Notice to Authors

Due to the overwhelming number of submissions to IRRODL, the journal has already met its publication quota for 2019. As a result, for a period that will not exceed six months, IRRODL will no longer be accepting submissions after May 1, 2019. In order to improve our service to the academic community, and to ensure a six month review to publication cycle, IRRODL will be moving to a regularized publication schedule in 2020. More information will be provided later this year.

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Research
Articles

Research and Practice in K-12 Online Learning: A Review of Open Access Literature

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Abstract

The literature related to online learning programs for K-12 students dates to the mid-1990s and builds upon a century of research and practice from K-12 distance education. While K-12 online learning programs have evolved and grown over the past decade, the amount of published research on virtual schooling practice and policy is limited. The current literature includes practitioner reports and experimental and quasi-experimental studies, both published and unpublished. This paper reviews open access literature in K-12 online learning and reports on a structured content analysis of the documents. Themes in the literature include steady growth and a focus on the benefits, challenges, and broad effectiveness of K-12 online learning. In addition, newly developed standards for K-12 online learning are emerging in descriptions of effective practices.

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Dr. Cathy Cavanaugh is Associate Professor of Educational Technology in the School of Teaching and Learning at the University of Florida in Gainesville. Her work focuses on identifying applications of information and communication technology that enhance teaching and learning. Dr. Cavanaugh has worked with virtual schools, school districts, and education agencies in several states and countries.

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How to Cite

K–12 Online Learning and School Choice: Growth and Expansion in the Absence of Evidence. Chapter. Full-text available. Studying the author's own practice, this article examines data gathered from a variety of sources including survey questionnaires, Twitter feeds, and online course evaluations to highlight the usefulness of this technology for higher order learning. In this study, the authors review existing literature related to the evaluation of online and blended learning programs and providers, and identify five dimensions for course and provider evaluation and approval. Retrieved from https://journals.uncc.edu/jaepr/article/view/469.