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<td>Email-01</td>
<td>This first course is introductory - it introduces all the issues and hopefully gets you into the online learning groove.</td>
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<td>Email-01</td>
<td>Soon after you begin the course, there is an activity to help you get organized and establish a learning schedule.</td>
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<tr>
<td>Email-01</td>
<td>As for me, I generally try to target 10 am to noon as my mentoring hours although one never knows when I might answer an email. So, anything you send by 10 am will get answered that day. If you send something after noon, I don't guarantee an answer until the next morning. I take Sundays off (usually, sometimes) It begins with a challenge (duh :) and moves on to meeting the challenge</td>
<td>R</td>
<td>N-C</td>
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<tr>
<td>Email-01</td>
<td>Once you have read the opening page, let me know what you think</td>
<td></td>
<td>P-C</td>
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<tr>
<td>Email-01</td>
<td>I will probably ask lots of &quot;what do you think&quot; questions - not just because I am your ally but because I am really curious about what you have to say and what you are thinking about these topics. Online learning is truly an adventure for all of us!!</td>
<td>SR</td>
<td>P-C</td>
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<tr>
<td>Email-01</td>
<td>Be SURE to let me know of any questions or problems</td>
<td>R</td>
<td>E</td>
<td>K-P</td>
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<tr>
<td>Email-02</td>
<td>Reminds me how important teaching students the conventions of each and every medium available to them. I remember in grade school (100 years ago) a unit on using the telephone. It seems these days we just assume kids will use and don't think about the unique conventions of each. We only focus on the conventions of print. I only sent the one email :-) was waiting to hear from you :-). What did you think about the opening challenge? What is your challenge? Does it have roots in reality, in anything you have done or read or learned, and/or does it seem like a good way to structure a course?</td>
<td>CL</td>
<td>E</td>
<td>K-P</td>
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<tr>
<td>Email-02</td>
<td>Return to the opening page for the course and reread it. Seems to me it asks you to take on a role and push an agenda.</td>
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<td>Email-03</td>
<td>Can you figure it out? Why does the course stArt that way? What can you predict for activities in the course?</td>
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<td>Email-03</td>
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<td>CL</td>
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Think authentic problem and teacher leadership. Then think about the role that the pajama brigade is suggesting might be yours and what leadership goal the opening challenge is suggesting. And, if all else fails, email and we can set up a time to talk.

Different being the mentee and not the mentor, huh? How would explain the differences?

You have done a great job of scouring the course to identify the activities. But you have simply put in the "givens" - the start and stop of each week :-) There is no value added here, and it reads like "you will get around to activities as time suits you." The problem is that, in a busy week, the time just slips away. That is why so many online learners do not succeed.

When you register for a face to face class or a professional development workshop or whatever, there is a specified time to show up. So, you planned, for instance, when you were an ITSer to be in class every Thursday from 4:30 to 9:30 pm. When I check out your learning schedule, I have no idea (and neither do you :-) when you will have time to read, to create, to think, to answer emails, to reflect.

So, I did a schedule for the first week as if I was a student in EDIT 760. Check out the attached - of course it fits my life so would not work for you at all - and redo a plan that works for you and that you could identify times for "class" on your calendar :-) Yeah! Remember all that ITS stuff - situated cognition - got to place new knowledge within a context - got to be a reason for it. And then got to link living and learning. So, that applies to online learning as well.

Taking time to really "get" and think about the opening challenge is really important to understanding what you will be learning, why it might be important, and how it all goes together.

It is also a great way to see how an online course might be organized and created.

I am very familiar with it and, like many in the education field, have HUGE concerns. As you step into online learning, it is really important to hang on to what you have learned about good learning and good design (ITS) and not to get sidetracked by the flash of the technology.
After I send this email, I am going to forward a blog that captures many of the problems of the Khan Academy approach. I was disappointed that the 60 Minutes was all positive and did not acknowledge the issues

Here is a pretty good summary of the critiques of the Khan Academy

Just keep in mind - the most important thing is to make CONNECTIONS with what you know!!!!!

