

3-2017

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

Rick Ferdig  
*Kent State University*

Leanna Archambault  
*Arizona State University at the West Campus*

Kerry Rice  
*Boise State University*

Margaret Niess  
*Oregon State University*

Trisha Litz  
*Regis University*


---

## Recommended Citation

Ferdig, R., Archambault, L., Rice, K., Niess, M., Litz, T., Garrett-Dikkers, A., Whiteside, A., Barbour, M., Marcovitz, D. & Davis, A. (2017). SITE Joint SIG Symposia: A Collaboration Between the K-12 Online Learning SIG and Distance Learning SIG: How Higher Education and K-12 Online Learning Research Can Impact Each Other. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2017* (pp. 635-639). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

*See next page for additional authors*

Follow this and additional works at: [http://encompass.eku.edu/fs\\_research](http://encompass.eku.edu/fs_research)

 Part of the [Educational Leadership Commons](#), [Educational Methods Commons](#), [Elementary Education Commons](#), [Elementary Education and Teaching Commons](#), [Higher Education Commons](#), [Higher Education and Teaching Commons](#), [Instructional Media Design Commons](#), and the [Online and Distance Education Commons](#)

---

---

**Authors**

Rick Ferdig, Leanna Archambault, Kerry Rice, Margaret Niess, Trisha Litz, Amy Garrett-Dikkers, Aimee Whiteside, Michael Barbour, David Marcovitz, and Antoinette Davis

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

Rick Ferdig  
*Kent State University*  
*United States*  
[rferdig@gmail.com](mailto:rferdig@gmail.com)

Leanna Archambault  
*Arizona State University*  
*United States*  
[leanna.archambault@asu.edu](mailto:leanna.archambault@asu.edu)

Kerry Rice  
*Boise State University*  
*United States*  
[krice@boisestate.edu](mailto:krice@boisestate.edu)

Margaret Niess  
*Oregon State University*  
*United States*  
[niessm@onid.oregonstate.edu](mailto:niessm@onid.oregonstate.edu)

Trisha Litz  
*Regis University*  
*United States*  
[plitz@regis.edu](mailto:plitz@regis.edu)

Amy Garrett-Dickers  
*University of North Carolina Wilmington*  
*United States*  
[garrettdickersa@uncw.edu](mailto:garrettdickersa@uncw.edu)

Aimee Whiteside  
*University of Tampa*  
*United States*  
[awhiteside@ut.edu](mailto:awhiteside@ut.edu)

Michael Barbour  
*Touro University*  
*United States*  
[mbarbour@gmail.com](mailto:mbarbour@gmail.com)

David Marcovitz  
*Loyola University Maryland*  
*United States*  
[marco@loyola.edu](mailto:marco@loyola.edu)

Antoinette Davis  
*Eastern Kentucky University*  
*United States*  
[antoinette.davis@eku.edu](mailto:antoinette.davis@eku.edu)

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

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

## References

### Archambault:

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

- Baran, E., Correia, A. P., & Thompson, A. (2013). Tracing successful online teaching in higher education: Voices of exemplary online teachers. *Teachers College Record*, 115(3), 1-41.
- Dawley, L., Rice, K., & Hinck, G. (2010). Going virtual! 2010. *The status of professional development and unique needs of K-12 online teachers*. Retrieved from <https://edtech.boisestate.edu/goingvirtual/goingvirtual3.pdf>
- Garrett Dikkers, A. G. (2015). The Intersection of Online and Face-to-Face Teaching: Implications for Virtual School Teacher Practice and Professional Development. *Journal of Research on Technology in Education*, 47(3), 139-156.
- Gyabak, K., Ottenbreit- Leftwich, A. & Ray, J. (2015). Teachers Using Designerly Thinking in K-12 Online Course Design. *Journal of Online Learning Research*, 1(3), 253-274.
- Larkin, Ingle M. (2015) Job Satisfaction, Organizational Commitment, and Turnover Intention of Online Teachers in the K-12 Setting. *Doctor of Education in Instructional Technology Dissertations*. Paper 2. Retrieved from [http://digitalcommons.kennesaw.edu/instruceddoc\\_etd/2](http://digitalcommons.kennesaw.edu/instruceddoc_etd/2)
- Zweig, J. & Stafford, E. (2016). Training for Online Teachers to Support Student Success: Themes from a Survey Administered to Teachers in Four Online Learning Programs. *Journal of Online Learning Research*, 2(4), 399-418.

