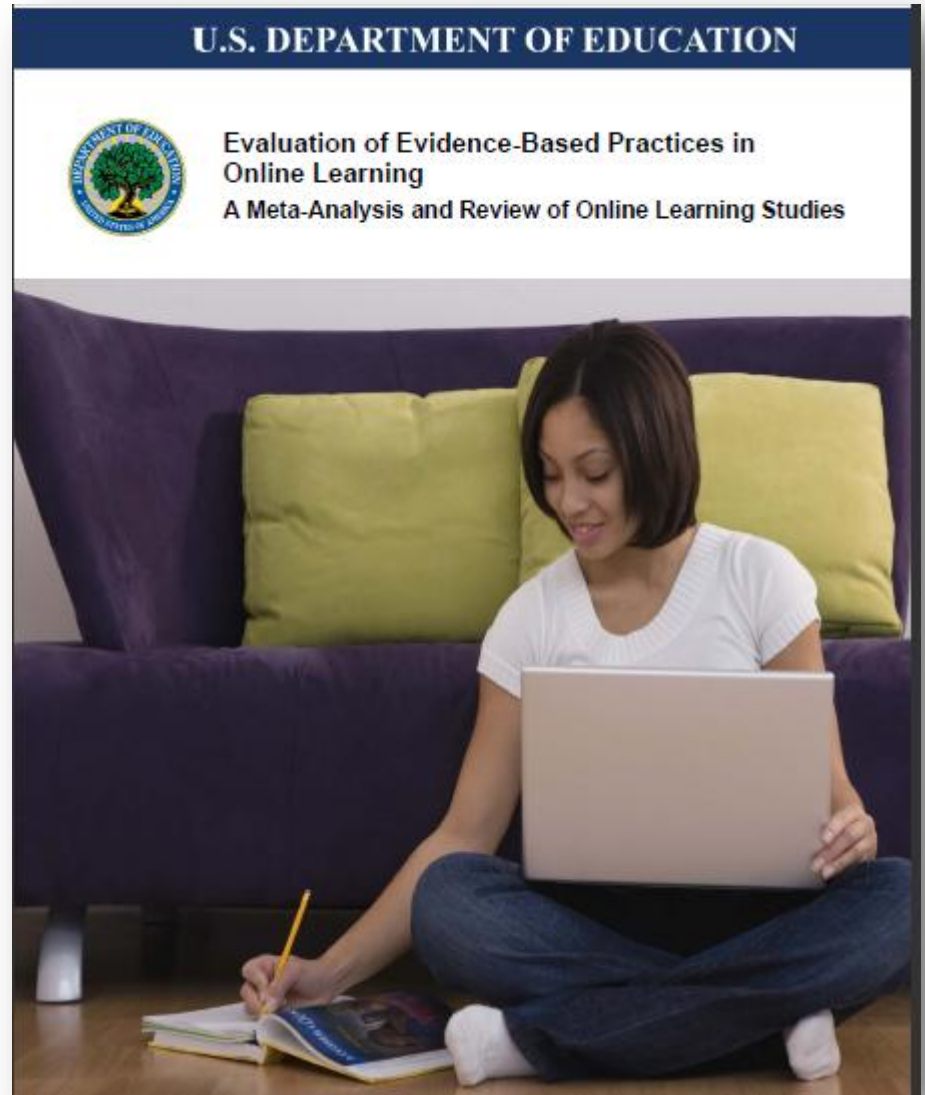
Senate Bill No. 1184

9 33-1627. ONLINE COURSES -- MOBILE COMPUTING DEVICES AND TEACHER
10 TRAINING. (1) The legislature finds that in order to better provide students
11 with the skills that they will need to be successful as students, employees,
12 entrepreneurs and parents in the future, more exposure is needed to online
13 learning and informational environments.

“...provide students with the skills that they will need to be successful as students, employees, entrepreneurs, and parents...”

