

Perceptions of Students Going to Online School: A Case Study of an American Online School

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The purpose of this study is to investigate online school students' understanding of going to online school and their recognitions of the differences between online schools and brick and mortar schools/homeschool. A qualitative research was conducted with an 8th grade teacher and sixteen 8th grade students at an American online school. The findings of this study can be an important first step toward an in-depth understanding of online school learning environments.

Keywords : Online school, Students' perceptions of online school

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Introduction

With the turn to the 21st century, online schools have received a great deal of attention in that they provide students with another type of learning beyond traditional brick and mortar classrooms in the U. S. (Clark, 2001; Davis & Roblyer, 2005; Setzer, Lewis, & Greene, 2005; U.S. Department of Education, 2004). An online school refers to “an educational organization that offers K-12 courses” (Clark, 2001, p.1) in cyberspace mediated by computer networks. Unlike online learning that is often integrated with teaching and learning processes at brick and mortar schools, online schools enable students to complete educational courses and to go to the next grade level or to receive diploma without going to a brick and mortar school. While some online consortium schools offer students specific courses in cyberspace and allow them to take other courses at their local brick and mortar schools, online charter schools provide students with whole academic courses to complete their grade level in K-12 (Harrington-Lueker, 1997; Setzer, Lewis, & Greene, 2005).

Many researchers argue that current educational institutions are in transition from brick and mortar schools to online schools (Davis & Roblyer, 2005; Mather, 1998; Palloff & Pratt, 1999). Even though brick and mortar schools are still the major school system in the U.S., the number of students who enroll online schools has been growing remarkably during the past decade (Clark, 2001; Setzer, Lewis, & Greene, 2005). In addition, the growth of online schools seems to accelerate from the top-down push of the U.S. government. In the white paper “How Can Virtual Schools Be a Vibrant Part of Meeting the Choice Provisions of the No Child Left Behind Act?”, the U.S. Department of Education encourages districts and states to build online schools claiming that online schools are an “acceptable, legal option for districts and states seeking to increase their capacity to meet the choice of requirements of the No Child Left Behind Act” (Hassel, & Terrell, 2004, p.10).

Taking this top-down push and the rapid growth of the number of online school students into consideration, it is not hard to expect that the speed that online schools

grow in near future might be faster than the past ten years. Despite the noticeable growth of online schools, little research on online schools has been conducted in the field of educational technology.

Like brick and mortar schools, online schools can be an online learning community and provide students with social interactions with their teachers and other students (Gunawardena, Plass, & Salisbury, 2001; Harasim, Hiltz, Teles, & Turoff, 1996; Palloff & Pratt, 1999). Online schools enable learners to study learning contents and communicate with teachers/students in cyberspace. The main characteristic of going to online school is that learners should access to the Internet for their schooling instead of going to a traditional physical classroom for their schooling, which can be a big change for learners in terms of learning environments. In this current transition of learning environments, it is necessary to examine online school students' perceptions of going to online school in cyberspace compared with brick and mortar schools.

Thus, the purpose of this qualitative study is to investigate online school students' understanding of going to online school and their recognitions of the differences between online schools and brick and mortar schools/homeschool. In order to pursue this study, two research questions are explored:

1. How do online school students understand going to online school in cyberspace?
2. What are the differences between online schools and brick and mortar schools/homeschool that online school students recognize?

Online School

What Are Online Schools Like in the U. S.?

While all online schools are based on a computer mediated network in common, they have different shapes and sizes, serving learners from a variety of background.

One of the first large scale online public schools in the U. S. is The Virtual High School Cooperative (VHS) founded in 1996 (Mather, 1998). VHS was “a five-year netcourse development project” (Mather, 1998, p.30) run by the Hudson, Massachusetts and was a consortium consisting of many public high schools across the U.S. Currently, more than 150 high schools in 24 states participate in VHS. Another well-known online school as a consortium is the Florida Virtual School established in 1997 (Joiner, 2002). The school resulted from trying a solution to some problems - overcrowding, lack of qualified teachers, and a high dropout rate - with which two counties in Florida were faced, which was considered as “a perfect solution” (Joiner, 2002, p. 51).