Looks wonderful and the picture on the home page is WONDERFUL and really cute. So you can across the top, you go to users and give me "writer" rights I might be able to help create stuff but the webinar is a perfect way to take charge of your learning!!!!!!

I made comments on the FrontPage and the EDIT 760 page. Check them out and let me know what you think

I think you did an good and honest job of talking to yourself about strengths and challenges. It would be really cool if you would step back and think about this survey in an email reflection

What aspects are you looking forward too? What do you think will be challenging? What strategies will you use to ensure your success? Also, wondering how thinking about your own strengths and challenges influences your thinking about teaching online - what you need to do, etc and about young learners as online learners

Of course, sharing that reflection and talking together about it will end up being the reflection you post with the artifact in your portfolio wiki

Yeah - getting to discuss individually is one of the joys of online learning - learning to delay conversations in a more reflective manner is a learned skill. And, you have learned one of the essential elements of online learning with the wiki - responsibility for learning and problem-solving shifts from the "teacher" to the learner

In online learning, you have to drive and manage and figure out as the lead learner rather than having the "teacher" tell you everything and lead step by step. Of course, it also says something about the design of online learning - the designer has to scaffold so the learner can take charge of their learning
Hurray!!!! This is much better

Now, you have a schedule and a contract of sorts with yourself. Can't think of a better way to tackle the time management/self-regulation problem that plagues so many online learners

You did NOT offend!!!! I did but in the examples as if it was my life . . . Would not presume to organize yours

We are on schedule as this week ends at 11:59 tonight

Oh dear . . . I fell walking to my car after class last night....Thanks for checking email . . .

You did NOT offend!!!! I did but in the examples as if it was my life . . . Would not presume to organize yours

Congratulations!!!!! You just successfully finished the first module of your first online class in the IOLS program!!!!! Well done.

It is time to really get started promoting online learning in your school community and recruit a cadre of colleagues to get the Pajama Brigade on the move!

To be a teacher leader is to first be very knowledgeable about that which you are promoting! Opinion, belief, and enthusiasm are never enough - concrete evidence and powerful information are central. So, in this module (2), what kind of knowledge will you be building?

Recognizing that pattern really helps know how what you will be doing next.

Can you identify the pattern?

And, does that pattern remind you of anything you might have learned in ITS?

I loved your reflection on patience! I had never really thought of that as an online learning attribute, but I think you hit the nail on the head.
It makes me wonder - if you were trying to figure out wikis because you were intrigued by the tool (say someone emailed or told you about them and you were curious) as opposed to being asked to use the tool in a specific way for a class, would you have been as frustrated. That is, I am wondering . . . when someone chooses to learn the tool on their own vs being asked to use the tool as part of an assignment . . . would patience be such an issue. Hmmmm . . . does that say something that we should pay attention to as an online designer and, in fact, a face to face designer as well?

Email-21 online designer and, in fact, a face to face designer as well?
Email-22 Yeah - for some reason PBWorks just doesn't like me this morning

Email-23 Ah, bet they are having server problems. Be interesting to see what they have to say. I posted a ridiculous and stupid and trivial comment on the EDIT 760 page.
Email-24 The good news - it worked just fine!!!!!
Email-25 Get up and go do something fun! Lots of emails from me in the am :-) Learned a lot today? Saw you met iNACOL - a fine organization and central to online learning - not sure I agree with all their policies but a good group. Curious about the webinar :-) The joy of a wiki is that you have complete control. You can open it completely to anyone or maintain control and show only whomever you want.

Email-26 As it evolves, it will be interesting to see what comments she makes. This is sooooooooo full of ideas, I am going to insert comments in all CAPS so you can see my comments versus yours.

