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Online, Blended & Distance Education in Schools: Building Successful Programs (2015)

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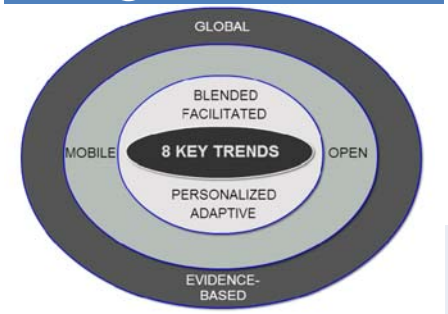
Eight Trends



GLOBAL and EVIDENCE-BASED

- A global trend toward availability of digital personalized learning.
- Ongoing research on digital K-12 education, much more needed.

MOBILE and OPEN

- Rapid increase in mobile tech access in developing nations "leapfrogs" older technologies
- Open educational resources (OERs) & LMS a disruptive trend

BLENDED and FACILITATED

- Outside USA, fully online a rarity, blended becoming more common.
- Teachers have vital role as active facilitators of digital learning.

PERSONALIZED and ADAPTIVE

- Many models presented for
- personalizing learning.
- Data-driven adaptive learning drives many blended schools.

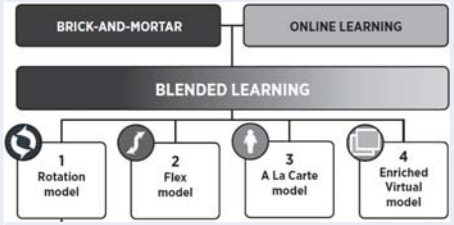
Cases and Issues

Case studies of programs in 6 nations

•In developing nation **Nepal**, tech may bypass school access barriers for girls (***Cavanaugh, Ch 13***)

•For OERs and Open LMS, quality, standards, accessibility, total cost must be addressed (***Darrow, Ch 4***)

Staker & Horn blended learning model



Adapted by permission as Figure 14.1, from "Classifying K–12 blended learning," by Heather Staker and Michael B. Horn (2012).

Nexus case: adaptive dynamic F2F grouping (***Revenaugh, Ch 10***)

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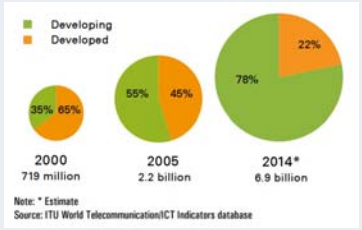
Findings

•54-nation iNACOL survey in 2011 found widespread digital tech use in schools (***Clark & Barbour, Ch 1***)

•Digital ed researchers need to ask right questions; answer critics, appreciate complexity (***Ferdig, Cavanaugh, & Freidhoff, Ch 5***)

Developing vs developed world mobile subscriptions, 2005-2014



•Blended learning in **Australia** less disruptive (hybrid; more disruptive models in **USA** (***Harris, Ch 14***)

•Online teaching standards & research gaining traction in U. S. (***Kennedy & Archambault, Ch 2***)

•High-touch personalized learning in **Canadian** school; (***Smallwood, Reaburn & Baker, Ch 12***)

•Adaptive is a trend worthy of separate consideration.

Conclusions

•***What can digital learning programs in the U. S. and other nations learn from each other?***

➢ Best practices of effective programs with ***high-quality teaching, learning & outcomes*** should be widely shared.

➢To increase digital learning, ***education transformation efforts*** must address policy and access barriers worldwide.

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➢***Blended learning*** is likely to continue to grow, while fully online schools see little growth.

➢***Continuing PD & support*** is needed to increase teacher adoption of digital tech tools.

➢Digital personalized learning will continue to grow globally, with a primary focus on ***blended learning models*** relevant in the local context.