

## *Montana Schools E-Learning Consortium Survey*



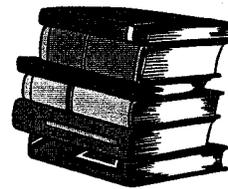
## *Montana Schools E-Learning Consortium*

- MSELC is administered by the Montana Rural Education Association (MREA) and the Montana School Boards Association (MTSBA).
- Forty (40) Montana school districts are charter members, and teachers from those districts offer online middle school and high school courses to public, private, and home school students enrolled in the member districts across the state.
- Over 300 students were enrolled in online courses in 2005-06 as well as 390 students who are enrolled in 06-07 in either pure online or blended courses.

## *Courses Currently Offered*

For the past two years the following number of courses have been or are being offered in the following content areas:

- Art and Music – 2
- Career/Business – 4
- Technology/Computer Applications – 2
- Communication Arts (English) – 4
- Health/PE – 6
- Science – 2
- History – 6
- Psychology – 1
- World Languages - 4

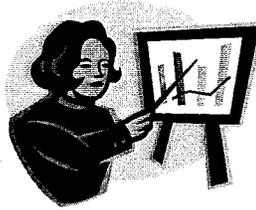


## *Purpose of the MSELC Survey*

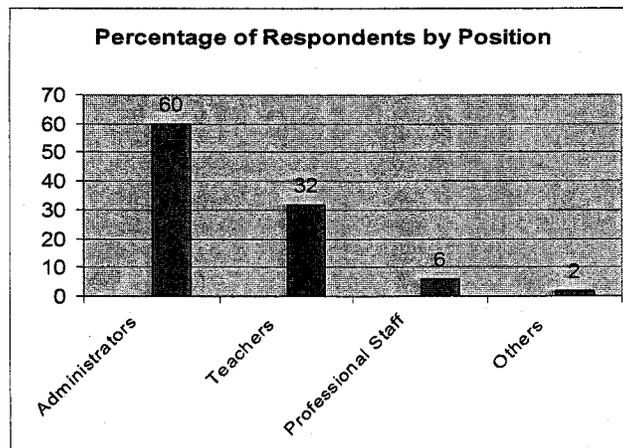
- MSELC was interested in determining administrators', teachers', student facilitators' and other related school professionals' perceptions of online high school course offerings.



# Professional Survey Demographics

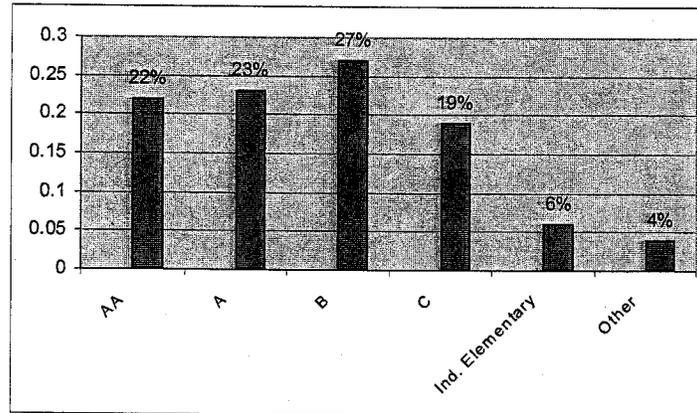


## *Position of Respondents*



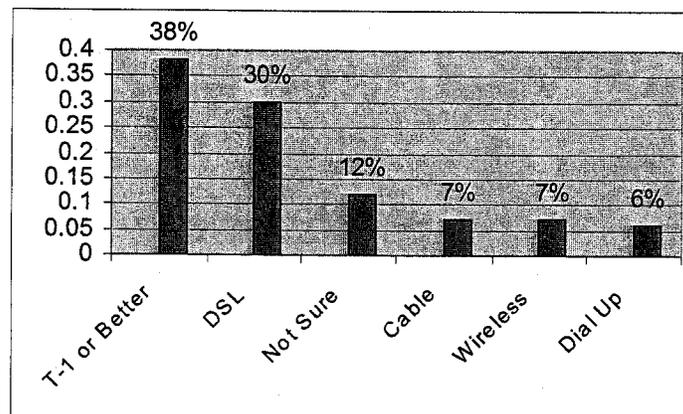
N = 126

## *School Size of Respondents*



N = 122

## *Type of Internet Connection*



N = 117

## *Other Respondent Characteristics*

- 86% (98) indicated that their school districts were MSELC members.
- 22% (26) of all respondents across positions were also student facilitators.
- 77% (90) had previously taught an online course.