Email-27 "WANT" TO FIGURE THINGS OUT. SO, CREATING A WIKI PORTFOLIO WAS OUR GOAL FOR LEARNERS WHEN WE DESIGNED THE CLASS . . . WE TRIED TO MAKE IT YOURS. IT POINTS OUT HOW IMPORTANT IT IS TO ENGAGE YOUNG LEARNERS IN WAYS THAT "TRICK" THEM INTO BUYING INTO OUR GOALS.
IS THERE A DIFFERENCE. IF I AM THE DESIGNER IT IS UP TO ME TO
DETERMINE "HOW THE COURSE IS BEING DESIGNED.
WE CAN STILL BOUNCE IDEAS JUST GET A TIME DELAY IN BACK AND FORTH - AND
NOW WE ARE BACK TO LEARNING A NEW KIND OF PATIENCE
Good sluething . . . sent info out to everyone
I am following the wiki carefully.
Lots of thoughts in your happy hour summary. I think you caught the important
trends.
What worries me is that we don't always reflect on those points but just accept them.
So, I added my thoughts among your thoughts in the attached.
Now, it is time to try and capture all the positive points about online learning in a
captivating poster that might make someone stop and think about joining up.
So, flexibility is one of the things that I am always attracted to - not for it's own sake -
but because it allows learners of all ages and parents for young learners to have
choice and input into their educational experience.
So, for instance, we worked in our virtual high school with a group of three girls who
were asked to participate with the National Ballet. They needed to leave school at
lunch time to commute to DC. They were not exempt from the requirements for all
students but did have the choice to complete some of them in the evening and on
weekends. That way they could be part of the National Ballet AND high school
students :-) So, my poster might have an image like the attached (although it is a bit
too messy and cluttered) with a sentence capturing the possibility
What points will your poster target and what visual images might get you started
This might be the week that you need to send a "Dear Ally" email - saying you need to
rob Peter to pay Paul.
As you work toward a Glogster portfolio, it is important to remember it is an
electronic, multimedia poster so you can put in links to music, video, etc etc etc.
Given that . . . DEAPR is very important.
What are the five or whatever main points you want to make with your design? At another time, you can target one point - find an image, find a link, whatever - Encode. Set aside those Encoded resources. Move on another time to another point - find stuff set aside - more Encoding. And so forth. Then, a time to ASSEMBLE in Glogster in a “first draft” way - or just for one of the points. Might even share (Publish) for feedback before moving on to another point and Re-Encode.

Does that make sense - a way to use smaller, available bits of time?

Of course, time is granted. It is the one gift I can give. Everyone works differently and distributes their time differently so not sure I have tons of advice. But a few thoughts. Might not work for you but do you see the concept - spread out what feels overwhelming when tackled in one sit down session among smaller chunks of time with a sub-goal in mind?

Be sure to remember that this and all subsequent courses are about learning not making the PERFECT product.

Embrace the notion that life happens and sometimes without advance notice. So your learning schedule for this week might have to be different from last week. It is actually what authentic problems are all about - linking living and learning - helping students develop goals - the better the authentic problem the better the connection between their goals and yours.

We have to design so they coincide - they may not look the same on the surface but below they are. I may convince a group to solve the recycling problem at my school. As they do it, they just happen to learn to write a business plan, learn about renewable, reusable etc resources. Miracle - my goal and their goal coincide. You hit the nail on the head!!!!! Great insights! You have figured out that online learning is not a "thing." It is a concept for a whole bunch of things from fully online to a 100 versions of blended learning.
It's like word processors - they might be Office Word, Word Perfect, Pages for the iPad - all different versions of writing and communicating. Interestingly enough, may of the considerations that go into it are the same as integrating any technology - where is it best used, what affordances are possible and when and where are they appropriate.

Looking forward to what you invent. I know - blended - is one of your points on your poster. Wondering what image and words and whatever you will use.

No need to respond to every email - just the ones that spark thoughts OR have a question.

Good advice to self at end of your message - learning is the goal not perfection.

She sounds like a genius. I think your life is going to be changed dramatically. I am perfectly amenable to having you share your design plan and the images, links, etc you planned to use. From those we can talk without a finished Glog. No need to angst over Glogster and have the tool get in the way of learning!!!!!!!

This is very clever and creative. I find it very evocative and I really appreciate the blending together to get the classroom of the world.

