Distance Education - Effect in K-12 Education

Courtney Mancuso
Southeastern Louisiana University
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Closing the significant differences gap between distance and face-to-face instruction

Purpose:

This article focused on how to make distance education as effective as face-to-face instruction.

Creating Equilibrium:

The article stated, that in order to make a distance learning course successful; you must begin with understanding the learners of the course and understand the learning environment. After understanding the learners and the environment the instructor must figure out how much interaction is appropriate for the course, based on the learners. This will all create an “equilibrium”, which is basically that all three stakeholder: students, faculty, and administration needs are meet. For different learners, this could mean different levels of interaction.

Student Interaction:

This article summed up that the types of students and the environment will determine the manner in which the material will be taught. It also had a strong central point that the distance course should give an equivalent education as the face-to-face instruction. The article also stated that there are levels of interaction and using the BOLD “blended online learning design” is a good way to help build a course with leveled learners. This was basically a “hybrid course”. This would allow levels of student interaction and allow for student success in the course. In short, it seems that most students, faculty and administrators seem to be happy and these courses seem to offer equilibrium that is needed for all stakeholders success.

Holmes, Joseph L. (February 2013). Closing the significant differences gap between distance and face-to-face instruction. *International Journal of Instructional Technology and Distance Learning, Vol.10 No. 2.* Retrieved from

http://itdl.org/
Approaching K-12 Online Education in Pennsylvania

Purpose:

This article focused on a survey given in Pennsylvania to an approach at accommodate online education. The stakeholders who were surveyed were: administrators, teachers, and other decision makers in the districts. There were about 500 schools districts that participated in the survey. Most of the data was quantitative.

Findings:

• Instructors need professional development

• Distant learning not for ALL students- SPED/ESL

Recommendations:

• Training for Instructors

• Devote In-house educators to focus on this type of teaching

• Not for ALL students

Vadell, Kathryn. (Summer 2013) Approaching K-12 Online Education in Pennsylvania, Online Journal of Distance Learning Administration, Vol. 16 Issue 2. Retrieved from

http://www.westga.edu/~distance/jmain11.html
Learning Anytime, Anywhere: Advanced Distributed Learning and the Changing Face of Education

Purpose:

This article focuses on the changes in education, such as (ADL) advanced distributed learning. As of right now, this is primarily focused in government and business learning but will soon surface in K-16 learning.

What is ADL?

ADL focuses on access to instructional resources, such as; sharable and reusable sources anywhere at anytime. These resources can be used using the web or can be downloaded. It allows for students to work individually and/or collaboratively with instructional guidance.

Vision of ADL:

The future vision of ADL will be to use cellular devices and other hand held devices to make it more accessible to students. The ADL specifications are focused on a specific model called SCORM (sharable content objects Model), this means that all resources can be shared and accessed by students.

Issues with ADL in K-12:

The issues that ADL brings up in K-16 education is the need for the technology to be able to have this type of learning, the cost-effectiveness, and effectiveness of the ADL. Towards the end of the article the author admits that there is continued study of the effectiveness of the ADL model and that there is still a need for adjustments and research.