

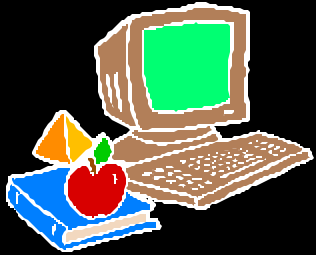


NASBE
NATIONAL ASSOCIATION OF
STATE BOARDS OF EDUCATION

**Any Time, Any Place,
Any Path, Any Pace**

**Taking the Lead on
e-Learning Policy**

The Report of the
NASBE Study Group on e-Learning
October 2001



Ready or Not, Here it Comes!

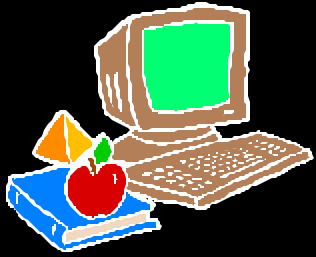
- * 98% of all U.S. public schools and 77% of instructional rooms are connected to the Internet

National Center for Education Statistics, May 2001

- * 82% of the American public agree that schools should invest more in technology

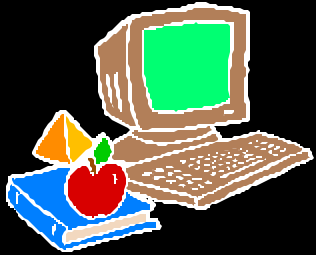
Annual Kappan/Gallup Poll on the Public's Attitudes Toward the Public Schools, September 2000

- * Vendors are rapidly developing products and services
- * Technology skills are necessary for life in our “cybercivilization”



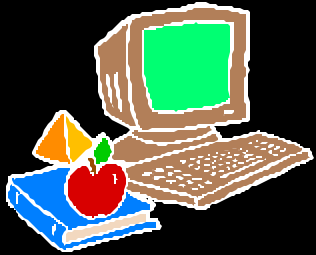
But Education Leaders Are Not Driving the Agenda

- * Legislatures and school districts are being heavily lobbied to make hasty purchasing decisions
- * The quality of e-learning courses and materials varies widely
- * Some “cyber charter schools” and other online programs lack adequate accountability safeguards
- * Schools and districts are thirsting for state leadership and guidance



Purposes of the Report

- * Provide policymakers a context for thinking about education technology
- * Describe major policy opportunities
- * Suggest questions to explore
- * Provide examples of policy solutions
- * Highlight key resources



"e-Learning" Can Mean....

Electronically-delivered learning

Expanded learning

Enhanced learning

Everyone learning

Enriched learning

Equitable learning

Eager learning

Everywhere learning

Every-pace learning

Escalated learning

Earnest learning

Exceptional learning

Essential learning

But, if not done well...

Empty learning

Ephemeral learning

Expensive learning

Entertaining learning

Elite learning

Edgy learning

Eccentric learning

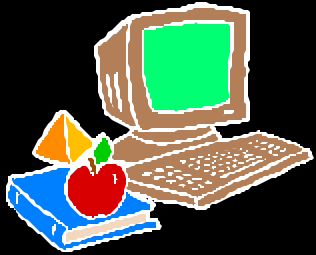
Egocentric learning

Elusive learning

Embroidered learning

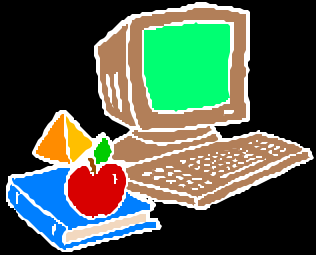
Engineered learning

Enigmatic learning



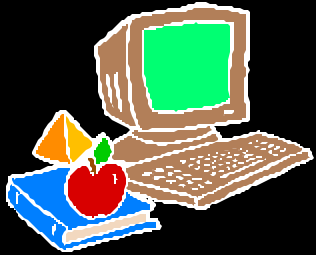
The Value of e-Learning

- * Potential to deliver high-quality education...
...for *all* children...
...when used appropriately
- * Reduces geographic barriers
- * Allows individualized education using multiple learning styles
- * Good motivator—“every student is in the front row”
- * Power to transform teaching and learning



