

# WELCOME



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## Topics

- Current landscape for online and blended learning
- Introduction to Illinois Virtual School, ISBE's program
  - Grades 5-12 online courses
  - Professional development delivery system
- Q & A



**Online Learning**

- 2011, 2 million (est.) online class enrollments in K-12
- 2012 - online and blended learning opportunities exist for at least some students in all 50 states plus DC
- 2011-12 275,000 high school students were fully online
- IVS serves 3,000 annually



<http://www.inacol.org>

**Numbers: Online Enrollments**

## Who is learning online?



- The Speak Up 2010 survey collected data from 379,000+ K-12 students, parents, and educators.
- High School enrollments have tripled in recent years, Middle School has doubled.
- Main reasons – access to courses, financial cuts, credit recovery

[http://www.tomorrow.org/speakup/learning21Report\\_2011\\_Update.html](http://www.tomorrow.org/speakup/learning21Report_2011_Update.html)

# Numbers: 2012 Trends Update

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course where no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

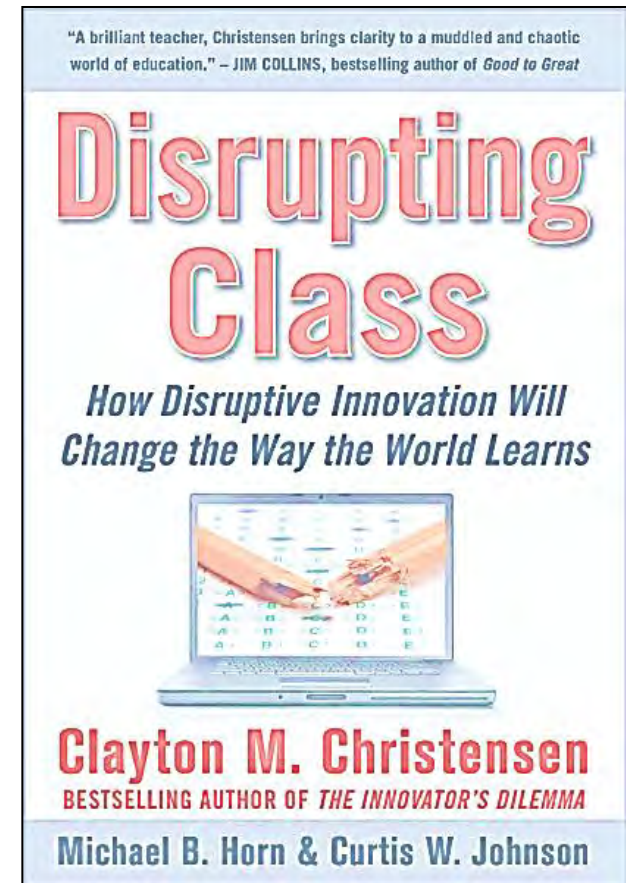


<http://www.sloanconsortium.org/>

# Definitions

- Disruptive innovation - a process by which a product/service takes root initially in simple applications at the bottom of a market and then relentlessly moves 'up market', displacing current system.
- Christensen identifies *online learning* as a disruptive innovation
- If rate of adoption follows the classic disruptive innovation model, by 2018, 50% of all high school courses may be **online/blended**.

