Robin Gonzales, Education Consultant presenting
00:28 Illinois Virtual High School background.
00:55 Now employed by ?

01:30 The Growth of Virtual Schools
01:39   In 2000, 45,000 k-12 students took an online course. By 200 it was 4
02:01 million.
02:07   The Emergence of Blended Learning
02:17   Educators and Entrepreneurs are increasingly cheating blended-lean
02:26 ring environments where the students were in an adult-supervised environment.
02:54   At the outset, this occurred in non-core instructional areas, such as:
03:15   credit-recovery labs
03:21   dropout recovery programs
03:28   A growing number of schools, however, are starting to introduce blended
03:42 learning into the curriculum.
03:54 Defining Dimensions of Blended Learning Models

04:42 Chicago Public Schools started this for Credit Recovery.
05:06   Fall 2008: Mostly Credit Recovery and had horrible pass rates. 34% pass
05:31   Spring 2009: Revamped
06:23 The Challenge:
06:28   Expand the curent CPS Virtual School and create a summer initiative that
06:41 provides:
06:45   Acceleration/Advanced options for students who want to "get ahead"
06:58   Pre-High School courses in Algebra and Composition for students who
07:09 want to "get Prepared."
07:15   Credit Recovery courses for students who failed courses during the
07:25 regular year and want to "get on track".
07:43   Enrichment Courses for students.
07:51 The Results:
07:57   Over 1,000 students took courses for enrichment and advancement.
08:09   Over 3,500 students took courses for credit recovery (largest in nation)
08:29   Hundreds of middle school students tok preparation courses (largest online
measurement)
08:49 The Trend:
08:55   Districts, driven by government to produce better results, are using credit
09:09 recovery program to help students in trouble get back on track and boost
09:25 achievement levels for the students and districts alike 2009, Alan Dessoff
09:40 The Consequence:
09:44   A Search for inexpensive online credit recovery solutions has led to:

Little to not teacher interaction
Little to no presence of learning community.
No differentiation of instruction or assessment.
The Innovation Opportunity - Blending Project Based & Online Learning
Chicago Cultural Instutions, other online schools and publications are
looking at the "Get Inspired" program as a new model for online learning. We
had the opportunity to re-think... When is School, What is School, Where is
School?
They met at a theater and saw a show and then discussed their stuff
online and in the lobby.
Environmental Science courses, Theater courses did this.
What should you look for?
Support the learner with resources.
Well designed course.
Instructional Design 7 delivery
Assessment and Evaluation of Student Learning.
Innovative Teaching with Technology
Are they engaging?
Common Denominators of Success - as identified by a recent study "Achieving
Success in Online Learning"
Top down support and grass roots involvement.
Faculty need resources and administrative support.
Need to look at course design with high scrutiny.
It's not enough for a course to be successful online it must also be designed
to key into the digital pulse of current events, trending topics, and insider
knowledge endemic to the web. (Social networking)

Questions:
1. Is CPS synchronous or asynchronous? It is mostly synch. Advances
classes get more support.
What will you build vs. license or purchase?

Get a learning management system, get some teachers, get some content, then
GO!
2. At Chicago, did you build a curr, or did you buy a curr?
-Both. When it was a fringe movement, things were very open. Later things
changed.
3. What vender did you use?
-Adventa Learning
4. Did you have a certain team of teachers that looked at curr to determine

what to purchase?

   - Yes. Laborous process.

5. What about Elementary?

   - No. Only went as low as 7th Grade.

6. For your courses did you do the blanket Adventa or did you do it by student population or student interest?

   - We were open on both sides of that.

7. Is there a resource to take a district through that process?

   - CPS would share a roadmap if asked. Don't buy a product without a program in place first.

8. For your sciences, how do you implement lab experiments?

   - Avartar based and simulated labs.

9. Was there a financial incentive to go online vs. in class?

   - It saves the district a lot of money by going online for the dropout kids.

   - Too many students were being told that the class they needed wasn't available.

Examples: (on Mahara)
   Self Created Course:
      Arabic Language class
      Used Safari Montage Live to develop the class content as it was taught in a regular (synchronous) class.
         (cf: Marty McGuire)
      The most important people in this process is the faculty.
   CPS has about 5000 per semester in online classes out of 412,000 students in the district.
   CPS treats them as adjunct faculty. Teachers do it as a second career.
   Illinois is pushing for this as a certification on a teacher certificate.