Online/Blended Learning State of the Field Survey

Summary Findings Report

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Introduction

The AVI CHAI Foundation's work in online and blending learning was launched in October 2010 with a two-fold goal: 1) To improve the quality of Jewish day school education by increasing individualized, data-based instruction and enabling students to develop skills and ways of thinking needed in the 21st century; and 2) To bring down the cost of education facilitated by various uses of instructional technology. Consequently, the Foundation began funding a diverse range of projects toward the ultimate goal of identifying promising educational technology initiatives for Jewish education today. One initiative includes a baseline survey project (2012) and subsequent follow-up survey project (2014) designed to gather a thorough understanding of the status of online/blended learning across Jewish day schools in North America. This study concerns itself predominantly with Jewish day schools which self-identify as Reform, Community, Conservative, Modern Orthodox and Centrist Orthodox. Yeshiva, Chabad and Chassidic schools across North America are under-represented in this survey population. Survey elements addressed schools' various levels of faculty and student engagement across online/blending learning, descriptions of planned or currently used online and blended learning models and resources, the perceived value from such models, challenges and barriers encountered in adoption, and future plans for the growth or decrease in online/blended learning methods used. Online and blended learning was defined in the survey so as to more accurately identify the methods and applications of this type of learning in use or under consideration among Jewish day schools. To determine these definitions, AVI CHAI drew upon current research in the field. Definitions of the various methods of online/blended learning include: 1) Traditional supplemental model: Direct instruction is delivered in the school classroom, but students spend time online reading materials, accessing videos, and being involved in virtual group projects or online discussions; 2) The flipped classroom model: Direct instruction is provided online outside of the classroom; in-class time is used for instructor facilitation that coaches through worked examples, group projects, and simulations; 3) Rotation model: Students move among stations within the classroom or the school, including at a computer, individually or in groups, and with a teacher; 4) Hybrid/instructional split model: Instruction is offered with some sessions delivered face-to-face and other sessions delivered online; 5) Fully online model: Learning is delivered fully online with no in-classroom or face-to-face instruction; school faculty may support the online learning on-site. This summary findings report describes the status of online/blended learning across these various models as gleaned from the 2014 follow-up survey respondents as well as through a comparison to the baseline aggregate findings presented in the 2012 Online Learning State of the Field Summary Findings Report.

Executive Summary

In Jewish day schools across North America, growth in adoption of one or more of the various models of online/blended learning described above has outpaced even the ambitious growth projections reported in the 2012 Online Learning State of the Field Summary Findings Report. By 2014, eight in ten Jewish day schools in this survey population reported utilizing one or more of the models with high degrees of faculty and student participation. Looking to the very near future, continued growth within schools and in the number of schools participating in some form of blended learning is expected outside the Yeshiva, Chabad and Chassidic sectors. Online and blended learning adoption among the schools represented in this survey will likely cap off at **88% to 90%**, given the proportion of schools in this survey that remain staunchly opposed to all Internet use in any instructional form (12%). Primarily, schools have adopted the use of supplemental online lesson enrichment and online curriculum resources and diagnostics, while the classroom instruction itself remains mainly face-to-face. One-fifth (21%) of Jewish day schools have moved beyond online lessons and supplemental online enrichment to deliver hybrid courses, flipped classrooms, or fully online courses.

Among all schools, except those staunchly opposed to Internet use, online/blended learning is here to stay, according to school leaders. A comparison of schools that responded to both the 2012 and 2014 Online Learning State of the Field surveys indicates that over **80%** of the schools with **no** online learning of any method in 2012 acted on their reported plans to adopt some method of online/blended learning. None of the schools plan to reduce or eliminate online/blended learning in any form. Over two-thirds of those who are already offering blended/online learning plan to expand their offerings and venture into blended/hybrid methods from a traditional, supplemental approach (i.e., supplementing classroom instruction with online resources, online discussions and group project work).

In terms of factors motivating the adoption of online/blended learning, the most significant is the potential to provide differentiated instruction, enhance course content and increase student engagement in learning. Reported impact is highly positive; schools cite improved assessment possibilities, increased student test scores and greater individualized learning. Still, this rapid growth in adoption has led to new challenges for these schools. As compared with 2012, schools reported increasing demand on network connectivity and equipment — as well as increasing calls for faculty development in how to design **and** deliver blended/hybrid instruction across a variety of content and grade levels.

Project Methodology

An independent evaluation consultant worked collaboratively with the Foundation to develop a survey instrument that would capture schools' adoption of online and blended learning and provide a descriptive understanding of the state of the field. The 2014 follow-up survey design utilized questions from the baseline 2012 survey in order to allow for relative comparisons over time. However, the revised questionnaire incorporated lessons learned from the original design, including: 1) Clarification of online/blended learning definitions beyond the narrow use of the term "online courses;" 2) Expanded response choices, with specific definitions of online/blended learning models[1] that have emerged as the landscape of instructional technology and online learning has evolved; 3) The addition of response choices commonly found in 2012 survey responses about both barriers to online learning adoption and the value it adds; and 4) Improved logic flow in the survey design. Basic school descriptive demographics (school size, school type, enrollment, and locale) were included to allow for cross-tabulation of data and descriptive profiling. The survey was structured with a simple two-tiered branching logic to create a descriptive profile of the schools' current status in offering (or not offering) online/blended learning. For those schools offering online/blended learning, survey items explored specific models in use, rationale for adoption, resources accessed in development, courses/topics offered, course enrollment, perceived value/benefits, growth projections and perceived obstacles in establishing the offerings.

It is important to note that survey respondents were not asked to quantify how often or how frequently (e.g. daily, weekly, in which classrooms/grades, etc.) their online/blended learning is used. Rather, this survey set out to determine student and faculty **engagement** in online/blended learning. This means: How **many** students in the school were experiencing online learning (on a scale from "all to very few" students)? How **many** teachers in the school (again, from "all to very few") were employing online/blended learning in their classroom instruction? Lastly, for those schools not offering any model of online/blended learning, the survey items addressed rationale, plans for future adoption, needed resources, and perceived obstacles to development or implementation. A copy of the complete survey is included in Appendix A (p. 21).

Baseline 2012 survey respondents were matched with the 2014 survey respondents to directly analyze the degree to which schools acted upon their plans to adopt online/blended learning. Fifty percent of those schools that completed the survey in 2012 also completed the follow-up survey in 2014. A discussion of this data follows in the results section. However, some caution must be exercised with regard to the comparison of the 2012 to 2014 response match-ups. The survey distribution methodology (direct email request to the heads of school) cannot control for consistency in respondents (ensuring the same individual completed the survey each time) nor remind respondents of their 2012 responses while completing the 2014 survey. Instead, 2014 survey respondents were asked to describe new and emerging online/blended learning implementations, thus providing an aggregate, descriptive understanding of new and changing adoption across the population. Additional direct interview, case study, or focus group methodologies would provide more valid change and growth-data findings. However, the holistic analysis of response set to response set does allow for aggregate comparison with regard to the changing adoption of online/blended learning since 2012.

The survey was administered online using the SurveyMonkey® platform and facilitated independently by the consultant. AVI CHAI was not informed of the identity of the responding schools with the exception of two schools that were awarded the incentive raffle prize (described below) for early completion of the survey. AVI CHAI provided the consultant with its school database providing the names and email addresses

[1] Survey respondents were asked to choose among the following five models of online/blended learning: 1) The traditional supplemental model: Direct instruction is delivered in the school classroom but students spend time online reading materials, accessing videos, being involved in virtual group projects or online discussions; 2) Flipped classroom model: Direct instruction is provided online outside of the classroom; in-class time is used for instructor facilitation, coaching through worked examples, group projects, simulations; 3) Rotation model: Students move among stations within the classroom or the school at a computer, individually or in groups, and with a teacher; 4) Hybrid/instructional split model: Instruction is offered with some sessions delivered face-to-face and other sessions delivered online; 5) Fully online model: Learning is delivered fully online with no in-classroom or face-to-face instruction; school faculty may provide on-site support to the online learning.

of the heads of school of 650 Jewish day schools throughout the United States and Canada. This database was compared to the independently gathered census of all 859 US Jewish day schools (completed after the survey distribution). This comparison revealed that the survey database largely mirrored the census database when divided by school classifications of Orthodox, Community, Conservative or Reform, with few exceptions. Yeshiva, Chabad and Chassidic schools present in the census were underrepresented in the survey database, accounting for the difference as compared to the number of census schools. Table 1 compares the portion of school classifications represented in the survey database, the census and the survey respondents.

On February 20, 2014, the first survey request was emailed. Schools were incentivized to complete the survey by early March for consideration in a raffle drawing for two $2000 professional development grants from the Foundation. Reminder emails were sent to all non-respondents every two weeks through early April 2014. At that point, the consultant and AVI CHAI agreed that the response rate (approximately 41%) was not at the target level and consequently decided to launch a phone campaign to encourage non-responders to participate. This phone campaign occurred from April 7 to May 15, 2014. Schools completed the same survey as in the original email distribution. The phone campaign resulted in a significant increase in the response rate and also uncovered schools in the database that closed or experienced change in leadership and were therefore unable to respond. Together with the original email distribution and the follow-up phone campaign, a final response rate of 60.7% was achieved. This response rate suggests that, with a margin of error of ± 3.3, we can be 95% certain that the results described here are representative of the entire survey database population. The specific breakdown of the distribution and response rates are found in Table 2.

Table 1: Comparison of survey database to census

Classification	All survey database schools	All census schools	Survey respondents
Community	18%	12%	29%
Conservative	8%	5%	9%
Orthodox	71%	82%	59%
Reform	2%	2%	2%

Table 2: Response rate/population calculation

650	Original names on the survey database
33	Bounced email or duplicates
27	Opt-out of survey/ Undeliverable via email
40	School closed/merged determined during phoning
550	Final useable population total after removing school closures, opt-out and bounced names
334	Valid responses received
60.7%	Response rate
± 3.3 at the 95% confidence level	Margin of error in the survey sample

The consultant then analyzed the survey data for frequency and descriptive statistics using Excel® and SPSS® statistical analytics software. Cross-tabulations and content analysis of open-ended comments were completed as well. Graphs and frequency tables for additional survey items not found in the body of the report follow in Appendix B (p. 33).

Summary Findings

Demographic profile of responding schools

Respondents represented schools from 34 states and Canada, with response proportions by state largely mirroring the proportions of all schools in the survey database (see Appendix B, p. 33). More than half of the respondents come from schools with 300 students or less, and the largest portion (30.4%) lead schools of 50–150 students. The majority of respondents represent suburban schools (61.1%), just over one-third of the schools are located in urban areas (37.3%) and less than 2% come from rural settings. Student enrollment is growing or staying the same for the clear majority of these schools; nearly five times as many report growing enrollment as those who say their enrollment is shrinking (see p. 33).

The largest portion (59.3%) of the responding schools describes themselves as Orthodox, followed by 29.3%, which are Community schools. Smaller portions are Conservative (9.3%) and Reform (2.1%). A closer analysis of the affiliation of the Orthodox schools reveals that just over one-fourth are Yeshiva schools, nearly 20% are Modern Orthodox, and few are identified as either Centrist Orthodox (9%) or Chabad (5%). No Chassidic schools were among the survey database or respondents. Proportions of school affiliations responding to the survey mirror the affiliation proportions among all schools in the survey database, serving as further evidence that the survey responses are representative of Jewish day schools across North America, outside of the Chassidic sector.