N = 117

## *Percent of Course Requests by Subject*

Courses	Percent of Respondents Requesting Courses
World Languages	35%
Communication Arts	18%
Advanced Placement	18%
Arts and Music	18%
Math	16%
Professional Development	14%
Science	13%

N = 126

*Percent of Course Requests by Subject*

Courses	Percent of Respondents Requesting Courses
Technology/Computer App.	11%
Career and Vo – Tech Ed.	10%
Health Enhancement	10%
Native American Education	10%
Credit Recovery	9%
Library Media	2%
Adult Education	2%

N = 126

*Number of Respondents Willing to Offer Online Courses By Subject*

Courses	% and No. of Respondents
World Languages	5%(6)
Communication Arts	5%(6)
Advanced Placement	2%(3)
Arts and Music	2%(3)
Math	4%(5)
Professional Development	0
Science	5%(7)

N = 126

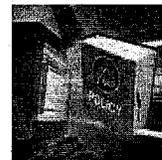
### *Number of Respondents Willing to Offer Online Courses By Subject*

Courses	% and No. of Respondents
Technology/Computer App.	6%(8)
Career and Vo – Tech Ed.	9%(11)
Health Enhancement	5%(6)
Native American Education	2%(3)
Credit Recovery	4%(5)
Library Media	2%(3)
Adult Education	2%(3)

N = 126

### *District Policies and Plans*

- 57% (50) of respondents indicated that districts have already established a distance learning policy (N=87).
- 55% (53) of respondents indicated that districts have developed a pilot project and budget for distance learning courses. (N = 48).
- 56% (66) of respondents indicated that they would be interested in offering dual credit (secondary/university).



### *What type of Tuition is Reasonable?*

- Responses for full credit classes ranged from \$100-\$1,000 (N = 39)
  - M = \$446.00
  
- Responses for ½ credit classes ranged from \$ 0 - \$500. (N=43)
  - M = \$215.00



### *Perceived Challenges to Online Course Offerings*

Barrier	Percent of Respondents
Cost of classes	78%
Student facilitation	58%
Lack of student interest	52%
Lack of teacher acceptance	33%
Awareness of course offerings	21%
Lack of technology	20%

N = 126

## District Facilitator Specific Responses



### *Facilitator Responsibilities*

Position	Percent
Teacher	30% (8)
Counselor	23% (6)
Principal	23% (6)
Superintendent	12% (3)
Other	12% (3)

### *Facilitator Time Commitments*

Responsibility	Percent of Time
Working with students	56%
Communicating with Teacher	8%
Registration	12%
Technology Issues	6%
Other	4%

### *Facilitator Challenges*

Activity	Challenging	Not Challenging
Reading Instructions	38%	50%
Assignment Completion	46%	40%
Organization	66%	23%
Student self-Initiated communication	59%	29%
Students' responding to Teacher Communication	17%	72%

## *Facilitator Challenges*

Activity	Challenging	Not Challenging
Student patience to wait for teachers response	32%	58%
Understanding how to use Angel	39%	50%
Student self-discipline for attending online class	57%	33%

## *Other Facilitator Responses*

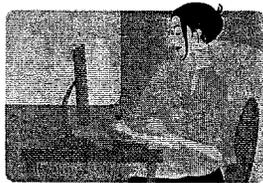
- Almost all facilitators (85%) felt that a facilitator handbook or discussion forum of “most asked questions” would be helpful.
- 70% indicated that facilitator training would be helpful.
- 79% indicated that they would be willing to participate in facilitator training.
- 88% felt that online training would be an effective for supplying facilitator training

N = 26

## *Type of Facilitator Training*

- Most of the facilitators indicated that the most important type of training for them would be:
  - A brief course (3-4 hrs) that outlines facilitator responsibilities.
  - An MSELC facilitator handbook
  - On-going support from MSELC staff

## *Teacher Specific Responses*



## *Professional Development for Online Teaching*

Professional Development	Percent of Teachers
Graduate or post bachelors program with online emphasis	38%
Ongoing professional development for OPI credit	27%
Ongoing professional development only	14%

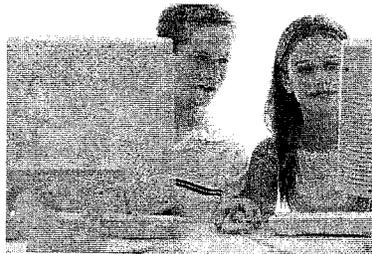
N = 37

## *Teacher Specific Responses*

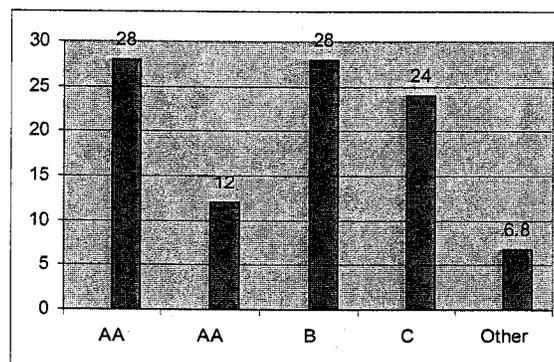
Professional Development	Percent of Teachers
Minimal Training (basics)	5%
Would only participate if all costs were covered by a third party	16%