Whereas the Virtual High School and the Florida Virtual School offer courses to high school students or students who need high school diplomat, some other online schools expands their target students to anyone who wants to learn regardless of age and place. For example, COOLSchool, formerly CyberSchool created in 1995, had students who were a 47-year-old Japanese executive, a 10-year-old prodigy, a Russian student, and a Korean student as well as some American K-12 students (Mather, 1998).

Unlike many online schools as a consortium, online charter schools such as Colorado Virtual Academy or Pennsylvania Virtual Charter School have their own school system as a type of school (Center for Education Reform, 2003). These online charter schools hire full-time teachers and staffs, develop a statewide comprehensive curriculum, and provide students with learning and communication in cyberspace.

How Fast Do Online Schools Grow in the U. S.?

Over the past decade, the online school movement in K-12 education has been expanding rapidly. Due to the rapid growth of online schools across the state and country, it is not easy to identify the exact number of online schools that operate each year. However, some statistics from a few organizations and studies seems to indicate

the burgeoning growth of online schools during the past decade.

In his study on trends and issues on online schools, Clark (2001) reports that forty three percent among forty four online schools started operating their schools in 2000 or 2001, while twenty five percent began in 1995 or before. From data, he estimates that the number of students enrolling in online schools in the U.S. in 2001-2002 could be between 40,000 and 50,000.

Student enrollment in online schools in 2002-2003 increased dramatically in comparison with Clark's "ballpark" estimation of it in 2001-2002. The latest report on K-12 distance education from the National Center for Education Statistics (NCES) (Setzer, Lewis, & Greene, 2005) states that more than twenty percent of U.S. public school districts had students enrolled in distance education courses delivered by a state online school within either their state or another state during the 2002-2003 school year. According to Wood (2005), this can translate to at least 180,000 students enrolling in online schools across the U.S. in the time period.

Regarding the number of online charter schools, fifty seven online charter schools operated in thirteen states during the 2002-2003 school year (Center for Education Reform, 2003). Gartner (2004) stated that this number could at least double in 2004. He pointed out that the number of online charter schools in Ohio has grown from six to sixty three during 2003-2004 school year. Related to online charter schools in Ohio, Russo (2005) reports that about 13,000 students were enrolled in online charter schools in September 2004.

As can be seen above, online schools have been growing remarkably well during the past five years. According to Revenaugh (2005), about half of the 50 states currently operate "either statewide supplementary online programs, full-time cyber-schools, or both" (p.25). Online schools started with "virtual high schools" that offered high school students individual online courses to take (Clark, 2001). Now, however, many online schools not only offer complete online courses leading to a high school diploma, but also extend instruction from high school students into middle school students, elementary school students, and even kindergarten students.

Method

Research Site

My research site was Online School of Ohio (OSO) that is a non-profit public online charter school for students who live in the state of Ohio. The school offers students a statewide, comprehensive educational program for students in grades K-12. OSO was established under the Ohio Charter School Law and is governed by the OSO Ohio School Board.

Since OSO is a public school, student tuition is free. In addition, OSO provides students with free computers, printers, scanners, and Internet connections. When students have some technical problems with these technologies, they can have technical help from technicians who cooperate with OSO.

OSO employs two directors and thirty state-credentialed teachers under the direction of the school superintendent. According to OSO, the student population has continued to increase since the school was established at 2002. In academic year 2003-2004, 1459 students were enrolled for K-12 grade and 172 out of them were 8th grade students. Among 172 8th grade students, 67 were girls and 105 were boys. Regarding student population in terms of race, about 80% of all K-12 students were white, with African-Americans, multiracial, Hispanics, Asians, and American-Indians comprising only 15%, 3%, 0.9%, 0.7%, and 0.3%, respectively.

Participants

My participants were the 8th grade Language Art teacher, Ms Wilson, and sixteen 8th grade students at OSO. Ms. Wilson had more than sixteen years teaching experiences as a Language Art teacher in both public and private brick and mortar schools before OSO. It was the first year for her to work at OSO when she joined this study. Despite her new experiences at OSO, she tended to be excited about being

an online school teacher and was willing to join this study.

