Perceptions of Compass Learning in a Digital Learning Center: A Case Study

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College of Education

Doctorate of Education Program

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College of Education

Dissertation submitted to the Faculty of the College of Education

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Abstract

The perceptions students and parents have of Compass Learning Odyssey online curriculum is the focus of this research. This study uses an intrinsic research method to discover the perceptions of students and parents on a specific online learning curriculum with a qualitative focus. This study was focused on the perceptions of students within a digital learning center using an online curriculum as their main source of study and revealed a unique situation and diverse opinions. It includes student and parent participants, which, participated in observations, questionnaires, and interviews. The findings allowed for a well-rounded view of the perceptions of Compass Learning. The students' perceptions were the key findings in this study and revealed the understanding that students believe that Compass Learning Odyssey online curriculum is a useful tool for learning because it is flexible and rigorous enough to match student's needs. This is despite the fact that they also found the program to be gimmicky in some of its teaching strategies. The benefit to using this system was also revealed by parents perceptions to be ideal for specific students in that it prepared them for their future educational or career choices and was modifiable for students based on their learning styles. This study demonstrated a need for greater understanding of student and parent perceptions of online curriculum use as a student's main source of education.

Keywords: online education, online learning, K–12 education, digital learning center, virtual schooling, Compass Learning, Odyssey online curriculum, online curriculum, linear change

Dedication

This is dedicated to George Galindo, my one and only, my wonderful children, Amorina, Daniel, Rebekah and Reina, and my beautiful mother, Eglantina Silva. And to all the others that supported me throughout this journey, especially my prayerful family and friends who encouraged me along the entire way. Mostly, I would like to dedicate this work to my Lord Jesus Christ who gave me the perseverance to accomplish my goal.

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Chapter 1: Introduction

Introduction

      According to Burdette, Greer, and Woods (2013), there is a need for a flexible curriculum that meets all the educational prerequisites and requirements for all students to achieve their goals. There are multiple sources of educational solutions; this study focuses on one option and the perceptions of that option. Students requiring a non-traditional curriculum have turned to online curriculum to pursue their educational goals. Burdette et al., (2013), define online learning as "a program or course in which students receive some or all of their education over a networked system such as the internet" (p. 65). They also state that the enrollment of such programs has grown over four times what they were just a decade ago (Burdette et al., 2013). These growth trends are unique in nature compared to numerous studies introducing the online learning platform as having an insignificant impact on students.

      The following stories express student cases in which online education could be used as a solution to meet educational goals. These are real stories including pseudonyms for privacy. Consider a young girl named Lilian. Lilian has sadly and abruptly become ill due to kidney failure. As she lies in the hospital, she is told by case workers to expect a visit from her school teachers to keep her abreast of her educational goals in a manner suitable for her condition. Lilian slowly begins to fall behind as her condition is very tiring. After she overcomes her condition and reenters the public school system, she is so far behind that she falls into a depression and feels like the worst student in her class. No one knows her history and why she does not understand the current content, and she feels the tremendous pressure of her situation. Her parents seek an alternative to an educational program to remediate her weaknesses while continuing her multiple health maintenance appointments during her convalescence period.

In another situation, a young woman named Susan sits in her classroom and is anxious to move forward with her school work. She is always the first to finish. Susan asks her teacher if there is more to do but is constantly told if she has completed her work she needs to sit quietly and not bother anyone. She wants to learn more and do more, but the classroom teacher is simply unprepared to maintain a lesson plan that is rigorous enough for this one student.

Finally, there is Bradley. Bradley loves learning, has an innocent demeanor and is considered the quiet one. Bradley goes to school on a daily basis wanting to investigate and learn new things, but more often than not he is the victim of bullies. He has lost his eagerness to go to the one place he loves and regrets every step he has to take in his school's hallways.

All of these students deserve the best education possible with all the same standards for learning as the government requires for the recommended course work. One would expect a student be able to overcome their obstacles and fulfill their goals. Each student's situation is different and in such cases their educational needs should be met with the use of any available resources. Although these situations are unique, and there are multiple sources of educational solutions, this study focuses on one option and the perception for that option. Students requiring a non-traditional curriculum have turned to online curriculum to fulfill their education goals.

Background, Context, History of the Problem

Use of online curriculum is a growing method of educating middle and high school students in the 21st century (Cavanaugh, 2010). Some traditional private and public schools, as well as home-schooled students, are turning to the technologically advanced curriculum to fulfill their state educational requirements. According to Cavanaugh (2010) and Morabito (1999), students have several options for online curriculum from different companies. Parents and

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students alike may investigate these types of curriculum and choose one that best suits their needs. Overall, it requires time to understand and acclimate to online learning.