--Clayton M. Christensen

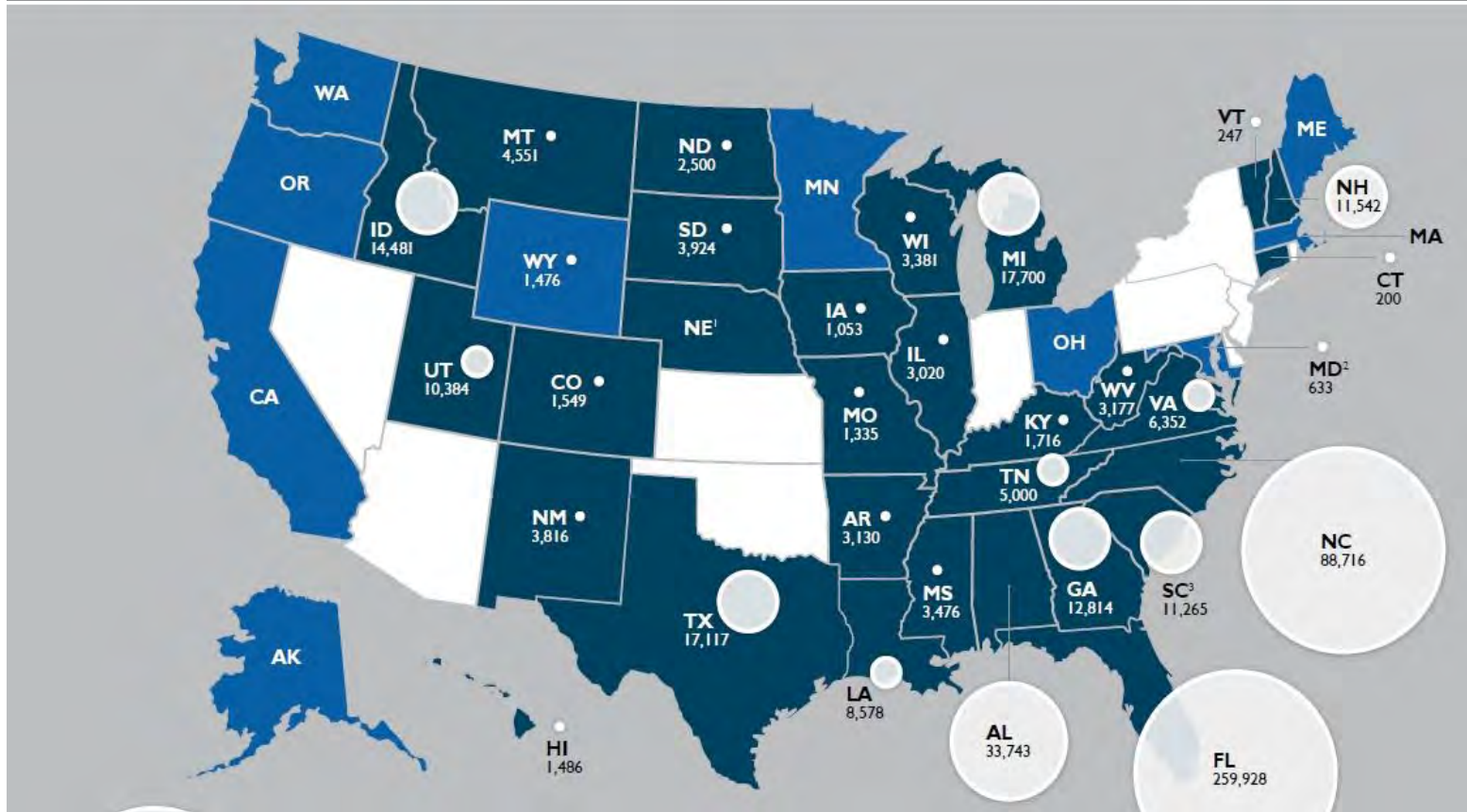


# Estimate of Adoption

2011

## States with State Virtual Schools or State-led Online Initiatives

- states with a state virtual school
- states with a state-led online initiative
- states with neither



# State Virtual School programs

## IVS is a supplement online program

- Expand local learning opportunities.
- Keep students and teachers at the local school.