Status of Online/Blended Learning

The rapid growth in online/blended learning adoption in Jewish day schools, predicted in the 2012 baseline survey results, clearly occurred. The 2012 data suggested that as many as 60% of schools would offer some type of online or blended learning by 2014, but as this recent survey data reveal, the number of schools now using one or more of the various online and blended learning models has exceeded that anticipated mark and reached 79%. However, while the number of schools offering some method of online or blended learning increased substantially since 2012, most schools (54.8%) report that online and blended learning still occurs in the more traditional supplemental model (i.e., instruction is primarily face-to-face, with online resources, projects, discussions and online lessons used for enrichment or supplement). Fewer schools are utilizing the more innovative flipped classroom model (20.7%),

Figure 1:
Size of school population among survey respondents

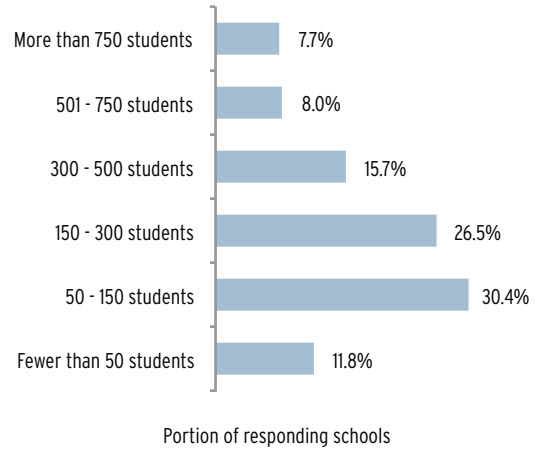
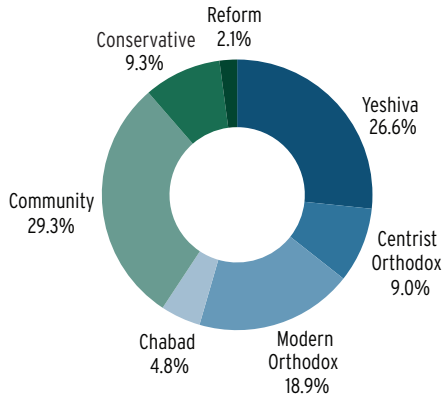


Figure 2:
Respondent school classification



the rotation model (18.6%), the hybrid/instructional split model (12.0%), and even fewer still (9.3%) are using fully online instruction. Rapid growth between 2012 and 2014 is also evident in the number of students participating in online/blended learning. 2012 survey data revealed that while 23.4% of schools had implemented some method of online learning at that time, very few of their students actually took part in that online learning (i.e., only 2% of all 2012 schools had "most" of their students participating in online courses, as it was defined at the time). Today, 40.8% of all responding schools report online/blended learning across any of the various models is now in use for "most to all" of their students; 38.2% say online/blended learning is in use for "a few" of their students, and 21% for none of their students (see p. 33).

School leaders anticipate that adoption of online and blended learning will continue to grow; 9.2% of schools not currently offering online or blended learning report definite plans to do so in the near future. Only 11.8% of schools remain staunchly opposed to online or blended learning in any manner and 5.1% are unsure about offering online and blended learning in some fashion. The remaining 4.1% of the non-adopters have plans to implement online learning in some manner over the course of the next one to five years. Figure 3 illustrates the status of online and blended learning adoption across Jewish day schools as reported in 2014.

The original 2012 data analysis revealed that the respondent schools "cluster" into five categories of online learning adoption: 1) Early adopters (offering for three or more years); 2) New adopters (offering within the last one to two years); 3) Pending adopters (not offering now, but have defined plans to do so); 4) Undecided (still considering adoption or unsure); and finally, 5) The staunch non-adopters (those who are wholly opposed to the idea of online learning or internet use in general) (see p. 33). Now, 2014 data analysis reveals a relative shrinking of these clusters into two more distinct categories: adopters and non-adopters. More schools are moving to adopt online and blended learning, leaving few "in the middle," undecided about their plans. Furthermore, the difference noted between "early" and "new" adopters in 2012 seems no longer to be a substantive one by 2014. New adopters express the same benefits, challenges and engagement factors as their counterparts who have been enacting online/blended learning for at least three years. One school leader reported, *"We began the year in a very basic space and are making rapid progress in a very short time."* This rapid growth in online and blended adoption is illustrated here in Figure 4 through the comparison

Figure 3: Current status of online/blended learning among all responding schools

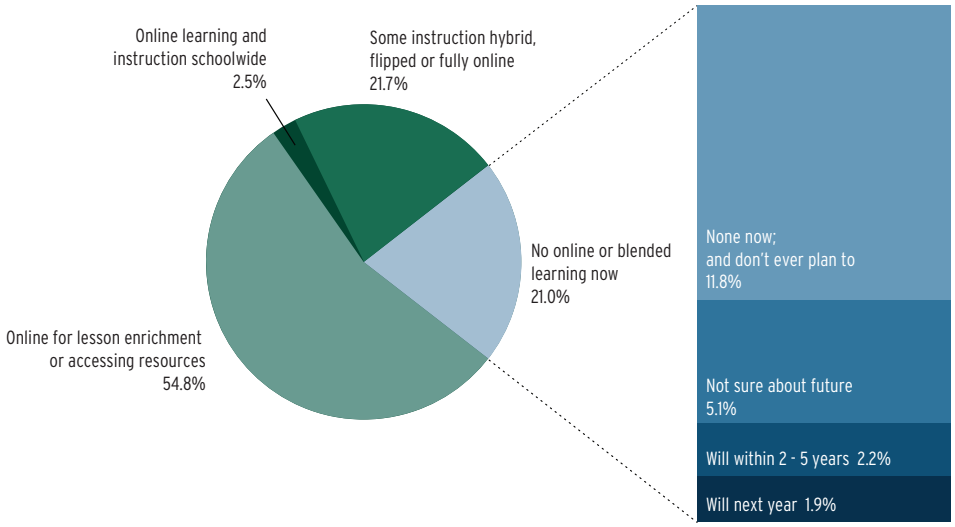


Figure 4: Change in online learning adoption clusters from 2012 to 2014

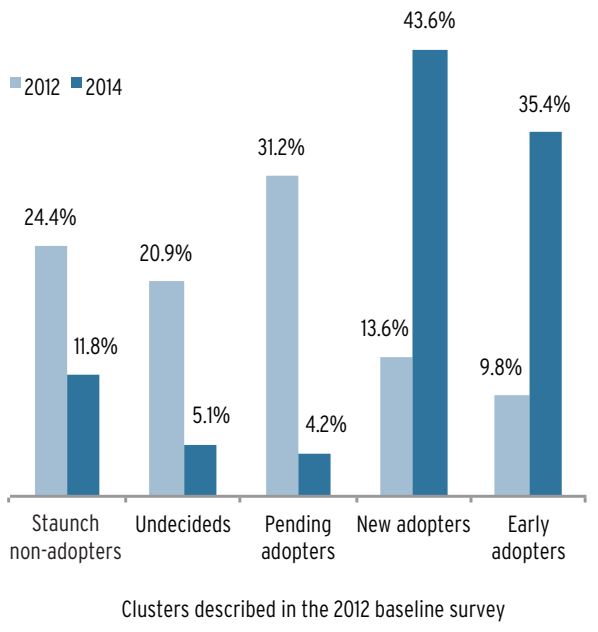
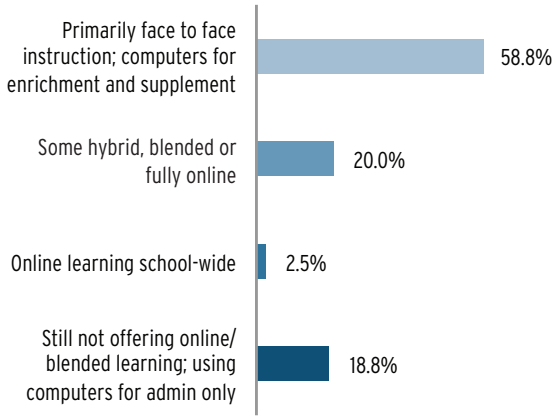


Figure 5: Current 2014 status of the matched baseline survey schools who were NOT offering any online learning 2011-12



of the 2012 to 2014 aggregate cluster distribution. In 2012, the largest cluster was the pending adopters, at 31.2%. Now, the new adopters make up nearly half (43.6%) of all respondents, while non-adopters decreased by half or even four-fold. Undecided schools in 2012 have now moved into the pending or early adopter status.

To provide a direct comparison to the 2012 baseline data, the 2014 survey responses were matched by school name to the 2012 data set. It was determined that half (n = 112) of all 2012 respondents (n = 225) also responded to the 2014 survey. A comparison of the online/blended learning status in 2012 to 2014 reveals that the majority of these repeat respondents did act on their plans to adopt online/blended learning in some manner. Those who were offering online/blended learning in 2012 continue to do so today, and a substantial portion who were not offering any online/blended learning then are now doing so. Most (58.5%) of the matched 2012 non-adopters moved into online learning with the more traditional, supplemental model of online/blended learning. Less than 20% of the 2012 schools remain with no online/blended learning today, as shown in Figure 5.

Variation in Online and Blended Learning by School Affiliation

Online and blended learning use in 2014 appears to vary somewhat in terms of engagement and type of model based on school affiliation. Some Orthodox schools are substantially less likely to offer online and blended learning than all other affiliations, with nearly 16.9% of the Orthodox schools falling in the staunch non-adopter category compared to only 4.1% from the Community schools and 3.2% from the Conservative schools. In a deeper look at the type of Orthodox schools, Modern and Centrist Orthodox schools report offering online learning at a more frequent rate, similar to the Conservative and Community schools. Yeshiva and Chabad schools, however, fall more substantially in the non-adopter category. For example, as illustrated in Figures 6 and 7 (p. 10), almost 30% of the Yeshiva schools and 15% of Chabad schools in this survey have no plans to offer any model of online learning — making them three to five times more opposed to online learning than all other classifications.

