TOURO COLLEGE & UNIVERSITY SYSTEM

Touro Scholar

2017

SITE Joint SIG Symposia: A Collaboration Between the K-12 Online Learning SIG and Distance Learning SIG: How Higher Education and K-12 Online Learning Research Can Impact Each Other

Rick Ferdig

Leanna Archambault

Kerry Rice

Margaret Niess

Trisha Litz

See next page for additional authors

Follow this and additional works at: https://touroscholar.touro.edu/cehs_pubs

Part of the Online and Distance Education Commons

Recommended Citation

Authors

Rick Ferdig, Leanna Archambault, Kerry Rice, Margaret Niess, Trisha Litz, Amy Garrett-Dikkers, and Michael K. Barbour

SITE Joint SIG Symposia: A Collaboration Between the K-12 Online Learning SIG and Distance Learning SIG: How Higher Education and K-12 Online Learning Research Can Impact Each Other

Rick Ferdig
Kent State University
United States
rferdig@gmail.com

Leanna Archambault
Arizona State University
United States
leanna.archambault@asu.edu

Kerry Rice
Boise State University
United States
krice@boisestate.edu

Margaret Niess
Oregon State University
United States
niessm@onid.oregonstate.edu

Trisha Litz
Regis University
United States
plitz@regis.edu

Amy Garrett-Dikkers
University of North Carolina Wilmington
United States
garrettdikkersa@uncw.edu

Aimee Whiteside
University of Tampa
United States
awhiteside@ut.edu

Michael Barbour
Touro University
United States
mkbarbour@gmail.com

David Marcovitz
Loyola University Maryland
United States
marco@loyola.edu

Antoinette Davis
Eastern Kentucky University
United States
antoinette.davis@eku.edu

Abstract: Facilitated by Rick Ferdig of Kent State University and editor of JTATE, this Symposia brings together the work of the K-12 Online Learning SIG and the Distance Learning SIG communities and focuses on presentations from scholars in the field whose work has implications for both higher education and K-12 online learning. This Symposia will have nine panelists who will each present their work and then talk specifically about how their work can inform both K-12 and HE. Included in the list of Higher Education-focused panelists are Trisha Litz of Regis University, Maggie Niess of Oregon State University, Antoinette Davis of Eastern Kentucky University, and David Marcovitz of Loyola University Maryland. Included in the list of K-12-focused panelists are Leanna Archambault of Arizona State University, Kerry Rice of Boise State University, Michael Barbour of Touro University, Amy Garrett Dikkers of the University of North Carolina at Charlotte, and Aimee Whiteside of the University of Tampa.

Keywords: higher education, k-12, online learning, blended learning, teacher preparation, facilitation, distance learning

References

Archambault:

Archambault, L. & Crippen, K. (2009). K-12 distance educators at work: Who's teaching online across the United States. *Journal of Research on Technology in Education*, 41(4), 363-391.
Archambault, L. M. (2011). The practitioner's perspective on teacher education: Preparing for the K-12 online classroom. *Journal of Technology and Teacher Education*, 19(1), 73-91.
Archambault, L. (2014). Teaching virtually: Strategies and challenges in the 21st century online classroom. *International Journal of Online   Pedagogy and Course Design, 4(1), 1-15*

Baran, E., Correia, A. P., & Thompson, A. (2013). Tracing successful online teaching in higher education: Voices of exemplary online teachers. *Teachers College Record*, *115*(3), 1-41.

Dawley, L., Rice, K., & Hinck, G. (2010). Going virtual! 2010. *The status of professional development and unique needs of K–12 online teachers*. Retrieved from https://edtech.boisestate.edu/goingvirtual/goingvirtual3.pdf

Garrett Dikkers, A. G. (2015). The Intersection of Online and Face-to-Face Teaching: Implications for Virtual School Teacher Practice and Professional Development. Journal of Research on Technology in Education, 47(3), 139-156.

Gyabak, K., Ottenbreit- Leftwich, A. & Ray, J. (2015). Teachers Using Designerly Thinking in K-12 Online Course Design. Journal of Online Learning Research, 1(3), 253-274.

Larkin, Ingle M. (2015) Job Satisfaction, Organizational Commitment, and Turnover Intention of Online Teachers in the K-12 Setting. *Doctor of Education in Instructional Technology Dissertations.* Paper 2. Retrieved from http://digitalcommons.kennesaw.edu/instruceddoc_etd/2

Zweig, J. & Stafford, E. (2016). Training for Online Teachers to Support Student Success: Themes from a Survey Administered to Teachers in Four Online Learning Programs. Journal of Online Learning Research, 2(4), 399-418.

Rice:

Dawley, L., Rice, K., & Hinck, G. (2010). Going Virtual! 2010: The status of professional development and unique needs of K-12 online teachers. White paper prepared for the International Association for K-12 Online Learning. Washington, DC.

Rice, K., & Dawley, L. (2009). The status of professional development for K-12 online teachers: Insights and implications. Journal of Technology and Teacher Education, 17(4), 523-545.