- **IVS 5-12**

*Online Courses are Offered in Partnership with the Local School.*

- **IVS-PD**

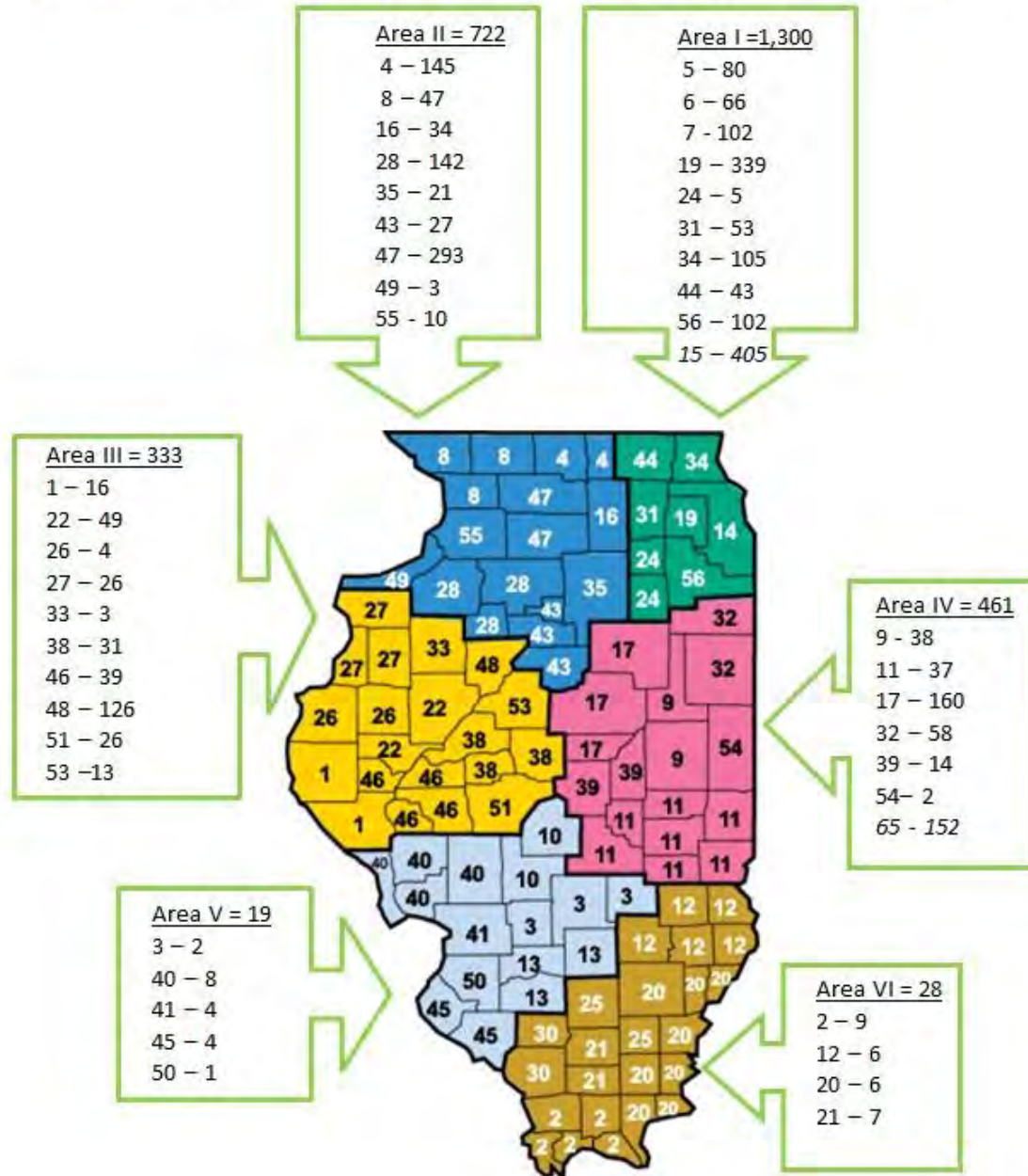
*Delivering Online Professional Development Opportunities to Illinois Educators.*

**ISBE's Virtual School  
Program for Illinois**



# FY11 – IVS Enrollment by Region

(2991 Enrollments / 195 Schools / 2102 Students)



Ex. Area 1 Public Schools:

- Chicago Public Schools
- Hinsdale Central HS
- Indian Prairie CUSD 204
- Ridgewood CHS
- Naperville Central HS

- **Complete course catalog** – Core, AP, Credit Recovery, Electives, Middle School (**NCAA, College Board** approved)
- 120 courses **aligned** with Illinois Learning Standards (CCSS alignment in year 2 of project now)
- Courses incorporate 21<sup>st</sup> century skills
- All full courses are teacher-led, **mastery based**
- Assurance that courses meet IL credit requirements including **Remote Education Act**

**Value of IVS – *Our Curriculum***

- More than 70 Illinois Certified, Highly-Qualified, many Board Certified, PhD
- Endorsed in the courses they teach
- Dedicated to communication between parents, schools and students.
- Offer tutoring sessions/synchronous help
- Fluent in latest digital devices and tools
- Love teaching online

**Value of IVS – *Our Teachers***

- Network of School Mentors
- Equity & Access - Disability Services Coordinators
- 24/7 Helpdesk
- Student Information System
- Fully automated rolling enrollment system
- Wide variety of data collection, reporting features

**Value of IVS – *Our Services***

- Interaction with dedicated, experienced, qualified teachers
- Anytime, anyplace, *anypace* learning
- Expanded curricular choices
- Differentiated instruction
- Student-centered and self-directed learning
- Online community fosters student to student & teacher to student collaboration
- Accelerated acquisition of 21st century skills
- Preparation for higher education or workplace online coursework
- Preferred digital learning environment

# Student Benefits

## Online Courses

- Mentor facilitated
- Multiple courses completed by students in same physical space
- Credit recovery, enrichment

## Tutoring (custom option)

- Online modules
- Live support

## Blended Courses

- Local teacher led
- Full online courses or modules



**Afterschool Solutions**

# TOUR OF IVS COURSES

EUROPEAN HISTORY

Options: 1.Introduction | 2.Document-Based Question | 3.Free-Response Question

Free-Response Question

Explain the ways in which Italian Renaissance humanism transformed ideas about the individual's role in society.