The evolution of non-traditional learning dates back to the beginning use of distance education. The Learning House (2016) states, distance education dates back to the 19th century with the arrival of the postal service. Distance education quickly evolved into online education with the onset and evolution of computers and the internet.   Current use of online curriculum is similar to early distance learning methods because both employ indirect teaching and independent learning. In these two situations the teacher and the student are not face-to-face, thus creating the need for the student's independent learning skills; weaning them off of the teacher support received in a traditional classroom. Throughout the years the pen and paper correspondence work evolved into online education and collaboration through the advancement of the internet. The use of online curriculum goes by several names such as asynchronous and synchronous online classes, distance education, online courses, online education, and eLearning (Donlevie, 2011; eLearningnc, 2016; Haslam, 2016; Millet, 2011; Muirhead, 2000). Although they are similar, they have their differences (Clark, 2013; eLearningnc, 2016; Muirhead, 2000). Although there are different types of online learning options, this research study analyzes one, in particular, Compass Learning Odyssey online curriculum.

Online curriculums have a variety of focuses. Some, for example, are formatted from a religious perspective while others are more secular in content. Curriculums such as Accelerated Christian Education, Compass Learning, and Seven Star are all created very differently and used in diverse settings from home school, private school, and public schools. Characteristically, some are more interactive than others, including vivid multimedia experiences integrated with a combination of reading material and external activity suggestions, while others are presented in

text format only (ACE Distance Learning, 2016; Compass Learning, , 2015; Seven Star, 2016). Although the evolution of curriculum has moved from hard copy to digital format, the variety in delivery method and content is diverse and continues to improve as students using the curriculum become more technologically complex learners.

Many curriculums focus on maximizing the learning opportunity for students in any situation. Curriculum companies across the board have their theories on how to implement lessons. Some are made for licensing by schools; others are sold to homeschool families. Meeting the need for diverse student groups with differing learning styles is a task requiring research, observation, and constant growth. A curriculum that does not capture the attention of the learner is of little to no use. Many online curriculum designs today include content-rich reading, integrated writing platforms, and multimedia presentations with interactive lessons. Given today's saturation of multimedia delivery of information, curriculum presentation must be considered in order to engage this generation of learners. To date, many changes have been made to online curriculums. Through research and studies, online curriculum companies have progressed to meet the needs of those needing change. The development of the online education platform has opened many doors for those who would otherwise not have had an opportunity to achieve their educational goals. Technological advancements aligning with learning styles and the ever changing educational content have created an opportunity for learners to be flexible in their learning experience (Barbour, 2015; Malcom, 2009; Waugh & Su, 2015). This case study is specifically about the use of Compass Learning Odyssey online curriculum within a digital learning center which are those categorized as having the majority of their curriculum delivered in an online format (AdvancEd, 2016; Picciano & Seaman, 2009).

Many students utilize Compass Learning across the United States. But, the main focus of use has been to supplement curriculum through tutoring using Compass Learning Pathblazer, a curriculum subsidiary that uses assessment to direct a student to objective gaps within the curriculum. Pathblazer is also a derivative of Compass Learning Odyssey online curriculum, and not use the curriculum as a complete source of courses (Compass, 2016). Compass Learning Pathblazer uses the same lessons within the Compass Learning Odyssey online curriculum. Assigning students a Pathblazer assessment is used by the educator to pull from the Odyssey online curriculum to assess learning gaps students may have from prior years of learning. After the assessment, Pathblazer pulls lessons on specific objectives the assessment realizes are gaps or weaknesses the students have in learning.

Statement of the Problem

There is excitement in learning new things and integrating technology as the method in which to accomplish this learning. Although all these advancements are being made, one must take into account that not all curriculums are created equal. Technology creates a myriad of issues to overcome. There are several types of online curriculum with diverse teaching methods. Each of these curriculums is different in its delivery and content. Clark (2008) stated, "Online courses and virtual schools are two of the most significant tools in the e-learning tool kit for reshaping individual high schooler's experiences" (p. 5). Because of the increase in online learning and curriculum usage to fulfill K–12 educational goals, the researcher understood the importance of researching specific views of these students and parents. In prior studies, the focus has been on the effects or success rate of online curriculums, with a specific focus on measures such as comparing test results before and after use of the online curriculum. Carter (2005) states the impact of testing on students throughout their school years. Making pertinent decisions

about educational choices for students in regard to curriculum mastery, report card grades, grade level promotions, honors and graduations are outcomes of the testing system. The reasons test grades should not be seen as the only determining factor in measuring the success of learning in K–12 students are the many determinants leading to accurate test results. Salend (2011) states test anxiety is one of the determinants,

> Many students, however, experience test anxiety. Students with test anxiety experience high levels of stress, nervousness, and apprehension during testing and evaluative situations that significantly interfere with their performance, emotional and behavioral well-being, and attitudes toward school (Cizek & Burg, 2006; Huberty, 2009). An estimate is that between 25% and 40% of students experience test anxiety (Cassady, 2010; Huberty, 2009). Furthermore, students with disabilities appear to be particularly vulnerable to test anxiety and have higher prevalence rates (Salend, 2009).

