**Higher Education**

[**www.educause.edu/ero/article/future-online-teaching-and-learning-higher-education-survey-says**](http://www.educause.edu/ero/article/future-online-teaching-and-learning-higher-education-survey-says)**...**

My first article, The Future of Online Teaching and Learning in Higher Education: The Survey Says is an interesting longitudinal study of instructors and administrators in post-secondary institutions that explored their thoughts on trends in online education. The participants were all members of professional online educational associations. The literature review was interesting in that while there is definitely a trend towards increased demand for online teaching, the research done to date shows mixed reviews in regard to academic achievement as well as overall student satisfaction of online courses. I thought it was interesting in that while students are demanding more online learning opportunities at the post-secondary level, they ultimately are also demanding that the courses be rigorous not only in content, but they also be relevant and include rich and engaging online experiences. The results from the study were also quite intriguing. From an instructors perspective, one of the questions looked at what technologies would impact the delivery of online education over the next 5 years. Overall, most felt that reusable content as well as wireless technologies would have the largest effect. The tools thought to have the least impact interestingly were tablet PCS, wearable technologies, and e-books. I personally find this interesting as there is such a push today in our schools to provide tablets and in some cases e-readers to each student without the appropriate content or wireless support/resources. In regards to the factors that will affect the overall success of online programs, of course money came in at the top, however, very close to that was pedagogical competency of online instructors with technical competency coming in after that. Lastly, the instructors also tended to agree that over time, and that eventually the vast majority of all classes will be a blended model with some sort of web component.

**K-12**

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/06/03/why-k-12-online-learning-isnt-really-revolutionizing-teaching/>

In my K-12 article, the author argues that while online learning is being touted by many as our “present and our future” he points to the lack of research that shows whether or not online instruction is actually better for our students in increasing overall proficiency and growth in student achievement. I also found it on point that the quality of online instruction is extremely important to a successful online learning program. While some instructors relish in the idea of delivering their classes in a web based environment and learn as much as the can on how best to utilize this platform, others are not so successful. While we love to think of technology as a platform for student center learning, all too often without proper training and understanding of how to best utilize this resource, it continues to be used in a more traditional, teacher-centered model which does not necessarily revolutionize teaching and student learning as some would argue that it does.

 **Flipped Classroom**

<http://www.forbes.com/sites/pascalemmanuelgobry/2012/12/11/what-is-the-flipped-classroom-model-and-why-is-it-amazing-with-infographic/>

My third article references an awesome info graphic on the “flipped classroom”. It is a great visual tool that shows the overall idea of what a flipped classroom would look like, what the supporters say followed by the critics. Overall, I agree with the supporters in that it allows students to have more one on one quality time with their teachers. By flipping the classroom, students in essence are able to truly work at their own pace and master content that is appropriate for where they are performing. Teachers are more effectively able to direct their time to either re-teach or enrich where needed. The info graphic also touches on the fact that absenteeism is less of an issue and really underscores the important aspect of allowing parents to be even more involved in their student’s educational experience. The author does a nice job refuting the critics. The one criticism that probably I had the hardest time getting my hands around was the idea of the digital divide. While technologies are getting cheaper, those who are of lower socioeconomic backgrounds still do not have the same access to these tools. By flipping our classrooms, does this actually deepen this divide and further alienate those lower socioeconomics students from the classroom? Moving forward, I think it is something that needs to be addressed as we cannot assume that all students have access to all of the required technology to participate in the flipped environment.