Online vs. Face-to-Face

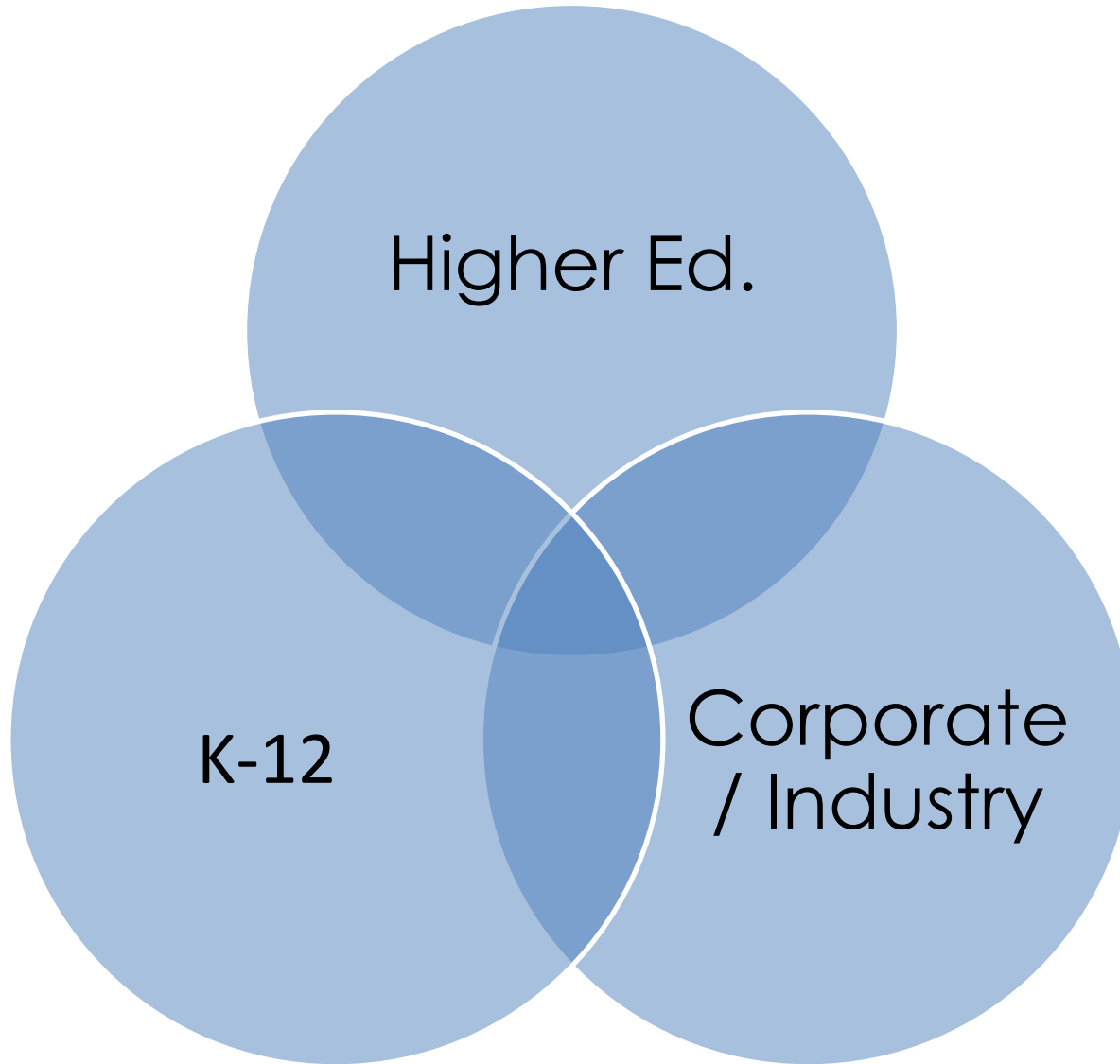
Nearly every comparison study suggests there is no significant difference between online & face-to-face learning



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)



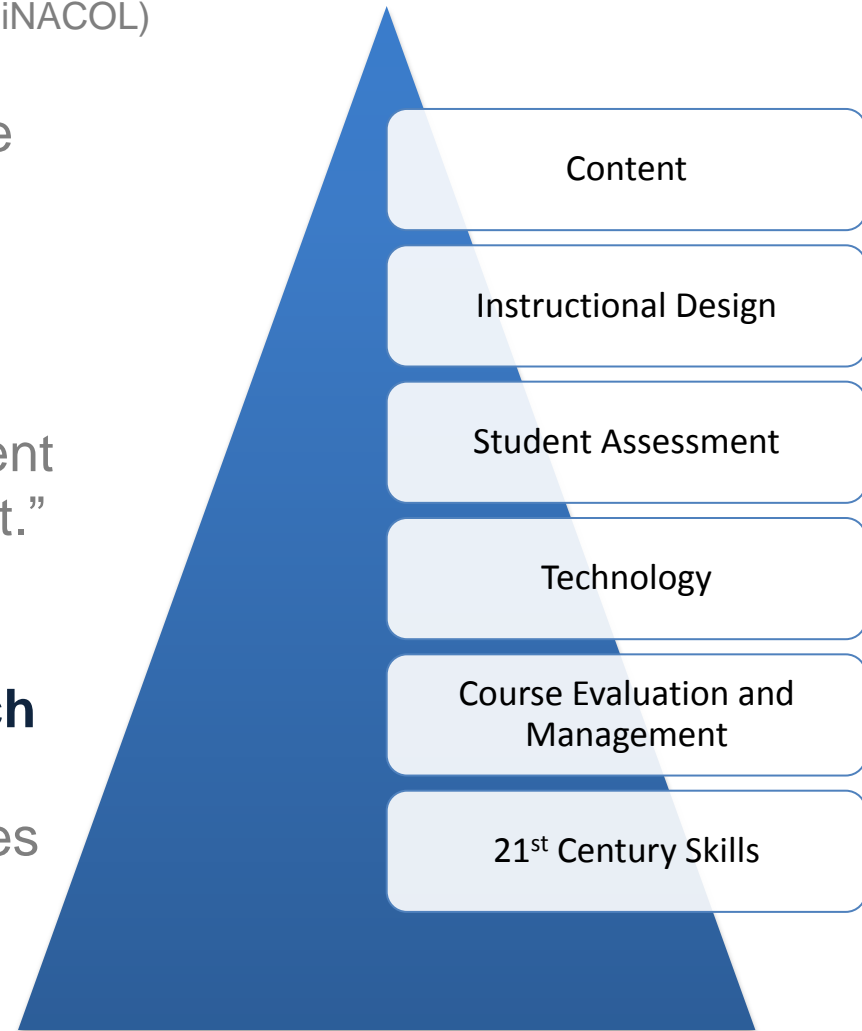
Standards

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
<ul style="list-style-type: none">•Content•Instructional Design•Student Assessment•Technology•Course Evaluation and Management•21st Century Skills	<ul style="list-style-type: none">•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 with special needs•Creates & implements valid & reliable assessments•Develops standards-based assignments & assesses student achievement•Uses data to modify instructional methods to guide student learning•Frequently and effectively enables teacher and students to self and pre assess•Collaborates with colleagues



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?

Patrick Lowenthal

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