Figure 6: Status of online learning by school classification

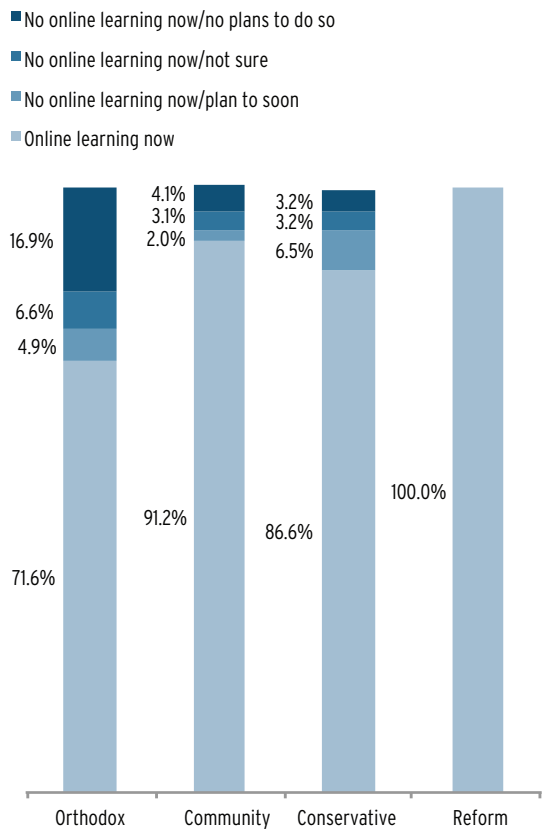
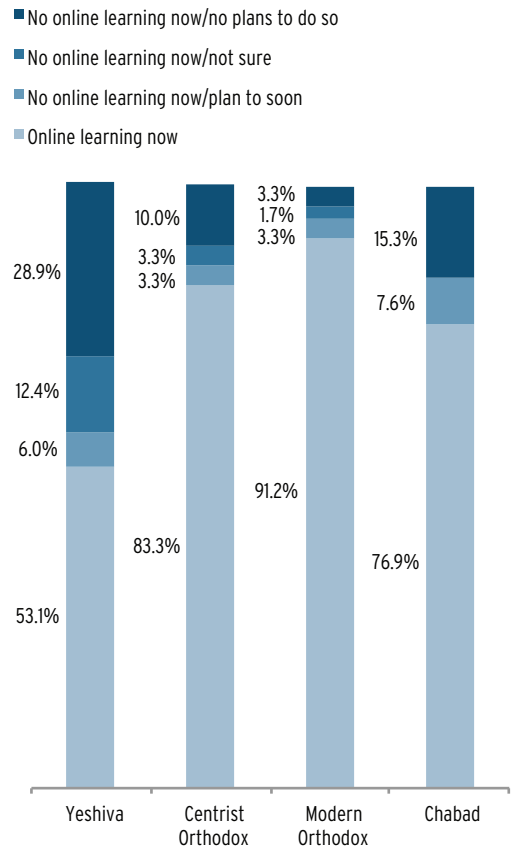


Figure 7: Status of online learning for sub-classification of Orthodox schools



Models of Online/Blended Learning in Use Across Jewish Day Schools

The most commonly reported method of online/blended learning is the **traditional or supplemental method**, in which direct instruction is delivered in the school classroom but students spend time online reading materials, accessing videos, and involved in virtual group projects or in online discussions. More than half (57.5%) of all schools report using this method. Less common is the **flipped classroom model** (20.7% of all schools), where direct instruction is provided online outside of the classroom; in-class time is used for instructor facilitation and coaching through worked examples, group projects, or simulations. Slightly fewer schools use the **rotation model** (18.6%), where students move among stations within the classroom or the entire school: at a computer, individual or group work, and work with a teacher, or the **hybrid-instruction split model** (12.0%), where instruction is offered with some sessions delivered face-to-face and other sessions delivered online. Less than one in ten schools (9.3%) offer instruction **fully online**, where learning in at least one class is delivered completely online with no in-classroom or face-to-face instruction, with school faculty providing on-site support in some cases. While these more fully online proportions are relatively small, it is important to note that they still reveal a four to five-fold increase over 2012, when only 2% of Jewish day schools reported offering fully online instruction. Equally revealing is the observation that some schools are now reporting **multiple means** of employing online/blended learning across the various models, offering some instruction in either supplemental, flipped, hybrid, rotation, fully online methods (see p. 34). For example, 21.0% of all responding schools are employing **two** of the various models, 7.6% are using three of the models, and just 1% of all schools are using all five of the models simultaneously (see Figure 8, p. 11).

Faculty and Student Engagement in Online/Blended Learning Contexts

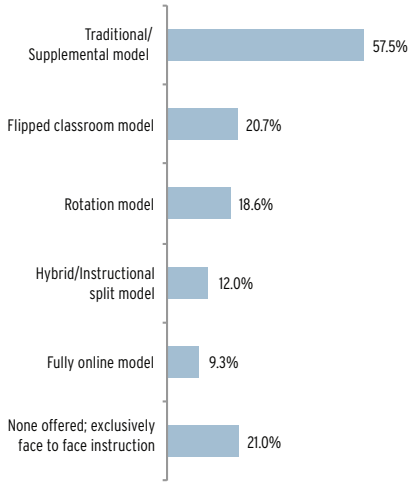
School leaders report increasing levels of faculty engagement in online/blended learning over the past two years. Reported in 2012 as occurring primarily with only their most "adventurous" faculty, now 34.4% of these schools report that "most to all" faculty members are engaged in one or more of the various models. Under half of the schools (44.6%) have their online/blended learning still isolated to a few faculty members. Figures 9 and 10 illustrate the portion of faculty and students who engage to a "great" or "very great" extent across any of the online/blended learning models.

A closer look at these engagement levels by model type shows how many students are actually experiencing the models. For example, 14% of schools are implementing the flipped classroom model with "most" (i.e., more than half) of their students. Similarly, 11% of schools have employed the rotation model with "most" of their students. Fully online delivery remains the least engaged model, with only 4.2% of schools offering this model to "most" of their students (Table 3, p. 12). Similar proportions of teacher engagement among the various models are evident as well (Table 4, p. 12).

School leaders also report that their faculty members utilize online resources most commonly for their own research purposes, followed closely by the use of online curriculum resources. Nearly 80% use education applications (iPad or Google/Android apps) in the classroom to some extent. In addition, more than one-third of schools (38.9%) report using online Judaic resources to a "very great" to "great" extent. Online language practice and professional development workshops are utilized less frequently by faculty overall, with almost 40% reporting none or only a "very small extent" of use (see p. 34). Student use of online technology mirrors faculty use as well, with online research resources topping the list as the most frequent use. Almost one in four schools report that their students use online Judaic resources[2] to a great extent. Smaller proportions of students are participating in online and blended learning for remedial course content (46.5% to "no or very small extent") and even fewer engage online for coursework their school faculty can't offer (69.4% to "no or very small extent") (see p. 34).

[2] "Judaic resources" were not defined more specifically in the survey item; therefore, no further definition is available for which resources respondents referred to in response to this item.

Figure 8: Online/blended learning methods used across all responding schools*



*Schools chose all that apply; therefore portions add to more than 100%

Figure 9: Portion of student engagement in any type of online/blended learning

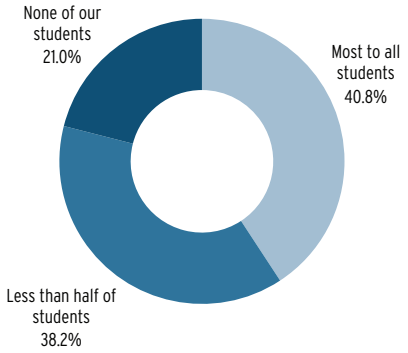


Figure 10: Portions of faculty engagement in any type of online/blended learning

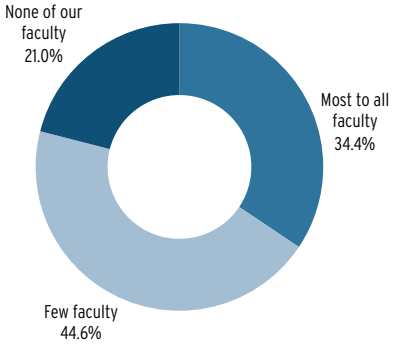


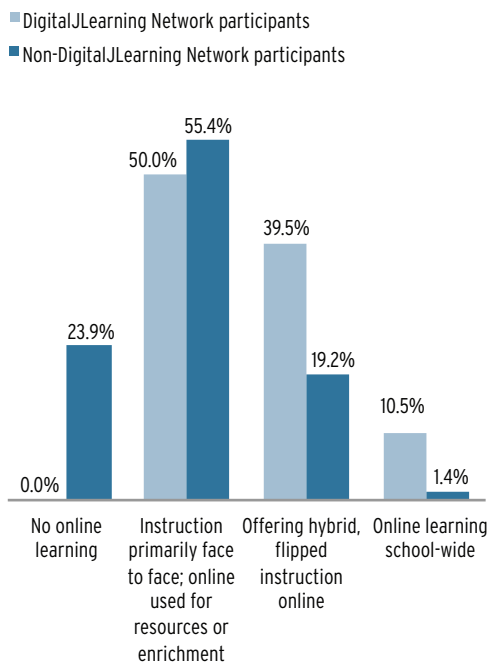
Table 3: Portion of students who experience online/blended instruction among all responding schools			
Model of online/blended learning	**Most (More than half of their students)**	**Moderate (Between 10% and 50% of their students)**	**Very few (Less than 10% of their students)**
Traditional/Supplemental model	40.8%	18.6%	7.1%
Flipped classroom model	14.0%	5.0%	1.9%
Rotation model	11.0%	6.0%	1.8%
Hybrid/Instructional split model	9.0%	3.1%	0%
Fully online model	4.2%	3.1%	2.0%

Table 4: Portion of faculty who are engaging in some model of online/blended instruction among all responding schools			
Model of online/blended learning	**Most (More than half of their teachers)**	**Moderate (Between 10% and 50% of their teachers)**	**Very few (Less than 10% of their teachers)**
Traditional/Supplemental model	34%	15%	14%
Flipped classroom model	12%	6%	3%
Rotation model	11%	4%	3%
Hybrid/Instructional split model	8%	2%	2%
Fully online model	3%	2%	4%

Accessing External Resources in Developing and Funding Implementation

Schools show moderate use of external professional resources that relate to the development of online and blended learning. More than half of all schools (56.9%) report using none of the external resources while 43.1% used at least one. Among those who did, the International Society for Technology in Education (ISTE) was listed most frequently (19.2%), followed by 11.4% who participate in the DigitalJLearning Network and 10.5% in EdJEWCon. All other external resources or professional associations were utilized by less than 10% of the schools overall (see p. 35). The DigitalJLearning Network participants outpaced all non-participants in the adoption and growth projections for any online/blended learning implementation and use of more progressive online learning models as well. Ten percent of DigitalJLearning Network participants are offering online learning school-wide, compared to just 1% of the non-participants. Likewise, DigitalJLearning Network schools are twice as likely to be implementing hybrid or flipped instruction.

Figure 11: Comparison of online learning status implementation by DigitalJLearning Network

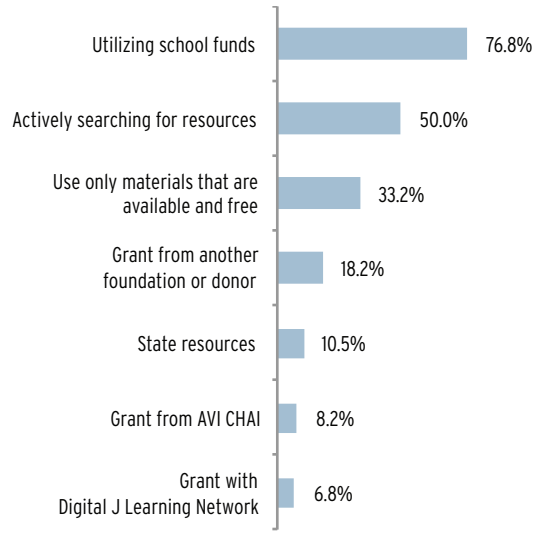


Searching for external resources in funding online/blended learning remains a concern for half (50%) of the adopters who say they are "actively searching for technology and digital learning grants." More than three-quarters (76.8%) rely on school funds to pay for and support online/blended learning. Collectively, one-third of the schools received grant funds from either AVI CHAI, another foundation, or the DigitalJLearning Network to implement online learning; see Figure 12 for the specific proportion of funding sources. It should be noted that respondents were not asked to identify the actual funding amounts received from these various sources, nor identify total spending for their online learning implementation.