It will come back in Module 4 and perhaps then you can find a way to integrate links, audio, video, etc. If that I might add is that you have really done a text/image poster and not a multimedia poster.

Now, that you have learned a bit about all the great things about online learning it is time to take time for a reality check. Time to look at some of the challenges and potential reasons not everyone has jumped on the bandwagon.

It is a great design plan and it shows that you wanted to move toward a multimedia type poster.
I agree that the very best thing to do now is to step away from Glogster and come back another time fresh and refreshed. I saw the one you did manage to create and your have done REALLY GOOD!

Hurray! Getting on with business and module 3 is EXACTLY what you need to be doing!!! Looking forward to hearing what you think about the challenges. Haven't heard from you in ages. Don't give up! Don't stop now! Don't let frustration and other things be an excuse.

You can do it! Don't fret about large chunks of working time - break things into pieces - carry a print out of one article at a time - read and underline in between things This module isn't as complex and no new technology to master!

Think what you will have learned about being an online learner when you struggle through successfully!

Thanks for sharing! I will be around all weekend and will watch email for notes from you.

Judy - This is a perfect reflection - really captures your week :-) You should copy and paste it into your wiki so that it is part of your portfolio. Oh, you already did :-)

You have certainly captured/experienced the challenges of online learning. Part of it may be the model - the mentor/mentee model. It may be that the more collaborative model will be more to your "collaborating" style. Of course, you "have" to stay with the group. Trade offs all around - more collaboration and shared problem-solving, loss of flexibility. It will be very interesting to see how a different model feels to you.

This module focuses on some of the challenges of online learning and teaching online. As you read and identify the challenges, think about how you might respond to a parent or colleague or administrator who might point to these concerns. How would you turn the negative into a positive. Looking forward to the next post.

Thinking we should talk about stuff and what gets posted is the "best and final" version.
Equally important, they will ALWAYS throw the obstacles at you - that's what they hear loudest when they aren't ready to change. Counter arguments are essential.

I always say "You have to know what the enemy's arguments are so you can advance the war effort." Or, in other words, forewarned leads to prepared battle. That's what module 3 is about - knowing where the naysayers are and getting prepared to battle them.

Good - we have a plan
Ppt is part of Microsoft Office; it is not part of Windows. I suspect you have PowerPoint but cannot be sure.

Did you look through the program menu and then Office?

Hurray! Glad you found it - would be terrible if that were to stall your progress
Judy - These are BRILLIANT!!!! I think you captured the questions I most often get asked - the ones everyone hears about and then throws in our faces. Also, what a great job answering these challenges!!!!

As you get more comfortable with your knowledge, you can find ways to say this in less academic terms. In fact, the pictures you choose for your Zen PowerPoint presentation can lighten things up while you say more "academic" or "professional" things.

As you design the PowerPoint, think about it as if you had the opportunity to recruit your colleagues to the "pajama brigade" movement at a morning faculty meeting.

Sweet, a touch of humor, attention getting, evocative, and not very long

Hurray! I am glad that we have started moving forward again!!!!

I look forward to your PowerPoint - remember the Zen principles and don't get over-wordy. Save all that for the "speaker's notes"

Great choice of pictures! and you really did resist the urge to use too many words on your slides. Well done!!!!
I am wondering if your speaker’s comments are too informal and lacking in concrete information. People really want more than opinion. So, for instance, on the last slide - your audience would be much more convinced if you used some statistics or some concrete evidence.

So, for that slide, my speaker’s notes might read: 1. Online learning at the K-12 level grows every year by year. 2. iNacol’s Keeping Pace reports that by late 2011, online and blended learning opportunities exist for at least some students in all 50 states. 3. Full-time, multi-district schools enrolled about 250,000 students in SY 2010-11, an annual increase of 25%. 4. The question is no longer whether or not online learning should occur, but rather how it is implemented. 5. Don't get left behind - join us in the Pajama Brigade.

How about you pick just one other slide and email how you would add something concrete to the speaker notes?

I can guess how frustrating to you not to get comments but it is frustrating for me too. Really am trying to send. Maybe this will work! Let me know.

