Project 1

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K-12 Parent’s Views on E-Learning

 Today, K-12 online courses are on the rise. In 2009-2010, an estimated 200,000 students enrolled in online courses and over the years the numbers have increased (Rubin & Smith, 2014). Many of the online schools are predominately charter schools. Skilled teachers are hired to teach the courses that are state mandated. There are advantages for students who attend online schools. The schedules are flexible for working parents. Also students are able to work at their own pace to complete assignments. Parents with children with disabilities also found online courses to be suitable for their children. Not only will the students receive individualize instruction, but will have the abilities to also work at their own level. The students will be able to complete their assignment in whatever time fits their needs.

 On the other hand, there are parents who feel online courses are not the most suitable way to educate their children. They believe the traditional, way having the teacher serve as a lecture is the way instruction should be implemented. The reason is it alleviates responsibilities on the parents to assist with their child’s understanding when it comes to lack of comprehension of class assignments.

 A qualitative study (Sorensen, 2012), was conducted on grades K-12 parents to see if they were for or against online courses and if they considered the online courses to be an access in their children’s academics. The parents were given a survey which was grouped according to grade levels, for instance, grades kindergarten through second or third grade through fifth. The study asked if there were any encounters the parents and children endured in completing the online courses. Parents were also asked what were their opinion of the advantages and disadvantages of their children taking part in online courses. The parents at the conclusion of the surveys felt lack of knowledge to fix technical matters, lack of experience on how to navigate through the online platform, and no time management skills were concerns why they considered online courses should not be the primary resource when educating children. Some of the pros in having children participate with online courses are it helps build confidence when the students complete an assignment and encourages them to reach the next level. Students don’t feel pressured to complete assignments and can work at their own pace. Overall, it was determined parents who worked cohesively with their children with assignments online was proven to be a rewarding experience (Sorensen, 2012).

 Online Learning has been in existence in the United States since the early 90’s and there has been little research to prove the benefits of student participating in online courses. The reports are based on personal opinions and not actual facts. According to, ( Barbour, 2010), many of the report finding were taken from unfinished thesis and dissertation. It was reported students who performed well on online courses were contributed on the delivery of instruction. Also students with prior experience participating with online courses proved to an advantage verses those with no experience. Barbour conducted a quantitative study and in conclusion created 7 indicators to correspond with instructional design to create an effective online course, which was proven to increase the uses of students enrolled in online courses.

 According to (Hirumi, 2013), he also found a lack of research studies to show the effects of E-Learning in grades K-12. There are studies depicting how the correlation of Blooms Taxonomy, instructional strategies, interaction and relationship between human and cyberspace resources and E-Learning plays a role in when developing an effective E-Learning platform.

Hirumi created three levels necessary to construct the layout of an E-Learning platform. The Internal Learn based on behavioral learning theories. The Behavioral Theory is based on Pavloc stimulus and response process explains how and why people learn. The Cognitive Learning Theory is based on the many changes information is process before concrete knowledge is obtained. The Constructivist Learning Approach Theory is how children interpret learning based on prior knowledge and experiences. The Neurobiological Learning Theory focuses on the physical component of the body. The brain and central nervous system are factors that contribute to how one maintains information. The graphic design of the interface of the E-Learning site should be appealing to whether the user is a student or parent. It should be user friendly and simple to navigate as a mechanism to motivate the learner to continue to use as a tool to learn various skills. The communication line between the instructor, students, and parents whether by email, blogs, or discussion boards should be accessible to gather information, provide instruction, and collect assignments, (Hirumi, 2013).

 Research shows parents who establish a communication lines and observe their child’s academic progress is more likely to graduate from high school and enroll in college, (Olmstead, 2013). A former elementary school principal wanted to find a way to increase parent involvement and communication between staff and the parents. He was aware that students excel when parents are involved in their academics. The students also exhibit less behavior problems when parent and teacher establish a rapport. He decided to implement technology as a mean of communication lines to increase parent involvement. Resources such as online textbooks, links to educational websites that includes games or videos, and teacher’s websites provide parents with the recourses to engross them in their children’s academics. Although the resources are available, there has not been enough research to prove it is the case, (Olmestead, 2013).

 Intergenerational instruction is an approach to engage parents and children together using e-learning platform to encourage collaboration and parent involvement. Parents are coupled with their children to work on assignments and gather information online. According to studies, parents who receive computer training had a positive attitude towards e-learning, (Caskey, 2003). The e-learning environment engaged parents and children in authentic learning and meaningful ways, (Caskey, 2003).

 In conclusion, there is a need for ongoing research to establish the effects of collaboration of parents and children engagement in e-learning to promote parent participation. Middle and high school children are independent e-learning because of their experience to navigate on the Internet. There is a need to encourage parent participation for children in middle and secondary school to engage them in e-learning.

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