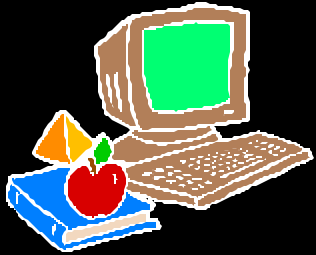
Technology in Perspective

- * e-Learning cannot substitute for high-quality teachers in every classroom
- * *How* technology is used is more important than whether it is used
- * Technology should not be a solution in isolation, but rather one aspect of an education reform program
- * Do not expect to see test scores rise immediately
- * Be realistic when advocating for technology; avoid overstated idealism



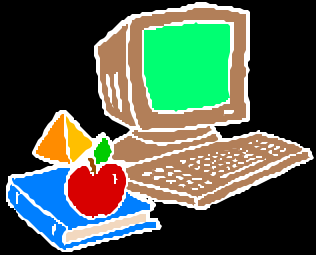
Policy Opportunities — Reengineering the System

- * Develop and follow a long-term policy agenda
- * Revisit learning standards that truly reflect the skills and knowledge needed to thrive today
- * Develop and implement online assessments
- * Establish a statewide data system that tracks individual students' progress
- * Revisit 'contact hours,' 'seat time', student:teacher ratios, and similar policies that can get in the way



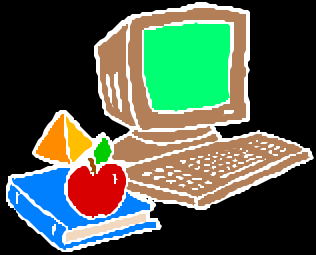
Policy Opportunities — Reengineering the System

- * Develop and support a variety of learning options for families to choose from
- * Provide learning opportunities for the community
- * Speed up materials review and policy development processes
- * Establish new nationwide institutions to facilitate cross-state policy coordination
- * Establish procedures to identify and revise other policies that might unintentionally inhibit e-learning



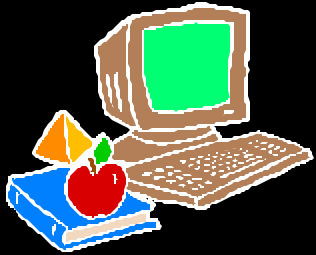
Policy Opportunities — Assuring Equity

- * Ensure that well-prepared and well-supported teachers are equitably deployed across all settings
 - ✦ teacher candidates need discipline-based courses in which technology is integrated with course content
 - ✦ revise licensure and certification programs so teachers demonstrate the ability to incorporate technology within subject-area instruction
 - ✦ provide continuous professional development, especially for teachers serving students with special needs
 - ✦ establish ‘virtual communities of practice’ for teachers to collaborate with their peers



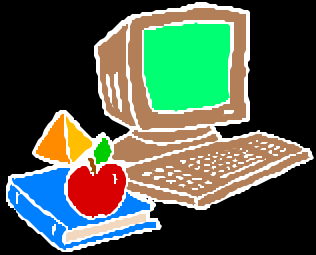
Policy Opportunities — Assuring Equity

- * Provide all teachers and learners with advanced computers and broadband connections
- * Arrange for student access to networked computers after school and during breaks
- * Provide specialized services for special needs students
 - ✦ disabilities
 - ✦ limited English proficiency
- * Adopt “Universal Design for Learning” standards for all educational materials



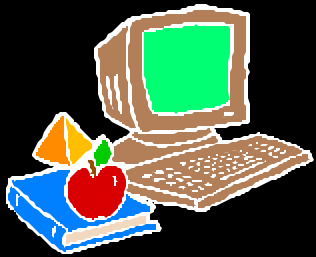
Policy Opportunities — Delivering Quality Instruction

- * Encourage widespread use of online courses
 - ✦ provide guidance on appropriate uses of online courses
 - ✦ determine who pays for what
 - ✦ adopt quality criteria and review procedures
 - ✦ establish incentives for course development
 - ✦ ensure that adequate on-site support is provided