For the student participant recruitment, I asked Ms Wilson to post an announcement about this study on her homepage, which all 8th grade students needed to access for their learning. A few days after, I had three girls volunteer to work with me. In order to have more participants, I sent all other 8th grade students a recruitment letter individually that introduced myself, described this study, and informed them of what participants were going to do by email. As Mann and Stewart (2000) suggest, I also attached another recruitment letter for parents to my recruitment email. This led to the recruitment of five more girls and two boys. All ten of these students talked about being part of this study with their parents and made the decision to participate voluntarily. As the second semester progressed, six more students decided voluntarily that they wanted to work with me. Three boys joined this study from the middle of February, a boy joined in the middle of March, and a girl and a boy at the beginning of April. Since each student had their own reasons to transfer from their previous schools to OSO, I decided to keep these six students who joined this study late. In all, there were 16 8th grade participants (9 girls and 7 boys). 6 of 16 students had an experience of going to public school and 6, 2, and 2 students mixed school types, private school, and homeschool respectively.

Data Collection

Observation

I visited to OSO school system several times per day in cyberspace in order to understand how OSO 8th grade students interacted with their teachers for learning and communication. After a couple of weeks, I found that the students tended to have interactions with their teachers in OSO chat rooms, by emails, or by telephone. Since it turned out that it was not easy for me to collect data from email and telephone, I decided to observe OSO chat sessions for data collection. Ms Wilson was willing to allow me to attend to her chat session anytime. Thus, I observed OSO

chat sessions in Language Arts that opened once a week during four months. During the observations, I wrote observations notes.

Interviews

I conducted semi-structured interviews with both Ms. Wilson and the student participants in cyberspace for data collection. There were two interviews with Ms. Wilson. One was carried out in March and the other in May. The two interviews were conducted in OSO chat room for around one and half hours. Interview questions were about her perceptions of OSO teachers' role, interaction with students, and her daily life.

For the interviews with student participants, one on one interviews were carried out twice, which were formal interviews. Before conducting the formal interviews, I had a couple of informal interviews with my participants in order to build rapport with them. OSO chat rooms and Instant Messenger such as MSN were used for synchronous interviews. While a majority of my participants preferred OSO chat rooms for interviews, four participants liked to use Instant Messenger.

Since I could not see if my participants finished talking or not in response to a question, I asked them to write "done" or "next" after finishing their answers during interviews. In addition, in order to let them know that I was still listening to them in cyberspace, I frequently said "oh..." or "I am listening" or expressed my smile using a non-verbal symbol "^_^" while they talked to me. I usually had a small talk with my participants at the beginning of interviews in order to make them comfortable with the interviews.

Data Analysis

Data reduction starts with coding all data collected from the research field. Coding helps researchers identify a frequently occurring pattern or theme. For coding my data, I used observation notes, interview transcriptions, and chat room transcriptions.

For convenience of coding, I selected NUD*IST Version 6, computer-assisted qualitative data analysis software, because it allows researchers to easily code data in a code-based theory builder (Weitzman, 2000). During coding, I created subassertions and general assertions based on patterns or themes found in all data. For doing this, I focused on looking for key linkages among diverse items of data.

As for triangulation of data, I collected data from an OSO 8th grade teacher as well as 8th grade students in order to understand students' perceptions of going to online schools. In addition, I used two data collection methods: observations and interviews.

Regarding validity, I conducted member checks. During each interview, I frequently asked my participants if my understanding about what they said was correct. In addition, I asked if my preliminary analysis about their previous interviews was acceptable.

Findings

The Description of Both OSO and the Role of Its Teachers

According to the official website of OSO, its vision is to provide students with individualized learning in cyberspace. In order to pursue this vision, OSO selected online textbooks created by a famous business company that publishes a great number of academic books and textbooks, modified them as learning contents for students, and then, uploaded them in OSO learning system. In this circumstance, OSO students were able to access to the modified online textbooks individually and then, studied the learning contents by themselves in their own learning pace. If students had questions about the learning contents or homework, they could contact their teachers individually by email, by telephone, or in OSO chat rooms.

In this respect, OSO asked teachers to be a facilitator instead of a teacher who provides students with a lecture in a class. Ms. Wilson, the 8th grade Language Art

teacher, described her role at OSO as follows.

12:07:51 PM Ms. Wilson: Our role is a facilitator.

12:08:05 PM Soonkyoung say: oh...

12:08:11 PM Ms. Wilson: We are here to assist the students with their learning.

12:08:29 PM Ms. Wilson: However, everything they need academic wise is embedded in the curriculum[the modified online textbook].

12:08:46 PM Soonkyoung say: I_see...

12:08:47 PM Ms. Wilson: We try to help them understand their work in any way we can.