Motivations to Offer Online/Blended Learning

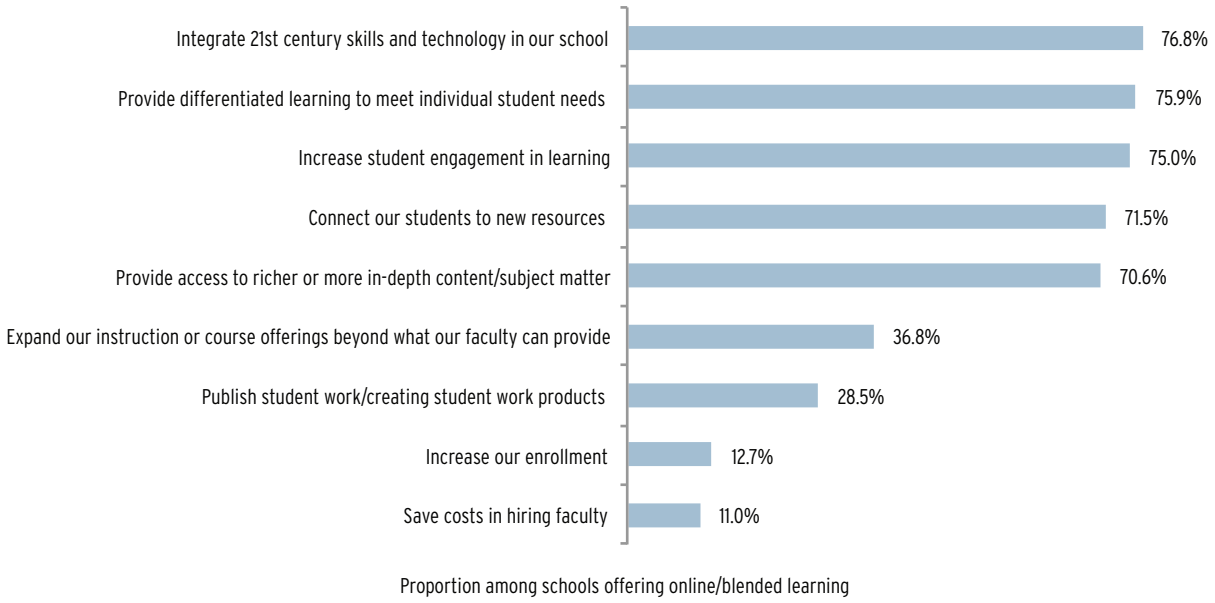
Top among the various reasons most (76%) school leaders say they originally decided to offer online/blending learning, three factors are equally ranked: 1) Bringing 21st century skills/technology to the school; 2) Providing differentiated methods

Figure 12: Funding sources for schools that use online/blending learning*



*Schools chose all that apply; therefore proportions add to more than 100%

Figure 13: Most important factors in original decision to utilize online/blended learning*



*Schools chose all that apply; therefore proportions add to more than 100%

to meet individual student needs; and 3) Increasing student engagement in learning. One school leader commented, *"With traditional approaches, you are limited to one year of education (i.e., if a child is in 5th grade they learn at that level all year); if online, they progress on their own level."* Connecting students to new resources and providing access to more in-depth content followed closely among the top reasons, with an average of 71% ranking it an important factor in their decision. Improving instructional quality appears to be the primary driver overall, as evidenced by one respondent who said, *"We are interested in improving the learning experience. We want students to learn more efficiently and effectively. Also, we want to make more courses available to students through using online resources."*

Other decision-making factors and motivators fall away sharply in frequency. For instance, 11% of schools chose to offer online/blended learning to "save costs in hiring faculty." Several leaders cautioned sharply against using cost-savings as a driver of online/blended learning. One respondent wrote, *"Trying to save money in blended learning is a gimmick. Paying high tuition will not satisfy our customers. You will lose students. I have been doing this for 40 years and I have seen these things come and go. $20K in tuition demands better."* Similarly, increasing enrollment appears to be only a minor motivator in offering online/blended learning.

Variety of Online/Blended Learning Offerings by Content Area

Online/blended learning content is provided most often (47.1%) by some combination of school faculty and outside content providers. One-third of schools (33.9%) provide content exclusively by their own teachers, and less than one in five schools (18.9%) turn to outside providers exclusively for online content (see p. 35). Conferences (74.4%) and colleagues (71.3%) serve most often as resources for these schools to learn about external online content providers. Direct research about vendors or vendor solicitations to the schools occurs much less frequently (30% on average) (see p. 35).

It appears that online/blended learning is still a largely secular studies venture, with only 14.3% of all responding schools reporting that they offer Judaic studies courses or instruction online and 15.9% saying they offer Hebrew language learning online. (Here again, schools were not asked to report how often the Judaic studies or Hebrew language learning was offered online.) Less than one-quarter of the schools overall say they would offer Judaic studies courses (21.3%) or Hebrew language learning (23.6%) online if they could find the appropriate resource or provider.

Table 5:
General and secular content offered or delivered online

Content Area	Number of responses	Proportion of all responding schools
Math	142	45.2%
English/Language Arts	107	34.1%
General Science	65	20.7%
History	65	20.7%
Reading	60	19.1%
Chemistry	30	9.6%
Biology	29	9.2%
Physics	25	8.0%
Study Skills	24	7.6%
AP Courses	23	7.3%
Spanish	20	6.4%
Hebrew	16	5.1%
ACT/SAT Test Preparation	14	4.5%
French	11	3.5%
Economics; Social Studies	6	1.9%
German	3	1.0%
Graphic or Web Design	2	0.6%
Chinese	1	0.3%
Italian	1	0.3%
Human Development; Health	1	0.3%
MAP Testing	1	0.3%
Computer Science	1	0.3%
Arabic	1	0.3%
Career Development	1	0.3%
Latin	1	0.3%

Mathematics emerges as the most common content area offered online (45.2%). Survey respondents reported there is a higher need for individualized or differentiated learning in math. For example, one school leader commented, *"We have found online and blended learning to be particularly successful in helping us assess and meet individual needs in math classes, particularly in the early years of high school."* Another noted, *"The need for*

differentiated learning is very high. The students are all working at different levels, especially in math." Additionally, math was reported by some as lending itself "easily" to be delivered online. School leaders here cited "flipped classroom" approaches as particularly useful in math, where classroom time could be used for math problem solving. Lastly, the plethora of math resources online was mentioned as an explanation of why math is common amongst content delivered online. Other common content areas reported being delivered through online/blended learning are English/language arts, general science, history and reading. Among the secondary schools, 35.1% use online learning to allow students to retake failed or missed courses (see p. 36). Table 5 (p. 14) reflects the variety of general and secular content offered or delivered online[3]. Relatively few Judaic and Hebrew language courses are offered online across the schools (see p. 36).

Perceived Impact from Online/Blended Learning

Providing differentiated learning environments — thereby meeting the individual learning needs of students — stands out again this year as the most common perceived benefit in utilizing blended/online learning. Nearly four in ten (39.5%) of the schools offering blended/online learning find differentiation a critical benefit, more than twice as many as acknowledge any other stated benefit. One school leader said, *"We are a small school with students of various abilities and different learning styles in each grade level. Online materials/instruction provide the perfect way to differentiate instruction and help every student succeed."* Others considered the needs of "academic outliers," differentiating for those students who need higher levels of support or challenge beyond what they can typically provide. One respondent commented, *"Online learning can greatly help students from both sides of the learning spectrum to provide greater opportunities for enrichment [for] our highest performing students and remediation for students who need additional help."* Furthermore, school leaders equate instructional quality with the capacity to meet differentiated needs across content and pedagogies. For example, one leader said:

We are learning that as we meet students where they are, they are more engaged. And students are able to learn at the pace and in the way that best suits their learning style and needs. This ability for both students and their teachers to differentiate effectively has been the key benefit we have experienced.

Others have begun to attribute growth in academic achievement to their venture into online learning as well, such as a school leader who reported, *"We have had great success reflected in student satisfaction and state test scores."* High student engagement, opportunity to enhance course material, or further still, to expand course offerings beyond the expertise or capacity of their faculty stand out as other highly reported benefits of implementing online/blended learning. Here again, these more commonly perceived benefits closely mirror the impacts reported in the 2012 Survey Summary Findings Report.

New to the reported impact this year is the sense that online/blended learning creates a "school without walls," connecting the school with other schools, additional resources or with other students around the world, thereby creating a global school environment. Overall, it is clear that schools are realizing **multiple** benefits from online/blended learning. One school leader commented about these many benefits as follows:

Opportunities to continue to expand their learning environment beyond the walls of the school; access to specialists or instructors who can meet the needs of some of our students who need to be challenge[d] in math, Hebrew, etc.; the opportunity to use technology to build community with students in other schools and in Israel; the opportunity to teach children 21st century skills in the context of the school so that they become sophisticated users and consumers of technology and have a sense of the ethics and morals of technology; might serve to ensure [sic] parents [that] their children will be ready for their next school/the future and might attract other parents to the school.

Respondent comments were coded for content and summarized in Table 6 (p. 16) to reflect the frequency and nature of the comment categories.

[3] Schools were not asked to report how often or how regularly the content areas listed in Table 5 were offered.

