Online Learning and K 12 Educational Program

Introduction

This research delves deeper into the definition and the result of the existing studies regarding the overall efficiency of K-12 online learning, and at the same time, presenting a literature review as well. As of the time of research, there are a number of comprehensive studies which have further looked into the overall efficiency of online learning. Still, there is no single, wide-scale, national study which focuses on comparing the students who take online classes with students studying in traditional schools with the use of control groups and a standard design of instruction. The closest study is an in-depth approach which involves a review and meta-analysis of online learning education as presented by the Department of Education (Cruz, 2012).

K-12 Practices

The Department of Education in the U.S has released recently a review of literature, together with a meta-analysis which involves 51 studies involving online learning for the year 2010. The results have uncovered that the students enrolled in online learning courses are achieving and performing better when compared to students who are receiving face-to-face and one-on-one instruction (Department of Education, 2012). The study has further looked into different studies comparing both online and traditional, as well as combined environments, including one-on-one, face-to-face instruction. Combined setup has shown itself as more effective when it comes to providing a rationale about the effort required to implement approaches that are design oriented.

Review of Literature

The following covers a short overview of the studies regarding the potential impact of K-12 online learning, as well as overall learning. The main question which is addressed in majority of the studies have been made possible through the use of computer-mediated and asynchronous learning courses and curriculum online, as seen in the outcome of student achievement regarding standardized tests of the students who have gone through education in a traditional, synchronous and face-to-face classroom setting.

Between the years 1991 and 2006 alone, there were 15 studies published, and have met some strict guidelines regarding validity of internal experiments. These studies have compared the different conventional courses, as well as online courses. Martinez and Smith (2001) published the first meta-analysis study about the outcomes of online education which are focused entirely on K-12 education.

On the other hand, within the period 2005 and 2007, the Department of Education has sponsored comprehensive studies which involved the implementation of educational technology, and online learning using different control groups in the aspects of experimental design. They have focused mainly on the gauge of student achievement output. The analysis has discovered that the students ultimately learned essential technological skills through their online learning lessons. Data gathered have also suggested the highly effective implementation of specific key elements in different online courses in a combined model that is associated with the success in implementation, and the powerful output from the students.

Course design and instructional design are extremely important considerations about the efficiency of learning online. K-12 courses which are well-prepared and highly structured have also been presented as a very important factor for achieving student success. Previous state and district virtual school data reports have shown the wide range of various support services available for students which further contribute towards the ultimate increase of completion rates among K-12 courses.

Another important factor that plays a role in K-12 online courses is interaction. Teachers reported that having interactions with students, parents, as well as colleagues became better focused on teaching and online learning as compared to what usually happens in a traditional setup. Therefore, interaction is then described as the main difference between online learning and face-to-face instruction. It is also considered as among the most critical factors involved in the online setting. With most online schools, various participants look for deeper and stronger relationships, and they also take into heart frequent and timely responses to all their questions.

Smaller bodies of research have also focused on the effectiveness of the different virtual schooling courses. They have also given support to related studies about online courses which are offered commonly in higher education.

References

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