Key to this essay is the student's control over how specific ideas of Italian Renaissance humanism differed from medieval thought concerning the role of the individual in society. This role was not restricted to politics; good essays could describe several of a broad range of social roles. Most essential was discussion of the humanists' transformation of ideas. Students needed some awareness of Greco-Roman roots, the medieval hiatus in classical learning, and Renaissance recovery of their antique in order to score in the 4-5 range and higher. Consistent with the instructions, students were expected to use specific examples to support their answers.

Many students tended uncritically to interchange the terms "Renaissance" and "humanism," and many included individuals who were not Italians, or who were not humanists, especially artists. Such references could support a good response, but in essays where they replaced attention to Italian humanists the resulting scores were limited to the 4-5 range at the highest.

**Scoring Criteria**

8-9	Fully develops several major contributions of Italian Renaissance <i>humanists</i> (not artists or other figures) to a new awareness of the individual's role in society. Supports these points with specific
6-7	Explains individual "secular"
4-5	Shows a new con Italian Renaissance ideas di

## Unidad I Introducción

### Unit I Introduction



English Translation

ILLINOIS VIRTUAL SCHOOL Oceanography (12Flex)

Course Home | Content | Grades

Welcome to Oceanography

**NEWS**

News Item: Why study the oceans?  
Posted Jun 1, 2012 10:44 AM

So, you chose Oceanography. Why? It is an elective! You likely have some knowledge of the world oceans. Did you see "Finding Nemo," "Oceans" on TV with its Arctic / Antarctic switch between; seen images of art works such as the image of Mt. Fuji, Japan; or even Google Earth? All these experiences bring you to this class with some idea of a really big place with lots of water. When I have crossed Lake Michigan and am in the "middle" one can look in all directions and NOT see land. Lake Michigan is small compared to an ocean. Several people have stated the importance of ocean studies because of the direct impact on our lives. Wait, I live in the interior of a continent, how am I affected? Let's see:

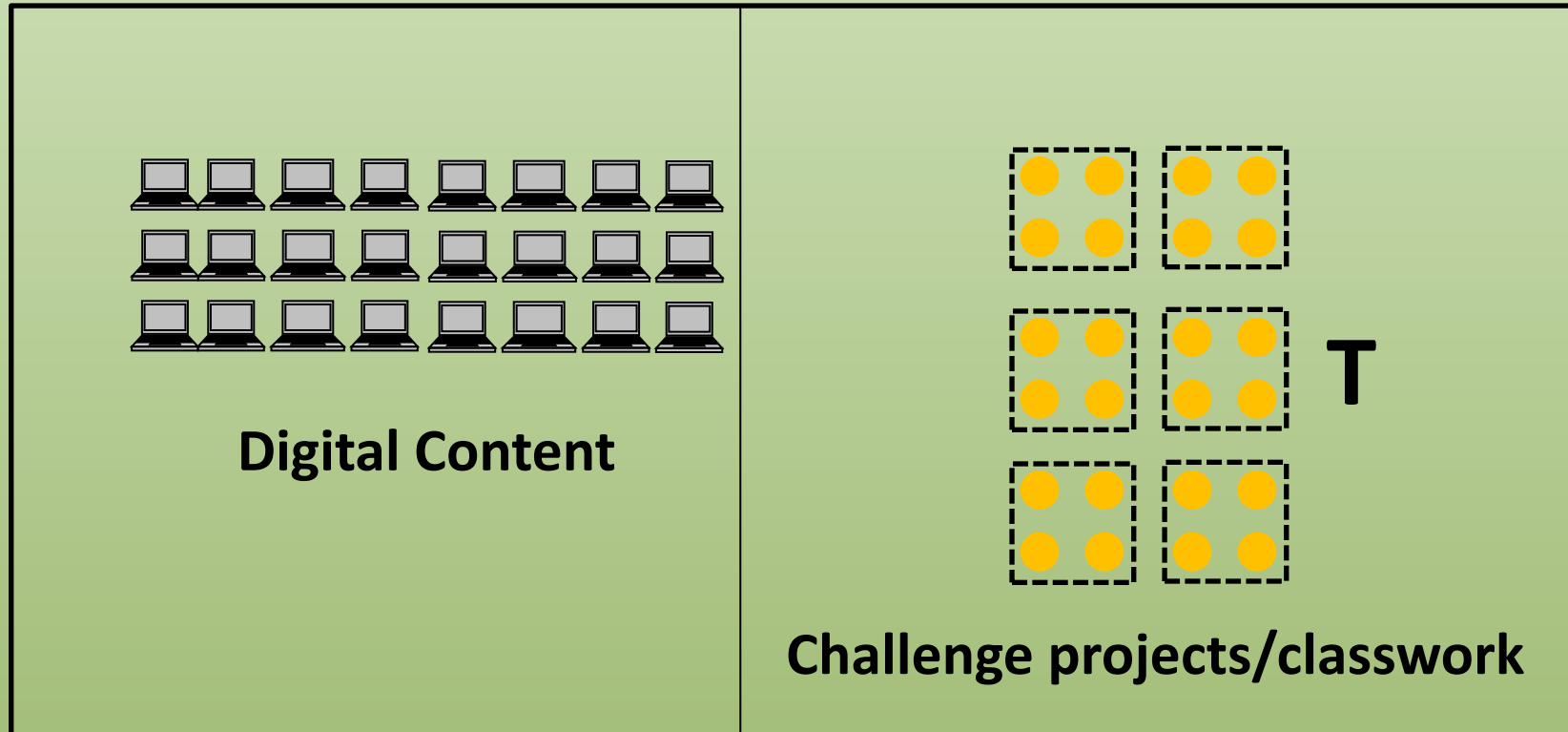
- 70% of earth is covered with water (mostly salty oceans - we cannot even drink the water)
- 80% of people live near water [OK! We live near one of the largest fresh water resources in the world]
- 90% of all products at some point are transported by water (plans are in the works to make the Chicago area a mega-port for ocean going vessels that can transit the new Panama Canal expansion thus bypassing rail and truck transport from coastal areas.