Rice, K., Dawley, L., Gasell, C., & Florez, C. (2008). Going virtual: Unique needs and Challenges of K-12 Online Teachers. White paper prepared for the North American Council for Online Learning. Washington, DC.

Rice, K., & Dawley, L. (2007, November). Going virtual! The status of professional development for k-12 online teachers. Research report presented at the Virtual School Symposium. Louisville, KY. Supported by NACOL.

Rice, K., & Hung. J. (2015). Data mining in online professional development program: An exploratory case study. International Journal of Technology in Teaching and Learning, 11(1), 1-20.

Rice, K., & Hung, J. L. (2015). Identifying variables important to the success of K-12 students in blended learning. Paper presented at the Northern Rocky Mountain Educational Research Association Conference, Boise, Idaho.

Hung, J. L., Rice, K., & Saba, A. (2012). An educational data mining model for online teaching and learning. Journal of Educational Technology Development and Exchange, 5(2), 77-94.

Hung, J. L., Hsu, Y.-C., & Rice, K. (2012). Integrating data mining in program evaluation of K-12 online education. Educational Technology & Society, 15(3), 27-41.

Shelton, B., Hung, J. L., & Baughman, S. (2015). Online graduate teacher education: Establishing and EKG for student success intervention. Technology, Knowledge and Learning.

Shelton, B. E., Hung, J. L.., & Lowenthal, P. (under review). Predicting student success by modeling student interaction in online courses.

Going Virtual! Research Series reports https://edtech.boisestate.edu/goingvirtual/goingvirtual.htm

Garrett Dikkers:

Garrett Dikkers, A., Lewis, S., & Whiteside, A. L. (2015). Blended learning for students with disabilities: The North Carolina Virtual Public School's co-teaching model. In M. Rice (Ed.), Exploring pedagogies for diverse learners online (67-93). Advances in research on teaching: Vol. 25. Bingley, UK: Emerald Group. doi: http://dx.doi.org/10.1108/S1479-368720150000027013

Lewis, S. & Garrett Dikkers, A. (2016). Professional development supports for the blended, co-taught classroom. Journal of Online Learning Research, 2(2), 103-121. https://www.learntechlib.org/p/171356

Lewis, S., Garrett Dikkers, A., & Whiteside, A. L. (2017, forthcoming). Personalized learning to meet the needs of diverse learners. In A. L. Whiteside, A. Garrett Dikkers, and K. Swan (Eds.), Social presence in online learning: Multiple perspectives on practice and research. M. G. Moore (Ed.), Online learning and distance education. Sterling, VA: Stylus Publishing.

Lewis, S., Garrett Dikkers, A., & Whiteside, A. L. (2015). Providing chances for students to recover credit: Is online learning a solution? In M. Rice (Ed.), Exploring pedagogies for diverse learners (139–154). Advances in research on teaching: Vol. 25. Bingley, UK: Emerald Group. doi: http://dx.doi.org/10.1108/S1479-368720150000027007

Lewis, S., Whiteside, A. L., & Garrett Dikkers, A. (2014). Autonomy and responsibility: Online learning as a solution for at-risk high school students. International Journal of E-Learning & Distance Education, 29(2), 1–11. Retrieved from http://ijede.ca/index.php/jde/article/view/883/1543

Whiteside, A. L., & Garrett Dikkers, A. (2015). Leveraging the social presence model: A decade of research on emotion in online and blended learning. In S. Tettegah, & R. Ferdig, (Eds.) Emotions, Technology, and Learning. Philadelphia, PA: Elsevier.

Marcovitz:

Belland, B. R. (2009). Using the theory of habitus to move beyond the study of barriers to technology integration. *Computers & Education*, *52*(2), 353-364.

Böck, M. (2010). Mobile Learning, Digital Literacies, Information Habitus and At-Risk Social Groups. *International Journal of Mobile and Blended Learning*, *2*(3). Retrieved from http://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=loyoland_main&v=2.1&it=r&id=GALE%7CA431990824&asid=3bdd9510f3b8153f9709b6803e52c6cb

Bourdieu, P. (1984). *Distinction: A social critique of the judgement of taste.* Translated by Richard Nice. Cambridge, MA: Harvard University Press

Eynon, R., & Malmberg, L. E. (2011). A typology of young people's Internet use: Implications for education. *Computers & Education*, *56*(3), 585-595.

Fairlie, R. W. (2012). Academic achievement, technology and race: Experimental evidence. *Economics of Education Review*.

Marcovitz, D. M., Kenyon, R., & Staley, C. (2017). The Embedded Librarian: Going Beyond the Field of Dreams Model for Online Programs. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2017).

Hargittai, E. (2010). Digital Na(t)ives? Variation in Internet skills and uses among members of the "Net Generation". *Sociological Inquiry*, *80*(1), 92-113.

Robinson, L. (2009). A taste for the necessary: a Bourdieuian approach to digital inequality. *Information, Communication & Society*, *12*(4), 488-507.

Zillien, N., & Hargittai, E. (2009). Digital Distinction: Status-Specific Types of Internet Usage. *Social Science Quarterly*, *90*(2), 274-291.