Technology problems play an interesting part in online learning. Guess it's like taking your class to the lab only to discover the Internet is out for the day. Or having the light bulb go out on the overhead projector.

But with online learning it seems to be a bigger problem with a higher learning curve.

Guess one solution is like in face to face - have a back up plan.

You are right - it is a bit brief but perhaps the artifacts provide the meat. As you think forward to the end of course grand synthesis essay, you will need to be a little less global and a bit more reflective and scholarly adding just a bit of concrete content. When you get to that grand synthesis you won't have artifacts with the details to rely on in the same way.

It's a bit like the pajama brigade may have comfort and informality in our personal spaces but our public presentation of self has to be "professional" even when it is virtual.

Congratulations on bringing Module 3 to closure (just one little response to send :-)
Now, just on to module 4 - I get the hint for vgood that you have already started!!!!!!

In this module, try to step into the shoes of today's K-12 students who are choosing and/or using online learning. What drives them? Why are they choosing and using? How are they choosing and using?

As a classroom teacher, you have a really good idea about the basics of your class because you know the community, may have worked with older siblings, have years of experience. None of that is true for your future online students. Hmmmm . . . how will you get to know them?

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DRA class sounds boooorrrrrrrrrrring. Sorry you have to do it; glad I don't.

I can see where my email comments might have been confusing. It is an art - but worth working to develop - to be able to use humor to break a too academic discussion.

Yes, when we talk to others, we need to be sure that our argument is based on more than opinion or wishful thinking - our talks need to be grounded in concrete and factual information well organized the way to keep people's attention is to keep the concrete and factual chunked with breaks for humor or stories or things like that.

Hurray! Thoughts on articles. Did you learn about online students that caught your attention :-) What do you have to keep in mind that you had not thought about before :-). I think you will enjoy writing the personas - creative writing is a different voice than convincing colleagues with a professional voice

Do you see how leadership requires adopting a "professional" way of speaking that keeps things light and not overbearing but requires professional argumentation and support?

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In online environments, here is what I might do: upon first contact with student, discuss the technology issues. make sure everyone has what they need. then exchange contacts for a variety of technology challenges. Share telephone numbers - multiple if have them. This is a great way to contact when not responding to email because procrastinating as well as when email goes down For K-12 parents' numbers are a good idea as well.

Email-62 - Provide backup email addresses to each other. Get parents' emails.

Email-62 Can you think of others?

Judy - you received a message today from Ethan Brooks announcing the beginning of the second course. This course is a collaborative course so it needs to take PRIORITY over finishing modules 4 and 5.

Email-63 I am not panicked about finishing exactly on time. It is better to move forward with the group in 761. Mr. Brooks will keep you busy and it will be a fun experience to work with people you will meet only virtually.

Email-63 I learned through our virtual high school program that there are as many reasons for taking an online course as there are students taking them. I was constantly amazed at the array of reasons and how personal they were.

Email-63 Yes - many said getting ahead but that was not the real reason - it was getting ahead so they could . . . .

Email-63 When it comes to the younger onlin learners - elementary school - I think you might have to think about the reasons parents put their children in online schools and that is a cluster of motivations I know very little about.

Email-63 Getting to know your online students is a huge challenge! We will tackle that a bit more when we get to EDIT 764.

Email-64 I am resisting answering too many of these so you don't get distracted from EDIT 761 - since that is group based it is a must keep up If I start to overcrowd your email, just scream and I will stop.

Email-65 When they talk about standards, they are saying that course content must be aligned with and meet the curriculum standards for the state. So, in VA, for example, they want the courses to reflect appropriate SOLS.
This is the BIG question in online learning - no teacher preparation and an assumption that if you can teach f2f you can teach online. It simply isn't true but what teachers need is a complex issue.

Some say teacher training for online should be part of preservice, basic licensure. I say NOT. Preservice is so crowded and complex it is best to stay focused. That said, I think preparation for online should be at the inservice level - for those that already know about teaching content and teaching kids. Preparation should focus on what is unique to online - facilitating, establishing presence, the tools, and design.