All people should have an understanding of such a major impact on their lives.

Welcome to Oceanography  
Posted May 29, 2012 6:30 PM

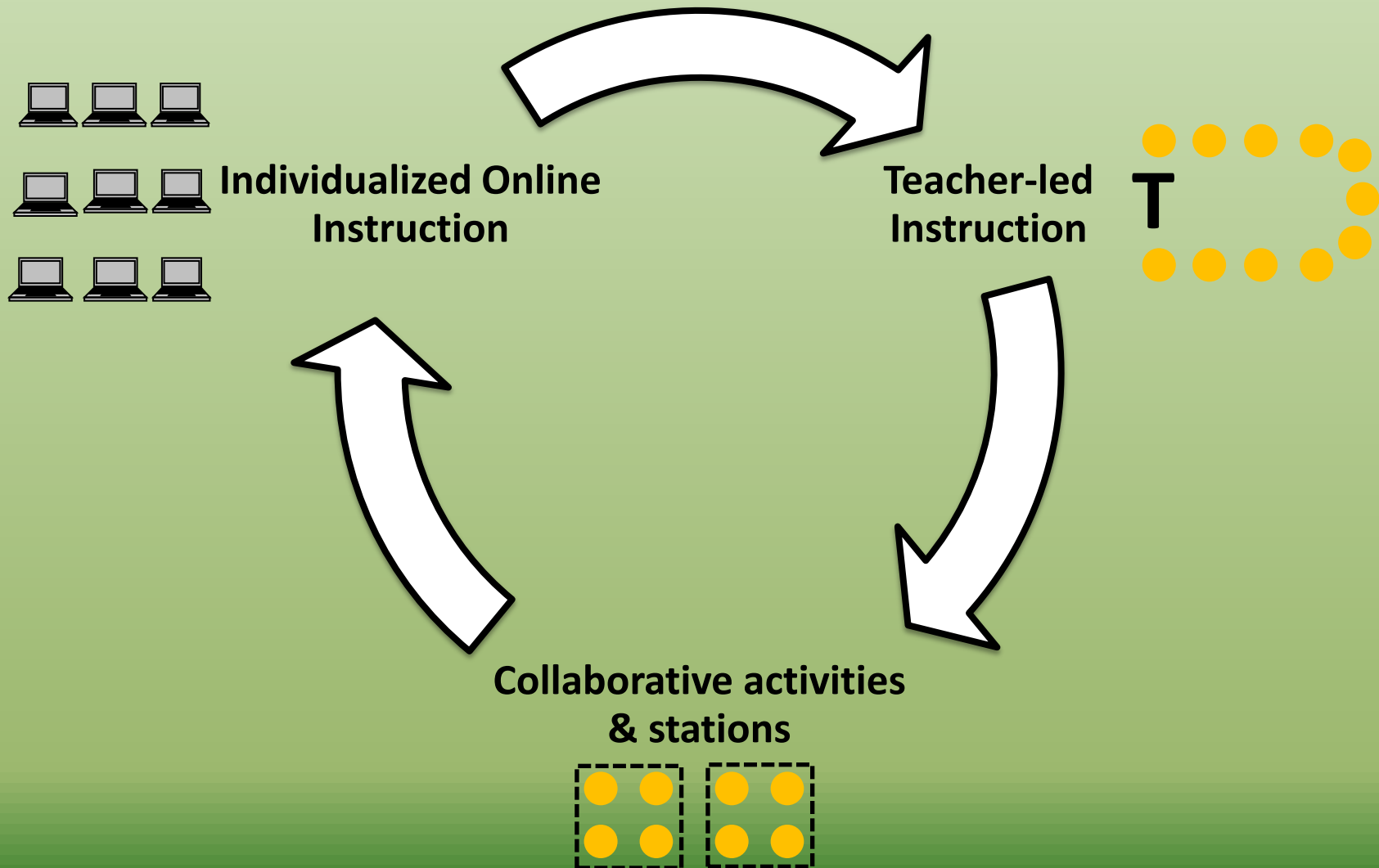
Shedd Aquarium  
IVS thanks the Shedd Aquarium for their generous partnership in developing this course  
Explore the Shedd Aquarium website!  
Course Overview  
Course Policies