12:09:30 PM Ms. Wilson: We can teach or review a concept on a one to one basis.

12:09:42 PM Soonkyoung say: oh...

12:09:48 PM Ms. Wilson: We can provide enrichment for students who need it.

12:10:03 PM Ms. Wilson: I believe basically....

12:10:11 PM Soonkyoung say: I_see.^_^

12:10:27 PM Ms. Wilson: our role is to do whatever it takes to help our students succeed.

In the case of Ms. Wilson, the first thing to do in her work day was to check her email in very early morning and then, to reply to the emails before 9am. After 9am, she made phone calls for some students who wanted to listen to her answers over the phone. According to her, almost all the emails and talking on phone were related with questions and answers about homework or learning contents. Since she knew that her students tended to contact her only when they had a question, Ms. Wilson told me that she tried to check emails every hour when working in order to provide students

with instant help or answers.

Some students liked to attend to OSO chat sessions opened once a week and then, asked Ms. Wilson a question about learning contents or homework. In the chat sessions, several students usually accessed to a chat room at the same time and then, waited until their turn to ask a question. After a student received Ms. Wilson's answer, the student was allowed to leave the chat room right away. While three or four students came to an OSO chat session in general, no students attended to a chat session occasionally.

Overall, the interactions between teachers and students at OSO tended to occur on one on one basis and when students had questions or needed to receive individual helps from teachers.

Perceptions of My Participants Going to Online School

My participants' understanding of going to OSO was different based on their previous school experiences and their personalities. Overall, my participants perceived going to online school as going to "school", online homeschooling, control over study and time management, easy work/hard work, and loneliness.

"I have school in my own house!"

Many of my participants felt like they were "going to school" to OSO even though they stayed at home for study instead of going to a brick and mortar classroom. The reason seemed to be because,

11:32:12 AM Liz: we have homework that is due at a certain time and if it isn't done then there are consequences. WE have teachers, who grade your papers and correct what you need to be corrected. We have administration [and] a principal.

Taking what Liz said above into consideration, whether students go to a physical place for school or not did not seem to matter for thinking about going to school. Like Liz, many of my participants recognized that they were in a “school” in cyberspace. Stephanie expressed about this as follows.

Light123i (9:22:32pm): i feel like going to school! only i have school in my own house!

Consistent with this, Giuseppi also reported that going to online school was like being at school, not that going to school.

Online Homeschooling

Some of my participants seemed to think that going to an online school was like online homeschooling. For example, Nicole had only had the experience of homeschooling for her entire school life before she moved into OSO. She told me about going to OSO as follows.

11:44:19 AM Nicole: It is pretty much like being homeschooled

11:44:31 AM Nicole: except, I go online to get to my school

11:44:50 AM Nicole: And I have actual teachers

11:44:54 AM Nicole: instead of Mom

Nicole’s understanding of going to OSO seemed to result from her previous experience of homeschooling. When she had been homeschooled, she would have stayed at home for schoolwork instead of going to brick and mortar schools. In addition, she would have studied subjects by herself with her mother’s help and would have studied at her own learning pace. Many things that Nicole would have done during homeschooling seemed to provide the same experience that she had at OSO. At OSO, Nicole could stay at home for schoolwork. She tended to study

subjects by herself with the teachers' help and was able to study at her own learning pace. In addition, she had assignments and projects to submit in each subject. In this light, Nicole seemed to think that going to OSO was like online homeschooling.

Control over Study and Time Management

Several of my participants seemed to understand that going to OSO involves control over study and time management.

12:08:03 PM Cory: i get to do my work at my own pace and anytime during the day pretty much

12:26:19 PM Liz: I can make my own hours

Whereas brick and mortar school students usually go to school in the early morning and go home in the late afternoon, there was no specific time to start school life and to finish it in a day at OSO. OSO students could start study anytime they wanted in a day and could take a break and resume their study anytime they wanted. In other words, at OSO there was no forty five minute class schedule that students had to follow for study. In this circumstance, several of my participants seemed to think that they needed to control their study and time management by themselves for successful learning at OSO. In fact, they seemed to like to have the control to study and manage time by themselves. Kyle expressed "it is fun and better" to have control over his schoolwork. Gianni also thought that it was "easier" to study at his own learning pace due to control over study. In Cory's case, he decided to try going to OSO because he knew that he could control his study and time management by himself.