Who and what grade and subjects are appropriate for online is still a very open question. What I do know is that if done well by a skilled ONLINE teacher teacher-student and student-student interactions can be very robust and appropriate. But that is only in the hands of a really skilled teacher.

Definitive guidelines are not available - we still have a lot to learn. Trying it is one of the best ways. In the programs we created, we have set up an intro module. Then we allow students to decide if they are going on based on what they learn in the intro module. Many times high school kids choose not to.

Another astute observation! This is what scares me with the new VA law that all high school students must take at least one online course. I have told several superintendents that if they don't prepare students by doing blended things throughout the curriculum, this is going to be their nightmare.

There is an important role for teachers and we need to be sure that policy does not pursue the thought that they can save money by eliminating teachers. I vote for models with LOTS of teacher involvement not computer managed instruction!!!
It would have been fun to read and (maybe for you) to try writing about these students just to begin thinking about the kinds of children you may be teaching/designing for.

And now you are beginning to think about the affordances of various models. So, collaboritive is good for you - when might it not be good for you? What kinds of learners would find it a problem? Each and every model has possibilities for learners and constraints for learners.

Important to know what they are for each model.

Making sure there is something in your inbox :-)

I like your red comments - it is the back and forth from which insights and sometimes wisdom arises.

I have attached an article that Dawn and I had published this past summer in one of the ISTE research journals. It is where much of my thinking about presevice vs inservice teacher preparation for online environments comes

Not so much improving the ones you have done but considering what online learner personas might be like to the kinds of students you are likely to be targeting/working with - the elementary view.

It’s that connection to practice thing as opposed to just repurposing what you have read

I can think of nothing to pick at or revisions to make. It is a good letter and might convince some teachers and parents.

Your “daughter” has written what the parents and teacher might want to hear, but I doubt that is the reasoning that the “daughter” would really say. She would want the opportunity for a bunch of other reasons - all having to do with Net Gen characteristics.

The second reason I am left uncomfortable is that this might be what a traditional teacher and/or parent wants to hear but it does not mention all the genuine affordances of online learning as an innovation - choice, flexibility, interactivity, personalization, engagement, access to information, access to alternative learning tools like games, etc.

These are the things that should be driving our decision to use online learning. So, don’t do anything to the letter - consider it finished!!!!
But, take a little time to ponder as I am doing the real possibilities and reasons for going online and the possibility that we are shoe-horning an innovation into an old shoe.

Oh dear . . . I goofed somehow in my communication. The word "disturbing" was unfortunate since I was not disturbed by your work but by my own lack of knowledge and a huge blank in the literature.

We know a great deal about high school students - they are easy to survey plus I have my own experiences having been Director of The Online Academy for 7 years. We know hs students choose online learning to get ahead, to offload requirements so they can take more electives, because they don't like a f2f teacher, because they have other things that interfere with school attendance like sports, ballet, etc, and because it is an option for quick credit recovery, homebound, or expulsion.

Now, I am personally plagued because I do not understand why elementary students would choose online learning I am not sure they would - I think they are too social; their curriculum is not credit driven, etc etc etc - the traditional motivators don't apply to them I don't think - maybe I am wrong.

I wonder if elementary students would ever choose online - I have a feeling most online students are there because of their parents - that the motivation for online learning is parents' not students'. I even wonder if they could write a letter requesting the opportunity to learn online. They might say it will help them read and write but I suspect it would be words we have put in their mouths not a real reflection of what they are thinking.

I am soooooooooo sorry my message came across as concern with your letter. It was an expression of my own frustration with my lack of understanding.
I was wondering what YOU "really" think about online learning for elementary students since you know them so well. Is it really feasible, would they really choose it, why would they choose it? How do parents convince them to be online learners and what role must the parent play to make it a learning experience? Is an online teacher for elementary students a teacher of the students or a teacher of the parents who then teach children?

Email-73  then teach children?
Email-74  Boy - do I understand the need to think before writing