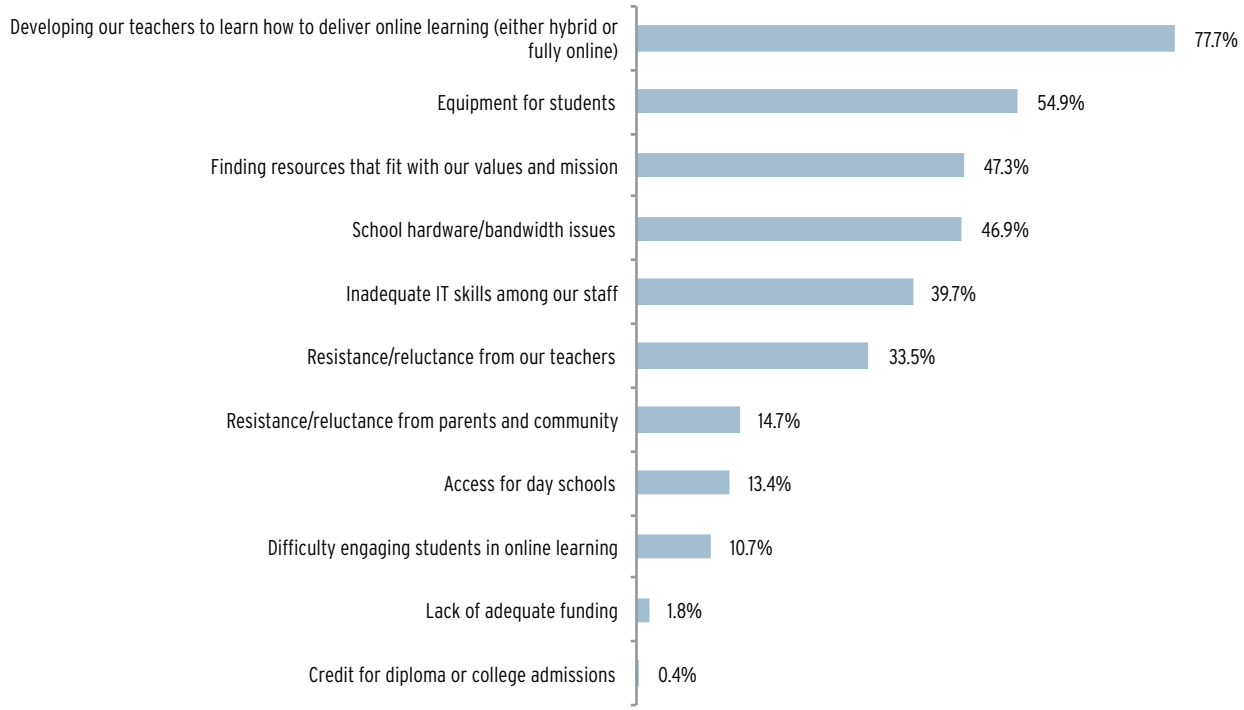
Table 6: Perceived impact of online/blended learning among schools offering it*		
Impact comment category	**Number received**	**Proportion of all schools offering online learning**
Differentiation; meeting individual learning and modality needs	98	39.5%
Students more engaged; taking ownership of learning; fostering independent learners	46	18.5%
Enhanced resources; improved content; greater faculty expertise	39	15.7%
Expanded course offerings	29	11.7%
Students learning 21st century skills	17	6.9%
Expanding the world; allowing our students to talk to the world; being global	13	5.2%
Good assessment tools, offering more immediate feedback	11	4.4%
Cost benefit; saving in hiring; now more efficient fiscally	10	4%
Liberated class time, more discussions; enabled class time for interactions	9	3.6%
Not sure of value at this point	7	2.8%
Allowing school to move with the times; believing this is the future of instruction	5	2%
School without walls; learning is now anywhere, any time	5	2%
Allowing for more project based learning	4	1.6%
Providing a variety of modalities; more accessible	3	1.2%
Keeping absent students up to date	3	1.2%
Allowing for professional development of faculty	2	0.8%
Attracting others to school	2	0.8%
Must deal with tech issues first before it can be valuable	1	0.4%
More effective in meeting common core standards	1	0.4%
Increasing parent engagement	1	0.4%
Providing excellent networking for faculty	1	0.4%
Now allowing us to provide Judaic education to students outside those enrolled in our school	1	0.4%

*Schools chose all that apply; therefore proportions add to more than 100%

Challenges in Offering Online/Blended Learning

While rapid growth and positive perceptions of impact on learning characterize this online/blended learning survey data, implementation of online/blended learning models did not come without challenges (Figure 14, p. 17). Faculty development emerged as the primary hurdle faced by Jewish day schools as they offer online/blended instruction. Over three in four (77.7%) of the responding schools report that developing their teachers to learn how to effectively deliver online instruction (either hybrid or fully online) posed a challenge in their implementation. One-third of schools faced faculty resistance. Lack of equipment (54.9%) or connectivity/bandwidth issues (46.9%) challenged nearly half of these schools. Few faced difficulty in engaging students online. A comparison between the 2012 and 2014 reports reveals one emerging trend: obstacles related to hardware/equipment and network/connectivity and bandwidth increased while obstacles related to finding content/resources or resistance from parents clearly decreased. As schools increase the number of classrooms, courses or segments of their students that are online in some manner, equipment and network demands increase. Yet as more resources are offered throughout professional networks to better enable schools to learn about blended learning content and pedagogies, these challenges decrease. Likewise, as online content becomes more pervasive in our culture, resistance from parents

Figure 14: Obstacles faced by schools that currently offer online/blended learning



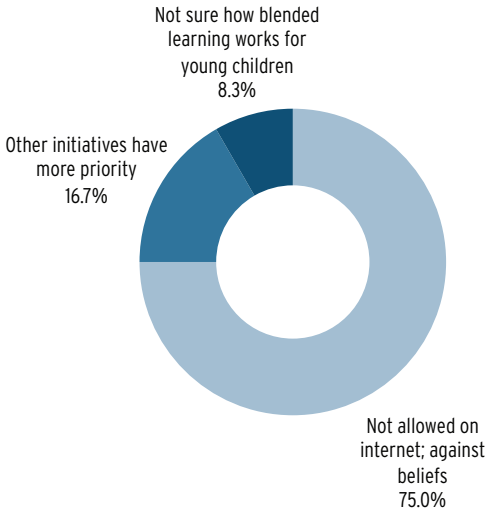
*Schools chose all that apply; therefore proportions add to more than 100%

and the community as a whole decreases. Faculty resistance, showing an increase from 2012 to 2014, might be growing as a challenge due to the steep learning curve as rapid growth or expectations prompt some to re-think their instructional methods and practice.

Profile of the Non-Adopters: Schools Not Offering Online/Blended Learning

Twenty-one percent (21.0%) of all responding schools do not offer any online/blended learning, using computers only for administrative (non-classroom) use. Most of these non-adopters (56% of the non-adopters; 11.8% of all schools) plan to stay that way — firmly committed to their policies against internet use in the schools, prompted either by school or parent values. One respondent wrote, *"The school policy is not to allow students to use the Internet. The dangers of unrestricted use and social media seem to outweigh the benefits students may gain from the educational sites on the web."*

Figure 15: Reasons why schools do not and will not adopt online/blended learning

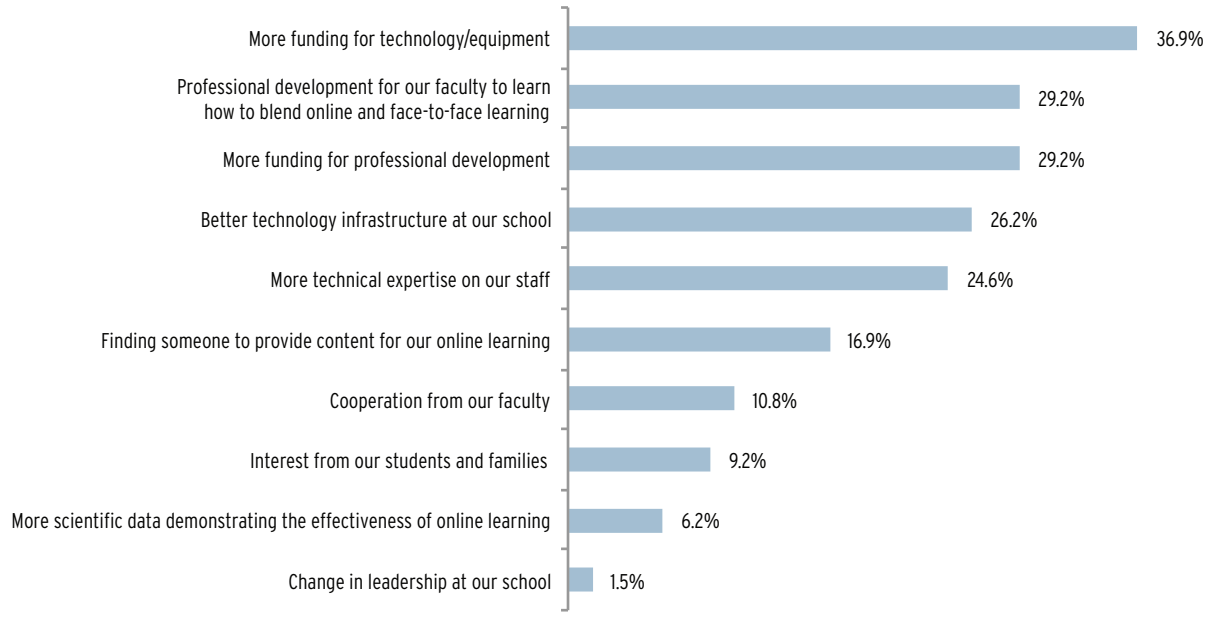


Smaller portions of the non-adopters are not utilizing online/blended learning because they have other strategic priorities. Fewer still admit to a lack of knowledge about how online/blended learning could work for young children.

Nearly 20% of the non-adopters (4.1% of all respondents) plan to launch some manner of online/blended learning within the next few years. Their reasons for doing so mirror the reasons of those who have already implemented online/blended learning: meeting the different learning needs of their students, increasing student engagement in learning and providing access to richer content/subject matter (see p. 37). Funding for IT resources/equipment (36.9%), faculty development in learning how to deliver online/blending learning (29.2%), and funding this professional development topped the list for what school leaders say they need most to "get online/blended learning up and running." Figure 16 illustrates the collection of issues that are critical for getting these current non-adopters online within the next two to five years.

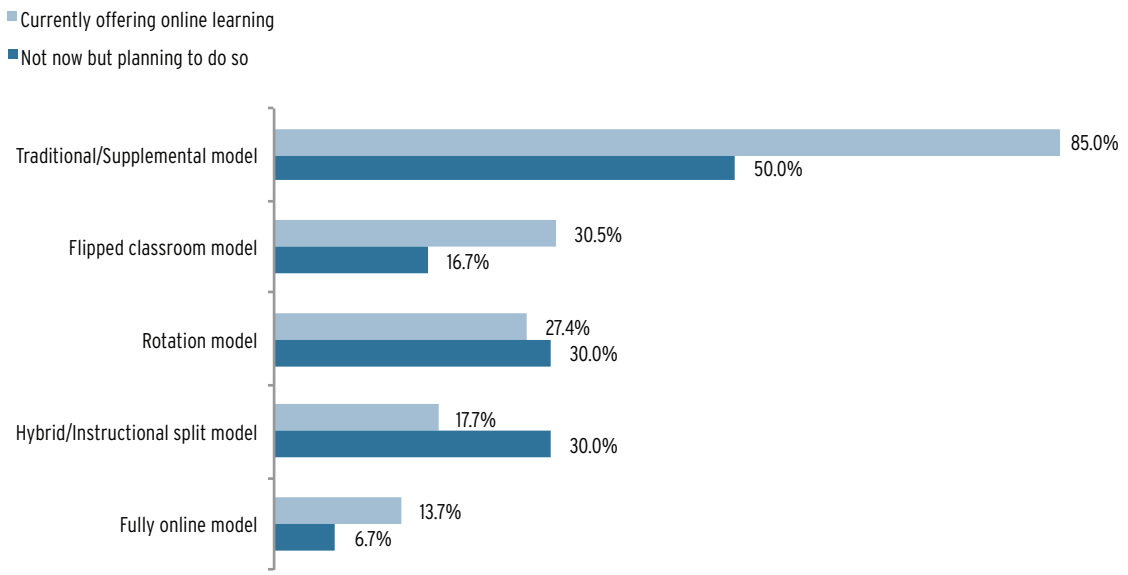
The current non-adopters who intend to launch online learning in the near future plan to venture into more fully blended models than those schools that are currently online. For example, Figure 17 (p. 19) shows how larger proportions of the non-adopters plan to implement rotation or hybrid/instructional split models at higher proportions than the schools currently offering those same models of online learning.