# Station Rotation Model – Block/Flipped





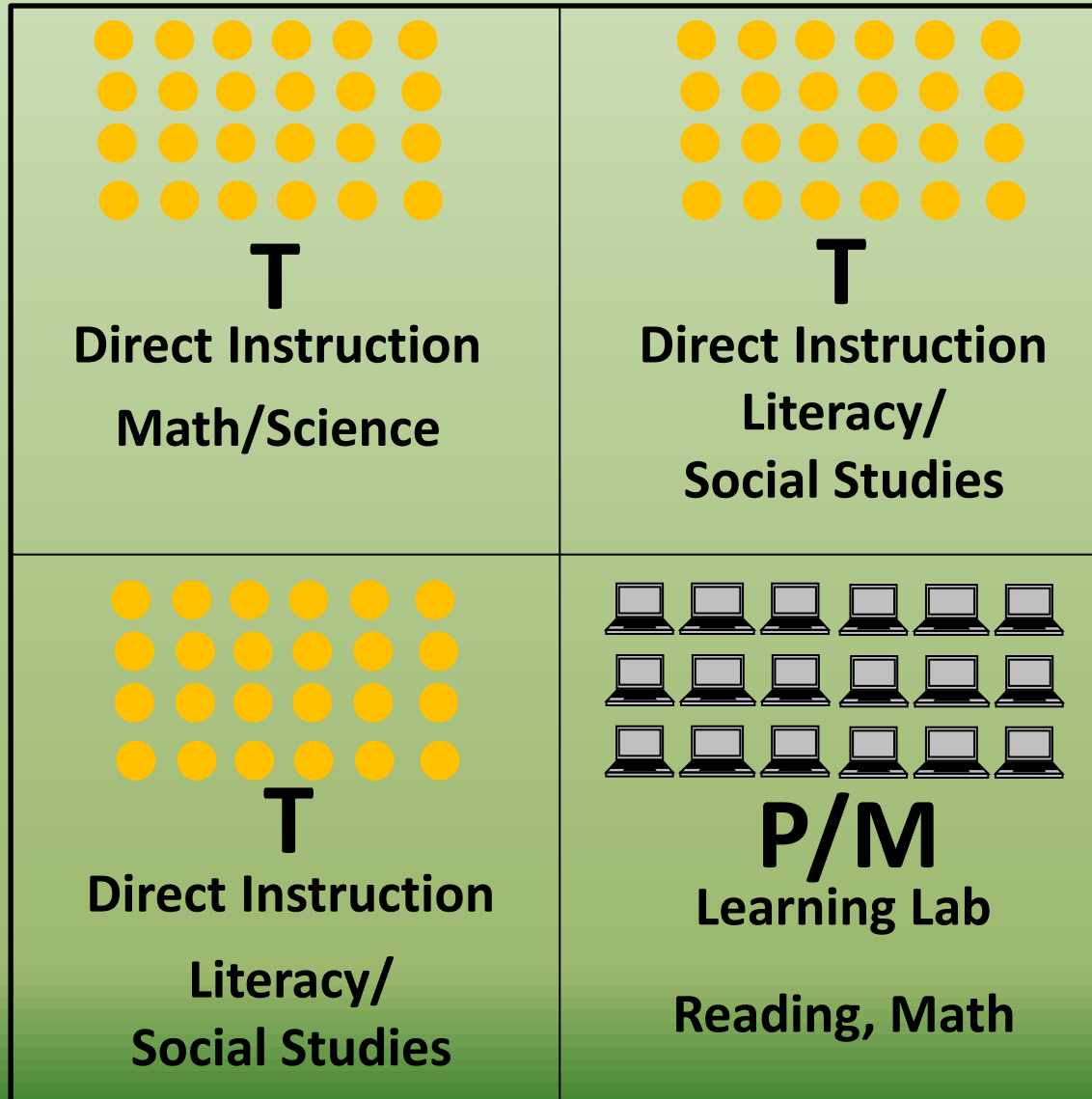
# Station Rotation Model – Daily/Block/Project