N = 37

## *Student Specific Responses*



## *Student Respondents by School Size*



*Percent of Student Course Requests by Subject*

Courses	Student	Others
World Languages	53%	35%
Communication Arts	36%	18%
Advanced Placement	28%	18%
Arts and Music	32%	18%
Math	38%	16%
Professional Development	21%	14%
Science	40%	13%

N = 77

*Percent of Student Course Requests by Subject*

Courses	Students	Others
Technology/Computer App.	30%	11%
Career and Vo – Tech Ed.	36%	10%
Health Enhancement	32%	10%
Native American Education	23%	10%
Credit Recovery	26%	9%
Library Media	26%	2%
Adult Education	17%	2%

N = 77

### *Student Interest In Online Coursework*

- 60% indicated that they would be interested in taking another online course (N = 77).
- 71% indicated that they enjoyed taking an online course (N=77).
- 84% of students indicated interest in obtaining university credit through online courses.

### *Number of Online Courses Taken*

Number of Courses	% Respondents
1	74%
2	11%
3 or more	7%
No Response	8%

N = 54

## *Course Access*

Access Point	Percent of Time
Home	96%
School	86%
Library	71%
Other	59%

## *Student Perceptions of Online Coursework*

## *Seven Principles for Effective Online Learning<sup>1</sup>*

- Student Faculty Contact
- Cooperation Among Students
- High Expectations
- Active Learning
- Prompt Feedback
- Time on Task
- Accommodations for Diverse Talents and Ways of Learning

<sup>1</sup>Chickering & Gamson (1996)

## *Student Faculty Contact and Interactions with Other Students*

Question	Agree	Disagree
The instructor communicates effectively	65%	35%
The instructor is enthusiastic about online teaching	73%	27%
The instructor is available to me outside of the course	45%	55%
The amount of online contact with the instructor was satisfactory	71%	29%
The course was structured so that I could discuss assignments with other students	62%	38%
I feel comfortable interacting with the instructor	76%	24%

## *Active Learning*

Question	Agree	Disagree
This course includes activities and assignments that provide students with opportunities to interact with one another.	62%	38%
This course includes interactive assignment links to examples from the Web that directly involve me in the learning process.	71%	29%
This course uses realistic assignments and problem-solving activities that are interesting and motivate me to do my best work.	60%	40%
The course allows me to take responsibility for my own learning.	63%	27%

## *Prompt Feedback*

Question	Agree	Disagree
The course stimulates thoughtful discussions.	63%	37%
I feel comfortable interacting with the other students taking this online class.	71%	29%
My questions about Angel are promptly responded to.	73%	27%
My questions about course assignments are responded to promptly	62%	38%
I am provided with supportive feedback related to course assignments.	69%	31%

## *Time On Task*

Question	Agree	Disagree
This online course is structured to be user friendly.	66%	43%
This course is well-organized and is structure to help me complete my assignments quickly and efficiently.	63%	37%
The course allows me to complete assignments across a variety of learning environments.	81%	19%
This course use examples that clearly communicate requirements and expectations for completing course assignments.	63%	37%

## *High Expectations*

Question	Agree	Disagree
This course provides good examples and links to other examples published on the Web that help to explain concepts and skills.	62%	38%
The assignments for this course are of an appropriate difficulty level.	73%	27%
The course uses realistic assignments and problem-solving activities related to "real-life" situations that I am likely encounter outside of school or in a future job situation.	75%	25%
The instructor is respectful of students' ideas and views.	91%	9%

## *Time on Task and Accommodations for Diverse Learning Styles*

Question	Agree	Disagree
The course is designed so that technology will minimally interfere with learning.	60%	40%
Flexibility is permitted when completing course assignments.	77%	23%
The course uses a variety of assignments and activities that allow students to demonstrate understanding of important concepts and skills.	69%	31%
I am given choices about the types of activities or assignments that I will complete to demonstrate learning of important course knowledge and skills.	50%	50%

## *Accommodations for Diverse Learning Styles*

Question	Agree	Disagree
The course is designed so that adjustments to the course can be made if I have difficulties with course assignments.	65%	35%
The course is structured so that I can complete assignments at my own pace.	65%	35%
I have the opportunity to choose assignments and projects or other work that represents the way that I learn best.	55%	45%