

Dr. Cathy Cavanaugh

University of North Florida

College of Education
and Human Services

ccavanau@unf.edu



K-12 Online Learning Effectiveness Research

- We know:
 - In general, it can be at least as effective for learning as face-to-face instruction
 - It appears to be effective across content areas and grade levels
- We know less about:
 - Factors of course design, teaching, students, and technology that contribute to or inhibit online learning

What we need to do in order to know more:

- Researchers need access to online educators and learners
- Schools and researchers need time to develop a well-planned program of inquiry
- Access requires a trusting relationship between researchers and school professionals and an understanding of the technical and ethical limitations of access to student data.
- Researchers studying online learning must recognize the unique attributes of the online learning ecosystem, and they must account for as much of the complexity of that ecosystem as possible in the research design.

Online Algebra Learning Report

[http://www.unf.edu/~ccavanau/
SucceedingattheGateway.pdf](http://www.unf.edu/~ccavanau/SucceedingattheGateway.pdf)

More information on virtual school effectiveness:

<http://www.unf.edu/~ccavanau/>