Figure 16:
Critical issues in getting current non-adopters online/blended within the next 2-5 years*



*Schools chose all that apply; therefore proportions add to more than 100%

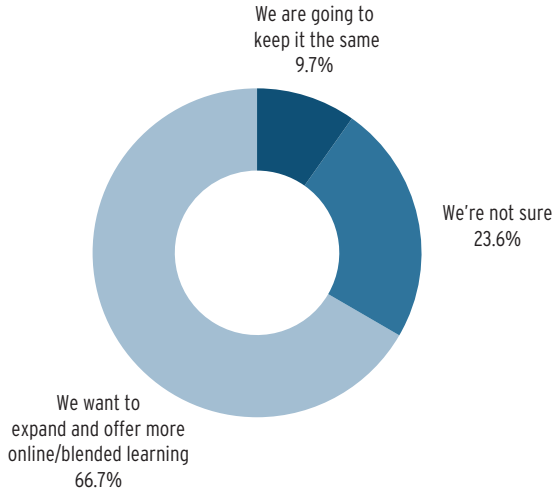
Figure 17: Comparison of online/blended learning model usage by those who are currently offering vs. those who are not but plan to do so soon



Future Plans for Online/Blended Learning

If growth in implementation continues as predicted in these survey findings, it is likely that as many as 90% of Jewish day schools will offer one of the various models of online/blended learning by 2018. Likely 10%–12% of schools will remain, for some time, firmly opposed to the idea of online learning of any type, given apprehensions about the safety and value of the internet — either through school policy and values or those of the parent community they serve. But perhaps most compelling is the projected growth not in the number of adopters, but in the expansion and experimentation of new models of online/blended learning among the already 79% who are in this learning space today. Two-thirds of these schools plan to expand to offer more blended/online learning, and less than 10% plan to keep it at the same level. None of these schools are interested in decreasing or eliminating their online/blended learning implementation. With regard to impact and future plans, one respondent noted, *"We firmly believe this is the future of education."*

Figure 18: Future plans for those schools already offering online/blended learning



Implications and Conclusion

The survey analysis reveals a number of implications and recommendations for next steps in The AVI CHAI Foundation's online/blended learning initiative for Jewish schools across North America. This 2014 snapshot provides rich data for better understanding the motivations, challenges and impact of implementation over the changing landscape of instructional delivery in schools. Still, as with all survey research, continued data collection through varied methodologies is recommended to further test and understand the conclusions made herein. Schools represented here would also provide an excellent sounding board and focus population to further test new initiatives related to online/blended learning implementation and impacts. In-depth school case studies, interviews and/or focus groups would shed light on the more complex issues of the frequency of online/blended model usage, the balance and proportions of traditional vs. more fully online models and extent of differentiation by specific content areas and grade level analysis. Yet this status report can provide a descriptive analysis and several key implications, which include:

- It would serve Jewish day schools well to support and fund the **continued professional development of school faculty**, particularly to advance skills in blended/online instructional design across all grade levels. Funders should be reminded of the words of one school leader who said, *"Good teachers is what I want . . . they make the difference in getting this to work."* Further study should seek to understand what faculty know and need to know in delivering online/blended learning. Translating years of experience in delivering traditional pedagogies to new and emerging methods takes time, study and practice.

Several respondents made a plea for funders to "*allow **time for experimentation and growth**; blended and online learning is in a developmental stage. It is not realistic to introduce a program and assure it will succeed. Instead, funders need to have a tolerance for experimentation. [This is] not always the case*."

- Further **development of excellent Hebrew language programs** appears to be in order. Since 2012 school leaders report a clear need to find good resources. That demand appears to be increasing; according to one school, *"We are constantly in search, to no avail, of a good Hebrew language program."*
- To support additional faculty and staff development, further research is needed to better understand the **evidence-based best practices** in online/blended learning. School leaders and faculty alike appear eager to learn which methods provide greater impact on student achievement, student engagement and effective use of instructional time. With regard to the potential impact of online/blended learning instructional models on student achievement, AVI CHAI and other interested parties should foster continued research on student achievement growth among those schools venturing into online learning. This admittedly complex research would afford valuable insights into teaching and learning in Jewish day schools. To foster high-quality delivery of online/blended learning, AVI CHAI should consider funding further action research (in the schools and classrooms) to identify effective case studies of school online/blended learning implementations. Such profiles would serve to add practitioner-based research into the solutions to the common obstacles to online/blended learning implementation. Furthermore, a deeper look into the cases of schools within the adopters vs. non-adopters categories would shed light on the various methods and models of online/blended learning currently in use or consideration. Clearly, Jewish day schools are highly motivated to adopt online/blended learning, and as a result, they are highly motivated to solve the hurdles that may stand in the way of their plans.

Together, these 2014 summary findings and the comparison to the 2012 State of the Field Summary Findings Report provide a robust description of the varying online and blended learning models in use or planned for Jewish day schools across North America. For all but the most conservative of schools, it is clearly evident that online/blended learning will continue to grow, prompting new challenges for faculty development and pedagogical considerations. We hope the resulting implications of this summary report for school or foundation level strategic planning will both inform and improve programs and policy across the Jewish day school community.

Appendix A: Survey Instrument

AVI CHAI Foundation Online Learning Survey 2014

Introduction

The AVI CHAI Foundation is interested in advancing online and blended learning across Jewish Day Schools in North America. In order to better understand the strategies and resources needed to promote online and blended learning, we are conducting a second survey about the depth and breadth of online or blended learning throughout Jewish day schools in North America. We hope to learn how this is evolving so that we can better determine how to allocate resources and support services toward this effort.

We appreciate your completing this brief survey regarding your school's use of online or blended learning status. The survey should take you no longer than 15 minutes to complete.

As a reminder, all survey responses will be strictly confidential and reported in the aggregate only. No individual school names or survey respondent names or titles will be used in the reporting of these survey results.

If you believe that someone else at your school would be better able to answer questions about the extent of online learning, please collaborate or forward this email to that individual, but please submit only one response per school.

If you have any questions or concerns about this survey, please email info@avichaina.org or call (212)396-8850.

1. Name of your school (please choose from this alphabetical drop-down menu):

My school is not listed:

2. Your title:

- Principal
- Dean
- Head of School
- Executive Director
- Menahel

Other (please specify):

School Descriptors

3. How large is your school?

- Fewer than 50 students
- 50 - 150 students
- 150 - 300 students
- 300 - 500 students
- 501 - 750 students
- More than 750 students

AVI CHAI Foundation Online Learning Survey 2014

4. State in which your school is located:

State:

If not in US, please list country:

5. Which best describes the location of your school?

- Urban
- Suburban
- Rural

6. Type of School

- Orthodox
- Conservative
- Reform
- Community

Other (please specify):

7. Which best describes your enrollment?

- Growing
- Shrinking
- Staying about the same

Use of Online Resources

AVI CHAI Foundation Online Learning Survey 2014

8. Please check which of the following your school has participated in or utilized. Check all that apply:

- ☐ edJEWcon
- ☐ International Society for Technology in Education (ISTE)
- ☐ Lookstein LIVE - Video teaching program
- ☐ Lookstein Online Judaic Studies Courses
- ☐ BOLD Day Schools
- ☐ DigitalJLearning Network
- ☐ Torah Umesorah Blended Learning Program
- ☐ Tel Aviv University Online Judaic Studies Courses
- ☐ Yeshiva University bootcamp or online learning workshops
- ☐ Yeshiva University Open Day School Certificate Program
- ☐ Blended Learning Introductory Sessions sponsored by AVI CHAI

Other (please specify):

9. To what extent do your FACULTY use the following online resources?

	Very great extent	Great extent	Moderate extent	Very small extent	Not at all	I don't know
Educational apps for classroom use - using iPads, google/adroid apps, etc.	○	○	○	○	○	○
Judaic resources	○	○	○	○	○	○
Curriculum resources (i.e. lesson plans, materials to support or enrich lesson/unit plans)	○	○	○	○	○	○
Professional development workshops	○	○	○	○	○	○
Language practice	○	○	○	○	○	○
Assessment of students' learning	○	○	○	○	○	○
Faculty members' own research	○	○	○	○	○	○

Other (please specify):

AVI CHAI Foundation Online Learning Survey 2014

10. To what extent do your STUDENTS use the following online resources?

	Very great extent	Great extent	Moderate extent	Very small extent	Not at all	I don't know
Remedial content or learning	○	○	○	○	○	○
Courses our faculty can't offer	○	○	○	○	○	○
Language practice	○	○	○	○	○	○
Online research resources	○	○	○	○	○	○
Online diagnostics and assessments	○	○	○	○	○	○
Judaic resources	○	○	○	○	○	○

Other (please specify):

Current online learning status

11. Which of the following best describes the CURRENT status of online/blended learning at your school?

○ None offered. All instruction is exclusively face-to-face; we do not use computers/tablets in the classroom; we use computers for administrative use only.

○ Classroom instruction is delivered primarily face-to-face; but we use computers/tablets in the classroom for lesson enrichment or accessing online resources.

○ We deliver some instruction or courses online (either at school or student homes) in a hybrid, blended, flipped, or fully online manner.

○ We are using online learning and instruction school-wide.

Currently offering some type of online learning

12. Which of the following describes the way online/blended learning is offered at your school? Check all that apply:

☐ Traditional/Supplemental model: Direct instruction is delivered in the school classroom but students spend time online reading materials, accessing videos, being involved in virtual group projects or online discussions.

☐ Flipped classroom model: Direct instruction is provided online outside of the classroom; in-class time is used for instructor facilitation, coaching through worked examples, group projects, simulations.

☐ Rotation model: Students move among stations within the classroom or the school at a computer, individually or in groups, and with a teacher.

☐ Hybrid/Instructional split model: Instruction is offered with some sessions delivered face-to-face and other sessions delivered online.

☐ Fully online model: Some learning is delivered fully online with no in-classroom or face-to-face instruction. School faculty may provide on-site support.

AVI CHAI Foundation Online Learning Survey 2014

13. How long has your school been offering online/blended learning?

- ○ 5 or more years
- ○ 4 years
- ○ 3 years
- ○ 2 years
- ○ This is our first year

14. What portion of your teachers are engaging in some type of online/blended learning?

- ○ Most (75% - 99%)
- ○ Many (40% - 74%)
- ○ Few (10% - 39%)
- ○ Very few (5% - 10%)
- ○ A handful (Less than 5%)

15. What prompted you to utilize online/blended learning in the first place? Check all that apply:

- ☐ Expand our instruction or course offerings beyond what our faculty can provide
- ☐ Publish student work/creating student work products
- ☐ Save costs in hiring faculty
- ☐ Increase our enrollment
- ☐ Provide differentiated learning to meet individual student needs
- ☐ Integrate 21st century skills and technology to our school
- ☐ Connect our students to new resources
- ☐ Increase student engagement in learning
- ☐ Provide access to richer or more in-depth content/subject matter
- ☐ Other (please specify):

AVI CHAI Foundation Online Learning Survey 2014

16. Where do students access online learning?

- ○ Mostly in our classrooms or computer labs
- ○ Mostly at home
- ○ Both at school and at home
- ○ Other (please specify):

17. Who provides the content for online learning?

- ○ Our own teachers
- ○ Online content from outside provider
- ○ Some by our own teachers and some by outside providers

18. What portion of your students experience online/blended instruction?

- ○ Most (75% - 99%)
- ○ Many (40% - 74%)
- ○ Few (10% - 39%)
- ○ Very few (5% - 10%)
- ○ A handful (Less than 5%)

19. What general and secular content do you currently deliver or offer online? Check all that apply:

- ☐ Math
- ☐ English/Language Arts
- ☐ General Science
- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ History
- ☐ Spanish
- ☐ French
- ☐ German
- ☐ Chinese
- ☐ Italian
- ☐ ACT/SAT Test Preparation
- ☐ Study Skills
- ☐ Reading
- ☐ AP Courses

Other (please specify):

AVI CHAI Foundation Online Learning Survey 2014

20. Do you offer Judaic Studies courses or instruction online?

- ○ No
- ○ No, but we wish we could offer it if we could find some
- ○ Yes. Which courses?