**Rice:**

- Dawley, L., Rice, K., & Hinck, G. (2010). Going Virtual! 2010: The status of professional development and unique needs of K-12 online teachers. White paper prepared for the International Association for K-12 Online Learning. Washington, DC.
- Rice, K., & Dawley, L. (2009). The status of professional development for K-12 online teachers: Insights and implications. *Journal of Technology and Teacher Education*, 17(4), 523-545.
- Rice, K., Dawley, L., Gasell, C., & Florez, C. (2008). Going virtual: Unique needs and Challenges of K-12 Online Teachers. White paper prepared for the North American Council for Online Learning. Washington, DC.
- Rice, K., & Dawley, L. (2007, November). Going virtual! The status of professional development for k-12 online teachers. Research report presented at the Virtual School Symposium. Louisville, KY. Supported by NACOL.
- Rice, K., & Hung, J. (2015). Data mining in online professional development program: An exploratory case study. *International Journal of Technology in Teaching and Learning*, 11(1), 1-20.
- Rice, K., & Hung, J. L. (2015). Identifying variables important to the success of K-12 students in blended learning. Paper presented at the Northern Rocky Mountain Educational Research Association Conference, Boise, Idaho.
- Hung, J. L., Rice, K., & Saba, A. (2012). An educational data mining model for online teaching and learning. *Journal of Educational Technology Development and Exchange*, 5(2), 77-94.
- Hung, J. L., Hsu, Y.-C., & Rice, K. (2012). Integrating data mining in program evaluation of K-12 online education. *Educational Technology & Society*, 15(3), 27-41.

- Shelton, B., Hung, J. L., & Baughman, S. (2015). Online graduate teacher education: Establishing and EKG for student success intervention. *Technology, Knowledge and Learning*.
- Shelton, B. E., Hung, J. L., & Lowenthal, P. (under review). Predicting student success by modeling student interaction in online courses. *Going Virtual! Research Series reports*.  
<https://edtech.boisestate.edu/goingvirtual/goingvirtual.htm>

### **Garrett Dikkers:**

- Garrett Dikkers, A., Lewis, S., & Whiteside, A. L. (2015). Blended learning for students with disabilities: The North Carolina Virtual Public School's co-teaching model. In M. Rice (Ed.), *Exploring pedagogies for diverse learners online* (67-93). *Advances in research on teaching*: Vol. 25. Bingley, UK: Emerald Group. doi: <http://dx.doi.org/10.1108/S1479-368720150000027013>
- Lewis, S. & Garrett Dikkers, A. (2016). Professional development supports for the blended, co-taught classroom. *Journal of Online Learning Research*, 2(2), 103-121.  
<https://www.learntechlib.org/p/171356>
- Lewis, S., Garrett Dikkers, A., & Whiteside, A. L. (2017, forthcoming). Personalized learning to meet the needs of diverse learners. In A. L. Whiteside, A. Garrett Dikkers, and K. Swan (Eds.), *Social presence in online learning: Multiple perspectives on practice and research*. M. G. Moore (Ed.), *Online learning and distance education*. Sterling, VA: Stylus Publishing.
- Lewis, S., Garrett Dikkers, A., & Whiteside, A. L. (2015). Providing chances for students to recover credit: Is online learning a solution? In M. Rice (Ed.), *Exploring pedagogies for diverse learners* (139-154). *Advances in research on teaching*: Vol. 25. Bingley, UK: Emerald Group. doi: <http://dx.doi.org/10.1108/S1479-368720150000027007>
- Lewis, S., Whiteside, A. L., & Garrett Dikkers, A. (2014). Autonomy and responsibility: Online learning as a solution for at-risk high school students. *International Journal of E-Learning & Distance Education*, 29(2), 1-11. Retrieved from <http://ijede.ca/index.php/jde/article/view/883/1543>
- Whiteside, A. L., & Garrett Dikkers, A. (2015). Leveraging the social presence model: A decade of research on emotion in online and blended learning. In S. Tettegah, & R. Ferdig, (Eds.) *Emotions, Technology, and Learning*. Philadelphia, PA: Elsevier.

### **Marcovitz:**

- Belland, B. R. (2009). Using the theory of habitus to move beyond the study of barriers to technology integration. *Computers & Education*, 52(2), 353-364.
- Böck, M. (2010). Mobile Learning, Digital Literacies, Information Habitus and At-Risk Social Groups. *International Journal of Mobile and Blended Learning*, 2(3). Retrieved from [http://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=loyoland\\_main&v=2.1&it=r&id=GALE%7CA431990824&asid=3bdd9510f3b8153f9709b6803e52c6cb](http://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=loyoland_main&v=2.1&it=r&id=GALE%7CA431990824&asid=3bdd9510f3b8153f9709b6803e52c6cb)
- Bourdieu, P. (1984). *Distinction: A social critique of the judgement of taste*. Translated by Richard Nice. Cambridge, MA: Harvard University Press

- Eynon, R., & Malmberg, L. E. (2011). A typology of young people's Internet use: Implications for education. *Computers & Education*, 56(3), 585-595.
- Fairlie, R. W. (2012). Academic achievement, technology and race: Experimental evidence. *Economics of Education Review*.
- Marcovitz, D. M., Kenyon, R., & Staley, C. (2017). The Embedded Librarian: Going Beyond the Field of Dreams Model for Online Programs. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2017).
- Hargittai, E. (2010). Digital Na(t)ives? Variation in Internet skills and uses among members of the "Net Generation". *Sociological Inquiry*, 80(1), 92-113.
- Robinson, L. (2009). A taste for the necessary: a Bourdieuan approach to digital inequality. *Information, Communication & Society*, 12(4), 488-507.
- Zillien, N., & Hargittai, E. (2009). Digital Distinction: Status-Specific Types of Internet Usage. *Social Science Quarterly*, 90(2), 274-291.