Any Time, Any Place, Any Path, Any Pace
Taking the Lead on E-Learning Policy

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Study Group Members

Ex officio members:
- U.S. Department of Education
- National School Boards Association
- Council of Chief State School Officers
- Florida Learning Alliance

12 states one member each
4 states two members each
### “E-Learning” Can Mean….

<table>
<thead>
<tr>
<th>Electronically-delivered learning</th>
<th>Expensive learning</th>
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<td>Expanded learning</td>
<td>Edgy learning</td>
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<td>Enhanced learning</td>
<td>Eccentric learning</td>
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<td>Everyone learning</td>
<td>Egocentric learning</td>
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<td>Enriched learning</td>
<td>Elite learning</td>
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<td>Eager learning</td>
<td>Embroidered learning</td>
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<td>Everywhere learning</td>
<td>Empty learning</td>
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<td>Every-pace learning</td>
<td>Engineered learning</td>
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<td>Escalated learning</td>
<td>Engulfing learning</td>
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<td>Earnest learning</td>
<td>Enigmatic learning</td>
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<td>Exceptional learning</td>
<td>Entertaining learning</td>
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<td>Essential learning</td>
<td>Ephemeral learning</td>
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The Value of E-Learning

✦ Necessary technology skills for our “cybercivilization”
✦ Potential to deliver high-quality education...
  ...for all children...
  ...when used appropriately
✦ Allows individualized education using multiple learning styles
✦ Reduces geographic barriers
✦ Good motivator—“every student is in the front row”
✦ Power to transform the education system
A Metaphor
The More Things Change...

“A computer virus ate my homework.”

“My printer’s down.”
Ready or Not, Here it Comes!

- 98% of all U.S. public schools and 77% of instructional rooms are connected to the Internet
- Vendors are rapidly developing products and strategies to tap the huge emerging market
- Legislatures and school districts are being heavily lobbied to make hasty purchasing decisions
- Policymakers are not driving the agenda
- Some fear the public education system could disintegrate
Purposes of the Study Group Report

❖ Provide policymakers a context for thinking about education technology
❖ Describe the toughest policy challenges
❖ Suggest questions to explore
❖ Provide examples of policy solutions
❖ Highlight key resources
The Study Group’s Core Messages

E-learning is inevitable and it is desirable.

State education policymakers should seize the opportunity to demonstrate leadership and assure that e-learning spreads rapidly and equitably, is used well, and strengthens the public education system.

The need for leadership is urgent.
Tough Policy Challenges

- Rethinking governance
- Assuring equity
- Delivering services to learners
- Assuring instructional quality
Tough Policy Challenges — Rethinking Governance

✦ Who is the population to be served? Only kids?
✦ What is the basic unit—the school or the student?
✦ What are the implications of private vendors providing direct instruction?
✦ Who else needs to be involved in policymaking?
✦ How to weed out policies that impede e-learning?
✦ How to facilitate interstate coordination?
✦ What is the federal role; the state role; the local role; the family role?
Tough Policy Challenges — Assuring Equity

✦ How to connect all teachers & learners via broadband?
✦ How best to provide intense, ongoing professional development for all educators?
✦ What services for special needs students?
   ✦ students with disabilities?
   ✦ students with limited English proficiency?
✦ How to arrange for student access to networked computers after school and during breaks?
Tough Policy Challenges — Delivering Services to Learners

✦ Can students take entire courses online?
  ✦ should the state develop & offer courses? private vendors?
  ✦ should schools/districts be able to develop & sell courses?
  ✦ should teachers have residual intellectual property rights?
  ✦ who can enroll?
  ✦ who decides on granting credit?
  ✦ how does the money flow?

✦ Should state assessments be online?

✦ What is appropriate use in elementary grades?

✦ Who provides ongoing technical support?
The Modern “Snow Day”

"School's out. Computers are down."
Tough Policy Challenges — Assuring Instructional Quality

✦ Do your state’s academic standards need updating?
✦ Do the assessments assess what is truly important?
✦ Do teacher preparation, licensure, certification, and recertification requirements need updating?
✦ Who should be “gatekeepers of quality”?
  ✦ teachers?
  ✦ districts?
  ✦ accreditation agencies?
  ✦ the state?
  ✦ the market?
"The question is no longer if the Internet can be used to transform learning in new and powerful ways. The Commission has found that it can.

"Nor is the question should we invest the time, the energy, and the money necessary to fulfill its promise in defining and shaping new learning opportunity. The Commission believes that we should.

"It is time we collectively move the power of the Internet for learning from promise to practice."

http://interact.hpcnet.org/webcommission/index.htm
1. Focus education technology investment on specific educational objectives.

2. Make the development of 21st century skills a key educational goal.

3. Align student assessment with educational objectives and include 21st century skills.

4. Adopt continuous improvement strategies to measure progress and adjust accordingly.

5. Increase investment in research and development and dissemination.

6. Ensure equitable access to technology for all students.

www.ceoforum.org
“Despite the rapid infusion of computers into American schools, inequities still persist in access to educational technology and how it is used to enhance learning.”

- Includes in-depth articles, state data tables, and state-by-state updates.

www.edweek.org/sreports/tc01/