Easy Work/ Hard Work

Some of my participants seemed to understand what online schools are like in terms of how easy their schoolwork is. Haley and Giuseppi thought that OSO

schoolwork was much easier than that of their previous brick and mortar schools. Some other participants, however, seemed to consider going to OSO a challenge. Emma told me that going to OSO was challenging, because she had to work harder at some of the stuff. Brad also felt that homework was harder to accomplish. Jennifer thought that OSO gave students more work than her previous public school. Sarah considered going to OSO as “LOTS OF WORK” because of her disability. Since she had an Individual Education Plan (IEP), her schoolwork was modified to make her work less than other students.

One interesting thing about the difficulty of the OSO schoolwork was that students who had the same background from previous schools considered the difficulty of online schoolwork differently based on how much they had had to study in previous schools.

Loneliness

Going to an online school seemed to be lonely for some. Maria expressed that there was no one besides her parents to talk to at OSO, and thus reported that she felt lonely going to OSO. Maria seemed to want to have friends to talk to and play with in a physical space like brick and mortar school students do. Loneliness in going to online school seems to be related with social relationship at OSO.

Differences between Online Schools and Brick and Mortar Schools/Homeschooling

Whereas my participants tended to recognize many differences between OSO and brick and mortar schools, some of my participants who had experience homeschooling tended not to recognize any difference between OSO and homeschooling. Mainly, the differences between OSO and brick and mortar schools that my participants thought were issues of learning pace, time management, learning style, social relationship, teacher attitude, extra curriculum, and no differences.

Learning Pace

Many of my participants reported feeling that they were able to learn at their own learning pace at OSO, unlike brick and mortar school students.

12:11:13 PM Cory: in public school it is too fast paced and if you can't stay caught up then they usually go on without you even ever understanding.

12:21:30 PM Cory: with public teachers they try to help but if you don't get it by the end of the lesson they just move on. you have to stay on track and can't fall behind in their schedule

12:21:48 PM Cory: OSO gives you a timeline and it helps me to work at my own pace.

What Cory said above described how online schools work differently compared with brick and mortar schools in terms of learning pace. Unlike brick and mortar schools, OSO did not have a forty five minute class schedule for each subject. Instead, OSO allowed students to study learning content ahead of the prescribed schedule or to take more time to understand it than other students.

Time Management

My participants tended to recognize that they had flexible time to study, unlike in brick and mortar school students. Ryan explained how flexible he was at OSO as follows.

1:23:21 PM Ryan: With previous schools i had to be there at a certain time and be there for a set period of time.

1:24:03 PM Ryan: now i can go longer if i need to and leave early if i finish ahead of schedule.

2:38:41 PM Ryan: it also allows me to customize my school day.

2:39:57 PM Ryan: I can choose when to take lunch, and what time to take classes and tests

Since OSO students were able to go to school anytime they wanted, they seemed to feel freedom.

Learning Style

Some of my participants seemed to understand that their learning was based on independent learning instead of classroom lecture.

2:40:38 PM Gianni: Well, at regular schools, my classmates and I usually study together, unlike OSO, and I have less things to study by myself, it's more the teacher lectures us, then we do the work.

2:42:03 PM Gianni: Well, with my OSO study, I study by myself, I'm not lectured.

Gianni seemed to feel that he studied “together” at his previous public school, because he was physically around other students in a classroom. At OSO, however, Gianni might have felt that he studied alone in that he did not see other students face to face. In fact, Gianni and Giuseppi are twins. However, they reported that each of them put their own computer in different rooms. In this light, Gianni went to OSO alone by typing his ID and password to log in. He reported attendance and recorded learning hours that he spent in the previous day by himself. In addition, he read learning content alone in cyberspace, which might have made Gianni feel that he studied by himself instead of being lectured by teachers.

Social Relationship

Several of my participants tended to recognize that they did not have face to face social relationships as brick and mortar school students do.

Neo_MATRIXⁱⁱ says: there aren't many outside activities here [OSO],
lunch time or recess

In fact, students at brick and mortar schools tend to be able to have physical social relationship with other students during lunch time or recess. They can talk to many students simultaneously with face to face interaction while they have lunch and can play with other students outside during recess. At OSO, however, students usually did not have face to face social relationships with each other. Instead, OSO students were able to send other students an email to make friends and then keep up electronic correspondence with each other.

