

Staff Development and Student Perceptions of the Learning Environment

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1. Are there significant differences in online and face-to-face students' **perception of the learning environment**?
2. How much and what types of **professional development and training** do online and face-to-face teachers receive and do they **differentially impact the students' perception** of learning environment?

- **Sample**
 - 116 students and 7 teachers in three states
 - 3 virtual schools (31 students) and 3 counterpart traditional schools (85 students)
 - Second-semester Algebra 1 classes, spring 2005
- **Data collection and analysis**
 - “What is Happening in this Class?” Survey (WIHIC)
 - Student Demographic Information Survey
 - Teacher Professional Development Survey
 - Descriptive statistical analysis and t-tests; two-factor between subject mixed-effect ANOVA

Finding 1: Significantly higher perceptions of **cooperation, student cohesiveness, and involvement** in face-to-face classrooms

Implications:

- Move from umbrella terms to more precise definitions (e.g., instructional delivery types)
- Focus professional development to support student interaction and engagement

Finding 2: Significantly higher perceptions of **teacher support** in online classrooms

Implication:

- Focus attention on teacher support
 - Create conditions to encourage it
 - Document and study it
 - Share expertise with people in other settings

Finding 3: Conducting **research** in **online** schools is different than in traditional face-to-face ones.

Implications:

- Systematize data collection and analysis
- Partner with local researchers
- Participate in large-scale studies

1. Join in on our upcoming research
 - A 4-year, large-scale, national study
 - Survey of head administrators
2. Check out CASTLE resources
3. Talk to us

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