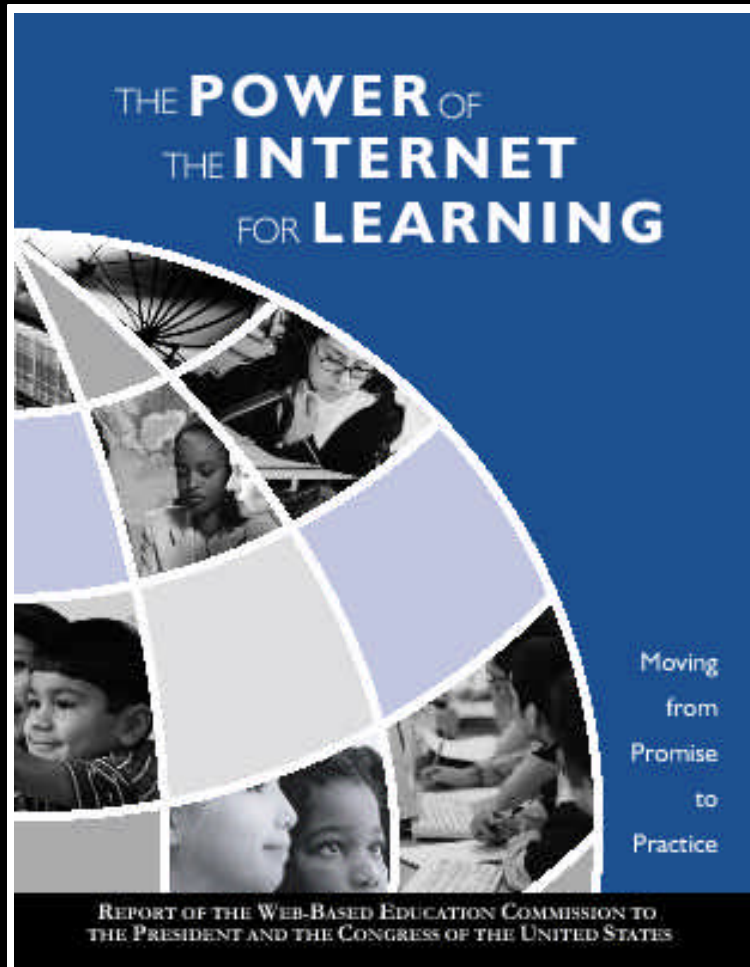


Policy Opportunities — Delivering Quality Instruction

- * Determine who should be “gatekeepers of quality” —
 - ✦ the free market?
 - ✦ the state?
 - ✦ schools and districts?
 - ✦ individual teachers?
- * Establish a system to help guide teachers to quality materials
- * Adopt policies addressing safe and appropriate use of the Internet, privacy protection, and commercial advertising



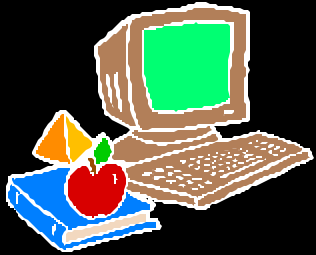
Key Resource — The Web-Based Ed. Commission



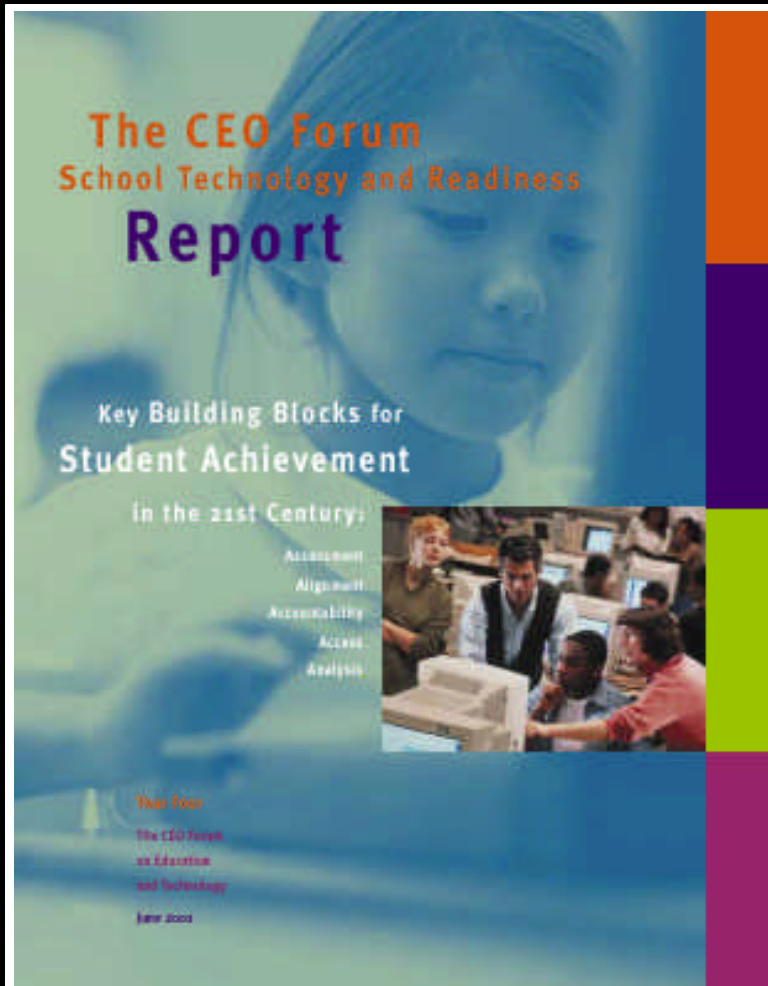
“The question is no longer *if* the Internet can be used to transform learning in new and powerful ways. The Commission has found that it can.