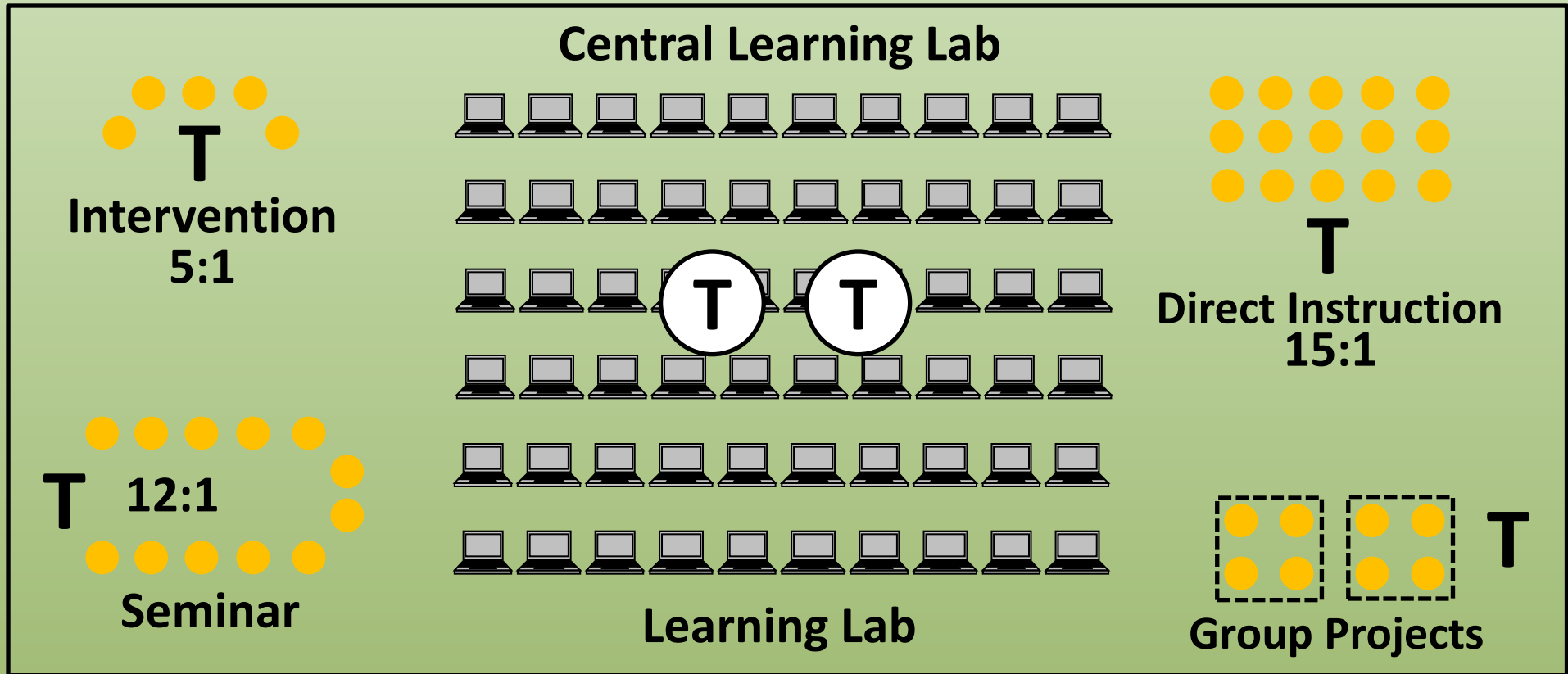


**Credit: Millis Public Schools, 2011 (MA)**

# Lab-Rotation Model – Daily/Block



# Individual-Rotation Model or Self-Blend – Block/Daily/Project



# Online Course

You're on this lesson

- Biology B
  - 1. Viruses, Bacteria, Protists, and Fungi
    - 1. Viruses
    - 2. Archaeobacteria and Eubacteria
    - 3. The World of Protists
    - 4. **Algae, Plantlike Protists**
    - 5. Slime Molds, Water Molds, and Downy Mildews
    - 6. What is a Fungus?
    - 7. The Diversity of Fungi
    - 8. Unit Review
    - 9. Unit Test
    - 10. Virtual Microscope Lab
  - 2. Plants
    - 1. Adapting to Life on Land
    - 2. Survey of the Plant Kingdom
    - 3. Nonvascular Plants
    - 4. Non-Seed Vascular Plants
    - 5. Seed Plants
    - 6. Lab: Researching Trees on the Internet
    - 7. Plant Cells and Tissues
    - 8. Roots, Stems, and Leaves
    - 9. Plant Responses
    - 10. Life Cycles of Mosses, Ferns, and Conifers
    - 11. Flowers and Flowering
    - 12. The Life Cycle of a Flowering Plant
    - 13. Unit Review
    - 14. Unit Test
  - 3. Invertebrates
    - 1. Typical Animal Characteristics
    - 2. Body Plans and Adaptations
    - 3. Sponges
    - 4. Cnidarians
    - 5. Flatworms
    - 6. Roundworms
    - 7. Mollusks
    - 8. Segmented Worms
    - 9. Characteristics of Arthropods
    - 10. Diversity of Arthropods
    - 11. Echinoderms
    - 12. Unit Review
    - 13. Unit Test
    - 14. Virtual Sould Dissection Lab
  - 4. Vertebrates
    - 1. Fishes
    - 2. Amphibians
    - 3. Reptiles
    - 4. Birds

**Biology B Unit 1: Viruses, Bacteria, Protists, and Fungi**

Getting Started | Instruction | Actuality | Assessment

Scientists frequently use a **compound light microscope** in a microbiology laboratory. A compound microscope uses a combination of lens systems: the **objective scanning lens system** and the eyepiece or **ocular lens system**.

Other parts of the microscope include **coarse focus** and **fine focus knobs**, the **iris diaphragm**, and **xy controls**.

In this lesson, you will learn how to use each of these features and others as you use the UD Virtual Compound Microscope (created by the University of Delaware) to view various specimens.