Teacher Attitude

Some of my participants seemed to feel that OSO teachers were nice and willing to help them. For instance, Jennifer reported that she had some bad experiences with teachers in her previous public school. She told me that some of her teachers at the public school had been frequently rude with students. At OSO, however, Jennifer said to me that she had a different experience.

hottie chick beWare (7:46:45pm): the teachers are way more respectful
at OSO and they won[']t struggle to
help the students when they need it

hottie chick beWare (7:48:24pm): They don[']t get rude with you and
when you ask for help they don[']t
put you on hold they help right
away if there [were] not too busy

Jennifer also told me that she always received email responses from her teachers that answered her questions about study or homework. In this light, Jennifer thought that OSO teachers were willing to help students learn. In addition, she seemed to feel that OSO teachers were nice, because they occasionally had informal chat with her.

hottie chick beWare (6:51:42pm): they actually talk to u

hottie chick beWare (6:55:06pm): the teachers at OSO they actually
have a convo [conversation] with u
not about school just [a]bout any
other thing

hottie chick beWare (7:00:40pm): with mrs wilson

hottie chick beWare (7:01:01pm): about her lil[little] girl and just stuff
like that



hottie chick beWare (7:03:14pm): like she would be talking in the
background and stuff (the little
girl)


Having a personal chat with teachers seemed to make Jennifer think that OSO teachers were open to students and that she could have a close relationship with her teachers at OSO.


Extra Curriculum

Some of my participants tended to recognize that they had a different type of physical education and art/dance/drama/music lessons at OSO.

 ~Kyle~  iii says: they [OSO] don't offer sports

 ~Kyle~  says: they [OSO] just offer time for the sports u do

 says: if u do sports or band or something like that you send in all your practice sheets.

 says :U then send in a sheet requesting hours for the time u spent practicing

As Kyle explained above, OSO asks students to fill out a sheet to report what they had done and how much time they spent in doing it.

No Differences

As some of my participants understood it, there were no differences between OSO and their previous homeschooling experiences.

Emma says: It's mostly the same.

4:46:54 PM Jordan: Yes I think everything is the same.

12:34:37 PM Liz: not much except that [OSO] is solely on the comp...which is pretty cool

10:37:37 AM Nicole: I still do the same thing, I read the lesson, I answer some questions, and once in awhile I do a big project

10:37:56 AM Nicole: (So it is practically the same thing)

OSO has several different things that homeschooling does not have in terms of the school system, certified teachers, a grading system, and socialization. Despite these differences, the reason why these students thought that there was no difference between OSO and homeschooling seemed to be that they seemed to consider self-paced learning and time management as the main characteristics of OSO. As I addressed in the subsection on learning style, these students were able to study at

their own learning speed at OSO just as they did during homeschooling. In addition, as I presented in the subsection on time management, these students could make their own schedule for schoolwork at OSO just as they did during homeschooling. These two factors seem to be more important to these students than any other factors at OSO, which might make them think that there was no difference between OSO and homeschooling.

Conclusion

In this study, I presented what going to an online school is like to my participants and how my participants recognized differences between online schools and brick and mortar schools/homeschool based on an empirical data. As for the first research question, my participants' understandings of going to OSO were different based on their previous school experiences and their personalities. Even though my participants went to school in cyberspace, many of them felt that going to OSO was like "going to school", and some thought that going to an online school was like online homeschooling. Some other participants considered going to an online school as control over study and time management. Some participants tended to base their understanding of going to an online school on whether schoolwork is easy or hard. Interestingly, one of my participants thought of going to an online school as lonely. This meaningful finding shows that students' understanding of going to online school seems to be related with what characteristics of an online school are.

Regarding the second research question, my participants recognized the differences between online schools and brick and mortar schools/homeschool in terms of learning pace, time management, learning style, social relationship, teachers' attitude, extra curriculum, and no difference. This meaningful finding can be an important first step toward an in-depth understanding of online school learning environments.

Note

¹ Light123 is Stephanie's screen name on Instant Messenger, not an OSO username

² Neo_MATRIX is a Giuseppe's screen name on Instant Messenger, not an OSO username.

³ 🌴👓~Kyle~👓🌴 is Kyle's screen name on Instant Messenger, not an OSO username.

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