“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.

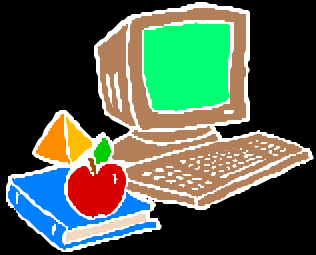
“It is time we collectively move the power of the Internet for learning from promise to practice.”



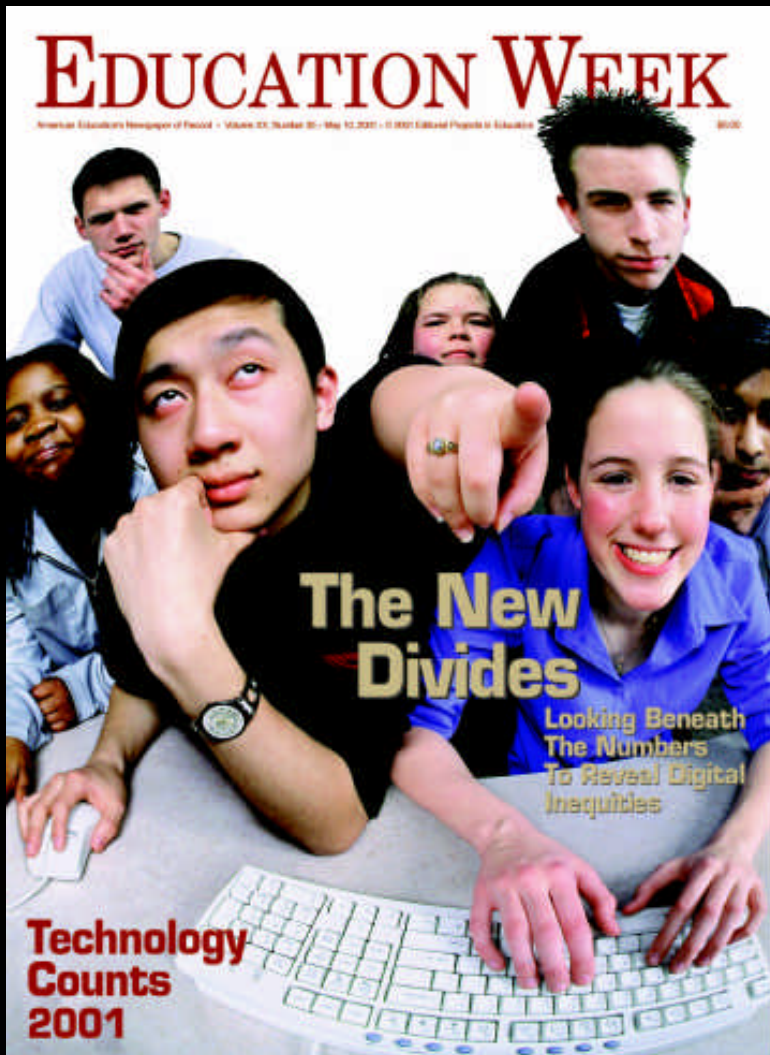
Key Resource — The CEO Forum



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.



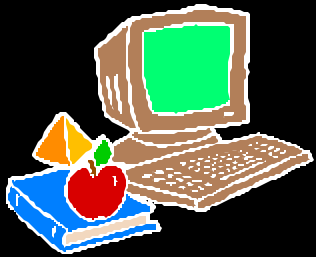
Key Resource — Technology Counts 2001



“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/



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The Report of the NASBE Study Group
on e-Learning: The Future of Education

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The image shows the cover of a report. It features a photograph of a woman and a young child looking at a computer screen. The background is a blue-toned image of a circuit board. The text is overlaid on the right side of the image.

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