21. Do you offer Hebrew Language learning online?

- ○ No
- ○ No, but we wish we could offer it if we could find some to offer
- ○ Yes. Which courses?

22. Do you offer students the opportunity to take a course online that they failed or missed?

- ○ Not applicable - we are a PK - 8 school
- ○ No
- ○ Yes. Which courses?

23. Where do you learn about which online courses and resources are available? Check all that apply:

- ☐ Conferences
- ☐ Colleagues
- ☐ Vendor sites
- ☐ Vendors approach the school directly
- ☐ State resources
- ☐ It varies by teacher

Other (please specify):

Planning for online learning

AVI CHAI Foundation Online Learning Survey 2014

24. Which best describes the near future of online/blended learning at your school?

- ○ We want to expand and offer more online/blended learning
- ○ We are going to keep it the same
- ○ We are considering decreasing or eliminating our use of online/blended learning
- ○ We're not sure

25. Where are you getting financial support for online/blended learning? Check all that apply:

- ☐ We have a grant from AVI CHAI
- ☐ We have a grant with Digital J Learning Network
- ☐ We are using state resources
- ☐ We are actively searching for resources to make this possible
- ☐ We use only materials that are available and free
- ☐ We are utilizing school funds
- ☐ We have a grant from another foundation or donor; please specify:

Evaluating online learning

26. What obstacles have you faced in offering online/blended learning? Check all that apply:

- ☐ Developing our teachers to learn how to deliver online learning (either hybrid or fully online)
- ☐ School hardware/bandwidth issues
- ☐ Equipment for students
- ☐ Access for day schools
- ☐ Finding resources that fit with our values and mission
- ☐ Credit for diploma or college admissions
- ☐ Inadequate IT skills among our staff
- ☐ Resistance/reluctance from our teachers
- ☐ Resistance/reluctance from parents and community
- ☐ Difficulty engaging students in online learning

Other (please specify):

AVI CHAI Foundation Online Learning Survey 2014

27. Which ONE obstacle is the most challenging?

- ○ Difficulty engaging students in online learning
- ○ Developing our teachers to learn how to deliver instruction online (either hybrid or fully online)
- ○ School hardware/bandwidth issues
- ○ Equipment for students
- ○ Access for day schools
- ○ Finding resources that fit with our values and mission
- ○ Credit for diploma or college admissions
- ○ Inadequate IT skills among our staff
- ○ Resistance/reluctance from our teachers
- ○ Resistance/reluctance from parents and community

Other (please specify):

28. What benefit or value does (or would) offering online/blended learning provide to your students or your school overall?

Not currently offering online learning

29. Are you considering offering online/blended learning some time in the future?

- ○ Yes, within the next year
- ○ Yes, within the next 2 - 5 years
- ○ We're not sure whether we will or not
- ○ No, it is not in our plan at this time
- ○ Other (please describe):

Not considering online learning

AVI CHAI Foundation Online Learning Survey 2014

30. What obstacles, if any, impact your plans not to offer online/blended learning? Check all that apply:

- ☐ Developing our teachers to learn how to deliver instruction online (either hybrid or fully online)
- ☐ School hardware/bandwidth issues
- ☐ Equipment for students
- ☐ Access for day schools
- ☐ Finding resources that fit with our values and mission
- ☐ Credit for diploma or college admissions
- ☐ Inadequate IT skills among our staff
- ☐ Resistance/reluctance from our teachers
- ☐ Resistance/reluctance from parents and community
- ☐ Difficulty engaging students in online learning

Other (please specify):

31. What are the most prevalent reasons you are not interested in offering online/blended instruction in the near future?

Considering online learning

32. How important are the following factors as you consider offering online/blended learning?

	Very important to us	Somewhat important to us	Not at all important to us
Save costs in hiring faculty	○	○	○
Increase student engagement in learning	○	○	○
Integrate 21st century skills and technology to our school	○	○	○
Provide differentiated learning to meet individual student needs	○	○	○
Connect our students to new resources	○	○	○
Increase our enrollment	○	○	○
Publish student work/creating student work products	○	○	○
Provide access to richer or more in-depth content/subject matter	○	○	○
Expand our instruction or course offerings beyond what our faculty can provide	○	○	○

Other (please describe):

AVI CHAI Foundation Online Learning Survey 2014

33. What will it take to get your school's online/blended learning up and running?

	Critical issue	Moderate issue	Not an issue
More funding for technology/equipment	○	○	○
More funding for professional development	○	○	○
More scientific data demonstrating the effectiveness of online learning	○	○	○
Interest from our students and families	○	○	○
More technical expertise on our staff	○	○	○
Better technology infrastructure at our school	○	○	○
Change in leadership at our school	○	○	○
Cooperation from our faculty	○	○	○
Finding someone to provide content for our online learning	○	○	○
Professional development for our faculty to learn how to blend online and face-to-face learning	○	○	○

Other (please describe):

34. Of the models listed below, which are you considering as you move toward online/blended learning? Check all that apply.

☐ Traditional/Supplemental model: Direct instruction is delivered in the school classroom but students spend time online reading materials, accessing videos, being involved in virtual group projects or online discussions.

☐ Flipped classroom model: Direct instruction is provided online outside of the classroom; in-class time is used for instructor facilitation, coaching through worked examples, group projects, simulations.

☐ Rotation model: Students move among stations within the classroom or the school at a computer, individually or in groups, and with a teacher.

☐ Hybrid/Instructional split model: Instruction is offered with some sessions delivered face-to-face and other sessions delivered online.

☐ Fully online model: Some learning is delivered fully online with no in-classroom or face-to-face instruction. School faculty may provide on-site support.

Other (please specify):

AVI CHAI Foundation Online Learning Survey 2014

35. What obstacles do you believe you will face as you plan to offer online/blended learning? Check all that apply:

- ☐ Developing our teachers to learn how to deliver instruction online (either hybrid or fully online)
- ☐ School hardware/bandwidth issues
- ☐ Equipment for students
- ☐ Access for day schools
- ☐ Finding resources that fit with our values and mission
- ☐ Credit for diploma or college admissions
- ☐ Inadequate IT skills among our staff
- ☐ Resistance/reluctance from our teachers
- ☐ Resistance/reluctance from parents and community
- ☐ Difficulty engaging students in online learning

Other (please specify):

Conclusion

Thank you for participating in our survey! All survey completers will be entered into our random drawing for one of two $2000 professional development grants. We will choose our first winner on March 1st and will notify the winner via email on or near Monday, March 3rd. Our second winner will be chosen on March 18th and will be notified by March 19th.

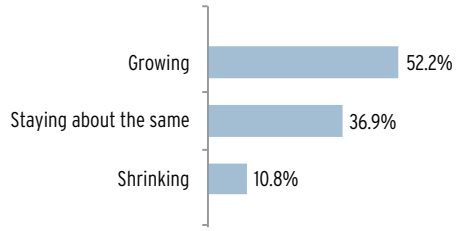
We look forward to sharing our summary report with you, which we anticipate being published in summer 2014.

Appendix B: Additional Graphs and Tables

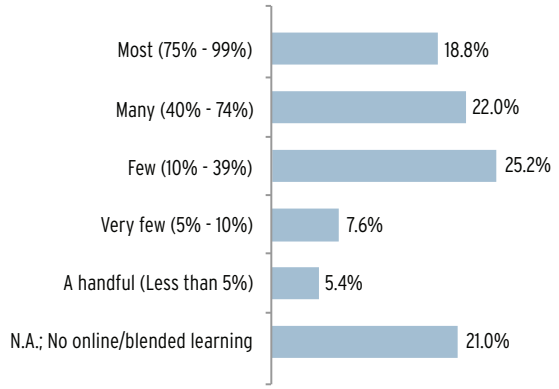
States distribution

State	Responses received	Portion of survey respondents from this state	Portion of all schools in database from this state
AL	1	0.3 %	0.2%
AZ	5	1.6%	1.1%
CA	42	13.2%	10.6%
Canada	28	8.8%	9.4%
CO	3	0.9%	0.6%
CT	7	2.2%	2.6%
DC	1	0.3%	0.2%
DE	1	0.3%	0.2%
FL	20	6.3%	6.8%
GA	6	1.9%	1.2%
IL	9	2.8%	3.5%
IN	2	0.6%	0.3%
KY	1	0.3%	0.2%
LA	2	0.6%	0.3%
MA	10	3.1%	3.2%
MD	12	3.8%	2.8%
ME	1	0.3%	0.2%
MI	3	0.9%	1.4%
MN	3	0.9%	1.1%
MO	6	1.9%	1.1%
NC	4	1.3%	1.1%
NE	1	0.3%	0.2%
NJ	27	8.5%	8.2%
NM	1	0.3%	0.2%
NV	3	0.9%	0.6%
NY	78	24.5%	29.1%
OH	9	2.8%	2.5%
OR	2	0.6%	0.5%
PA	7	2.2%	2.3%
RI	2	0.6%	0.3%
TN	2	0.6%	1.1%
TX	9	2.8%	2.5%
VA	2	0.6%	1.2%
WA	3	0.9%	0.9%
WI	6	1.9%	1.1%

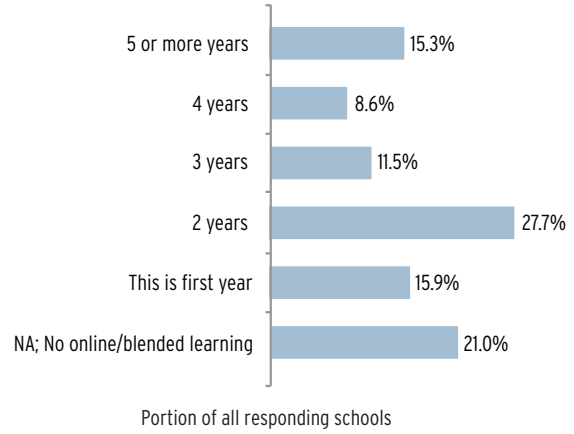
Anticipated enrollment change among responding schools



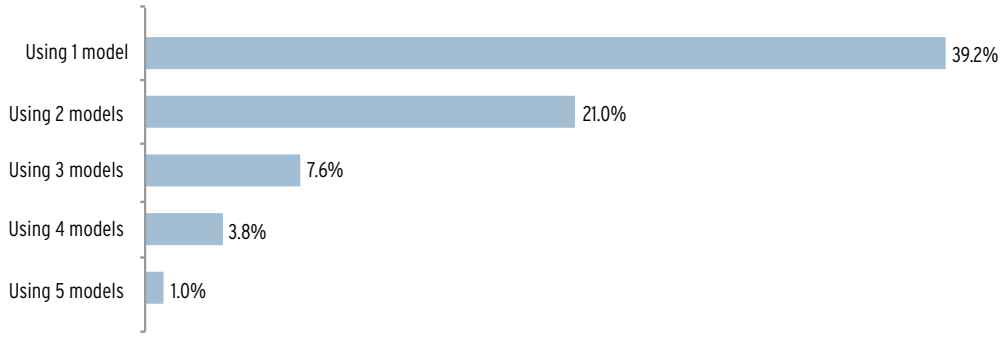
Extent to which students engaged in online/blended learning