Print this page so that you can refer to the labeled diagram of the microscope at any time.

You have two days to complete this lesson.

**Objectives:**

- Use a compound microscope view specimens under different magnifications
- Use a compound microscope to measure specimens



**Switch out the slides**

**Change views**

**The microscope is 100% interactive**

Getting Started

If this is your first time using this simulation, please take a moment to familiarize yourself with the controls and options.

start tour

volume: [ ] [CC]

OFF ON

—Biology—  
Virtual Microscope Lab

# Digital Learning Object

## One Common Mistake

When you're working with problems that involve several steps, it's easy to make a little mistake that messes up the whole solution. What mistakes should you watch out for when calculating slope? Watch the presentation below to see one mistake that students sometimes make.



15 ft.

100 ft.

slope =  $\frac{\text{change in vertical distance}}{\text{change in horizontal distance}}$

Change in vertical distance = 100 feet

Change in horizontal distance = 15 feet

Slope =  $\frac{100}{15} = 6.7\%$

Finding Slope

Page 1 of 2

Navigation icons: menu, volume, back, forward, stop, play, CC, print, T, D

[Text Version](#)

# Digital Interactive

Billy DREAMBOX

$4+4 = 2+2+4+1$

HINT

TRU

4 4 2

Bert DREAMBOX

0 1 2 3 4

Billy DREAMBOX

68+54= 122

DONE

68 70 120 122

50

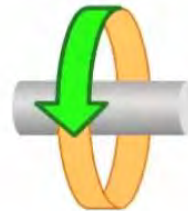
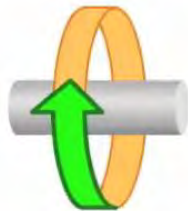
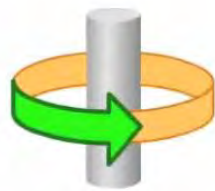
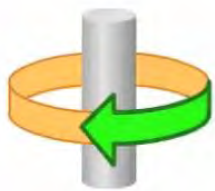
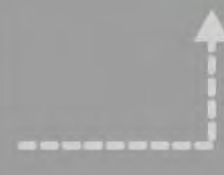
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FEEDBACK

HELP

STOP

# Digital Interactive/Cognitive Aid





# A Successful Model Requires...

- ✓ Understanding of Blended Learning
- ✓ Access to Educational Resources & Web 2.0 Tools
- ✓ Integration of these resources across the curriculum
- ✓ Designing an Environment to support self-directed learners
- ✓ Facilitation Skills

**Staff must be identified and provided with self directed training options.**

## IVS is your Digital Ed Consultant



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**Q & A**