How long online/blended learning has been offered

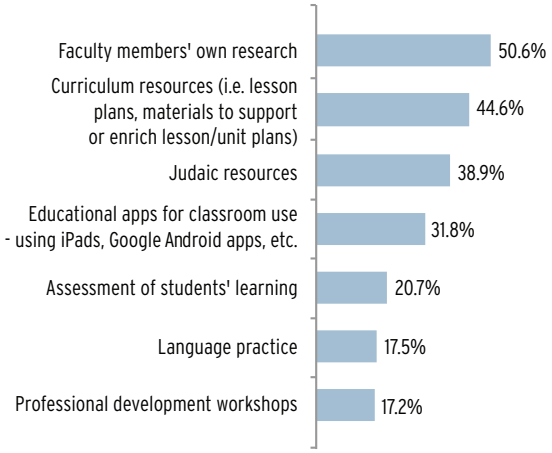


Portion of all schools using multiple models/methods* of online learning



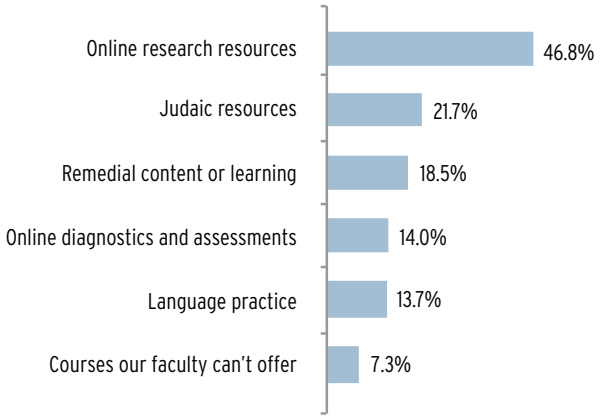
*Refer to model definitions in the introduction

Most common uses of technology and online resources by school faculty



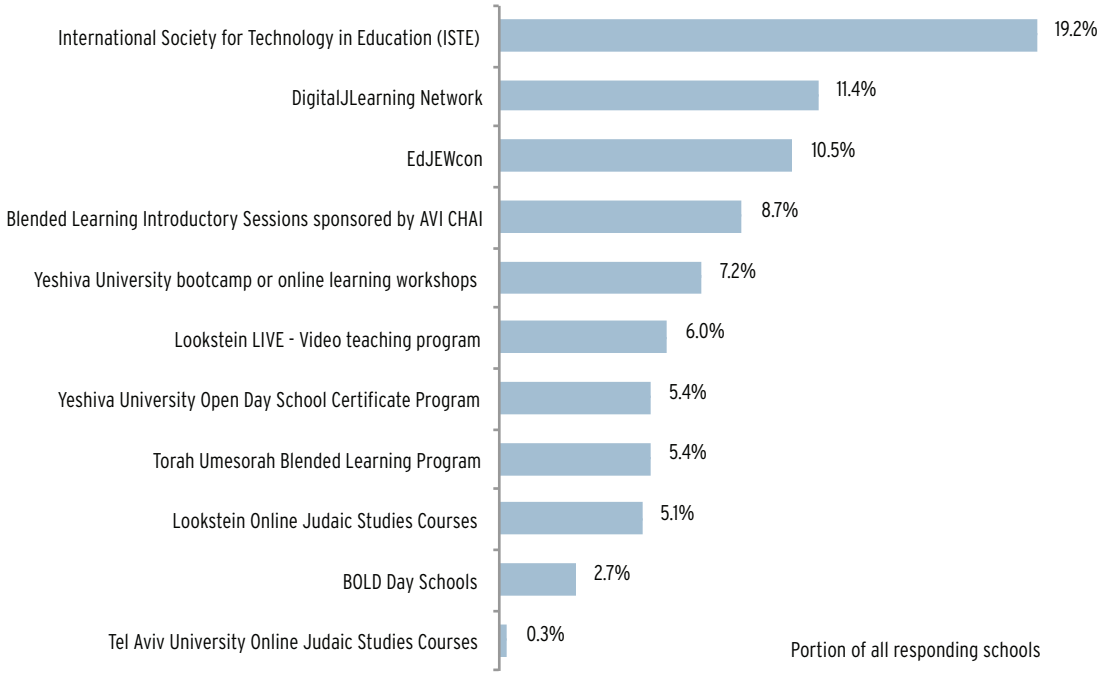
Portion of all responding schools' faculty who use this resource a "great" to "very great" extent

Most common uses of online resources by students

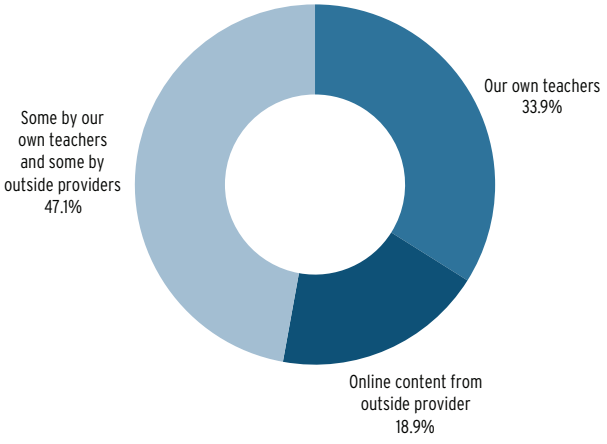


Portion of students at all responding schools who use this resource from a "great" to "very great" extent.

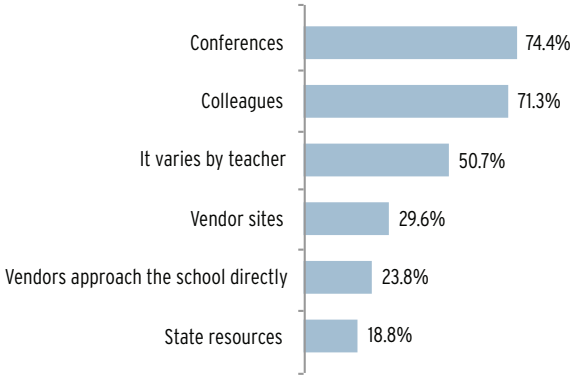
Use of online learning external resources for support



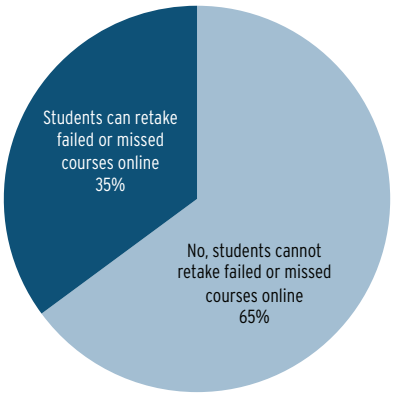
Online learning content providers



Where schools learn about online courses and available resources



Online course offering policy for failed or missed coursework among secondary schools that offer online/blended learning



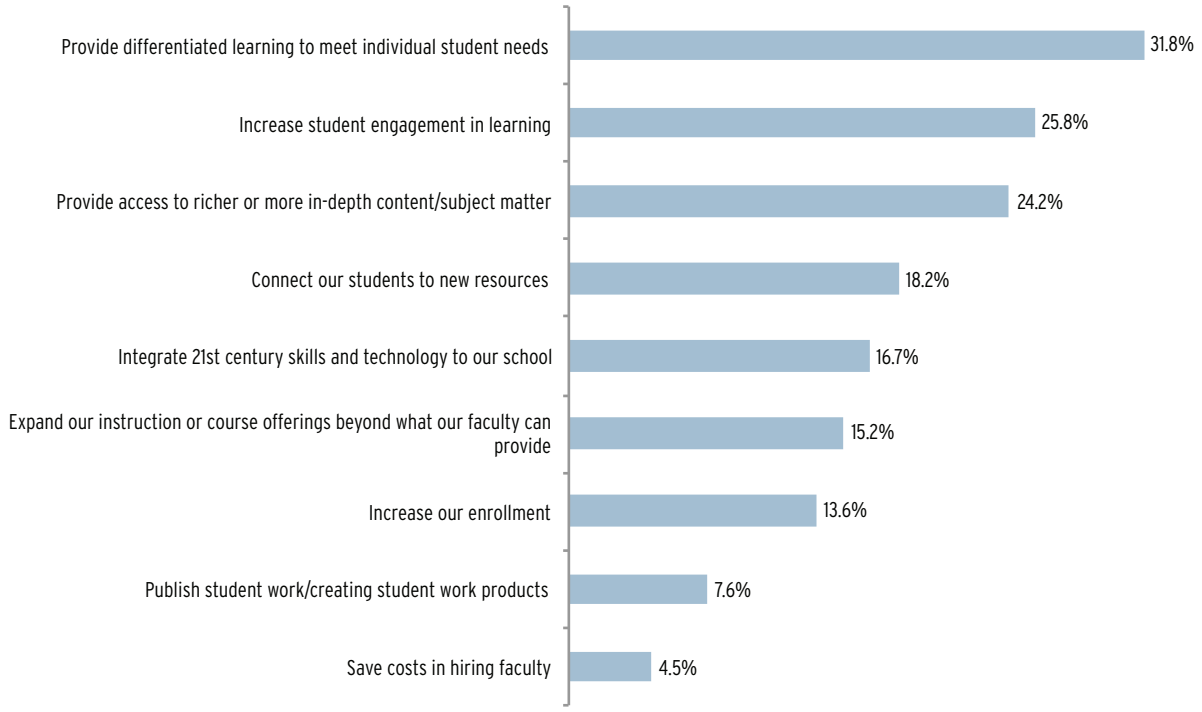
Hebrew Language courses offered online

Course content	Number of schools offering
NETA	8
Rosetta Stone	6
TaL AM	6
Hebrew – advanced	6
Hebrew – remedial	4
Ariot Kal (Tal Am)	3
Ulpan Or to supplement	2
All Hebrew language instruction	2
ELM Ivrit	1
Israel connection	1
Itone both in class and for assignments	1
TaL AM Kal for 1st grade online materials	1
Live teacher and her resources via Bonim B'Yachad	1
Lookstein Live Hebrew instruction	1
Meet the author creative writing with Israeli author	1
Teacher from Israel, for synchronous course, Tomorrow's Genius	1

Judaic Studies course offered online

Content	Number of Responses
Chumash	8
Talmud	8
Navi through the Lookstein Center	5
Parsha	3
Tanach	3
Torah	3
Aleph Beta Academy Chumash courses	2
Jewish History	2
Middle School Judaic studies	2
Rabbinics	2
Torah Sheba'al Peh	1
American Jewish History	1
Ariot Kal (Tal Am)	1
Chaggim	1
Gemara	1
Halakhah	1
Hebrew Language	1
Israel History	1
Ivrit	1
JCAT ·Jewish Court of All Times offered through RAVSAK	1
JETS Israel, Contemporary Jewish Issues	1
Jewish Philosophy course	1
Judaics	1
Letters Home Course through The Lookstein Center	1
Lookstein "Eliyahu" course	1
Lookstein online course on Ruth for 8th graders	1
Lookstein Tanakh class	1
Mishnah for 5th and 6th grade	1
TaL AM	1
Tefillah	1

Factors considered very important to those not currently offering online/blended learning but plan to do so within the next 1–5 years



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