The growth of the online curriculum utilized in the 21st century creates a definite need for research in the area of its use in order to understand students' perceptions of the use of online learning. More importantly, the perceptions students have of the online learning process, specifically with Compass Learning Odyssey online learning curriculum is important in adding to the studies on online curriculum use in order to widen the information base giving parents and students the information they need. Understanding the perceptions of students and parents as stakeholders, online curriculum improvements can be made to improve the online learning implementation process. Implementing online curriculum in the best manner possible improves opportunity for success with the use of online curriculum. An added benefit is that better understandings of the perceptions can also aid educators in maximizing their pedagogy in a blended learning environment creating improved self-efficacy.

In addition, parents seek to invest time, effort, and sometimes finances into an online educational program that will improve the educational experience of the student. Parents decidedly want the best for their child, many expressing they want them to go further educationally and achieve greater successes in their lifetime. Adhering to the educational changes of the 21st century and adjusting to those evolutionary advancements in educational objectives is important to functioning in colleges and careers after high school. Technology is undoubtedly everywhere in both business and entrepreneurship and therefore is greatly needed in the classroom. Parents seeking to prepare their children for the future desired cutting edge educational methods and content required for their child to achieve success. Understanding the perceptions of students and parents creates a better opportunity for growth in preparing students for success. The problem is that aside from the fact that many online curriculums have weaknesses that the creators of the curriculum could improve upon with a better understanding of the varied and unique needs of the online user; many curriculums are solely evaluated by their impact on student achievement. Continued research will perpetuate improvements to include teaching methods that reach each type of learner. Curriculum companies such as Compass Learning can improve the impact they have on students with a better understanding of user perspectives. This case study focuses on identifying the perceptions of Compass Learning Odyssey online curriculum in a digital learning center.

Purpose of the Study

The purpose of this research is to conduct a study on Compass Learning Odyssey's online curriculum, and also to evaluate student interaction with online curriculum. Perceptions of online curriculum are as diverse curriculums themselves and they need investigation. Students and curriculum have been researched through qualitative and quantitative studies, yet the

majority of the results have been based on student assessments. Through changing the focus of these individual studies, online curriculum users can benefit from receiving a detailed understanding of their use.

This case study has been treated as a unique situation and carefully handled due to the researcher's role as an administrator of the digital learning center in which the case study was researched. The details of the case study researcher and facility are explained in more detail in chapters 3 and 4. The researcher seeks to understand and share what students identify as positive and negative qualities of Compass Learning Odyssey online curriculum. The development has to be handled carefully as students who do not enjoy schooling as a whole may reflect an overall bias against schooling in expressing their attitude toward online curriculum. The researcher seeks to discover and understand the perceptions by presenting an opportunity to focus specifically on the relationship between the participant and his/her interaction and experience with the Compass Learning Odyssey online curriculum.

Research Questions

The research question is:

- What are the perceptions of Compass Learning Odyssey online curriculum by students and parents?

Through these questions, the researcher finds relevant and much-needed information on a variety of topics. Barbour and Reeves (2009) state that the majority of virtual school students are mostly characterized as academically capable, motivated, and independent learners. They state several benefits associated with virtual schooling such as expanding educational access, providing learning opportunities as well as improving student outcomes and skills. The issue at hand is the need for additional research to support this assessment information. In seeking to understand

learners' perceptions of online curriculum one can begin to gather more information on how these perceptions create or do not create the type of students Barbour and Reeves (2009) mention above.

Significance of the Study

Donlevie (2011) states the gravity of dropout rates mentioning that 30% of students in a high school fail to graduate within four years. One way this research could impact the community of learners and educators through this case study is to assist in informing students and parents of the varied perceptions of Compass Learning Odyssey online curriculum. The 7th-12th-grade students in this study are using, or have used, Compass Learning's Odyssey middle and high school online curriculum.

High school and middle school students are at a stage where they are entering adulthood and creating lifelong skill traits that will impact them forever (Donlevie, 2011). The need for continued investigation and growth of curriculum development benefits students the most as the information gathered by research has application to any person or aspect of evolving practices. Further, educators, parents, and students alike will have information at their hands to use in making informed decisions about integrating online curriculum into their schooling as an option. As mentioned in the vignettes in the introduction, the need for options is a benefit to many who would otherwise consider abandoning their educational goals.

Definition of Key Terms

Asynchronous classes. Asynchronous is used collectively with a class or meeting type. For this study type, we will define asynchronous classes as ones in which instructors and learning materials are accessible at any time. Utilizing a time frame or by using a syllabus,

students connect and participate in fulfilling requirements usually at their leisure, but within parameters (Haslam, 2016).

Distance education. Involves educational situations in which time, location, or both separate the instructor and students (Millet, 2011).

eLearning. eLearning utilizes electronic technologies to access educational curriculum outside of a traditional classroom (eLearningnc, 2016).

Online course. This is a course in which at least 80% of the course is delivered online; also known as a virtual course (Donlevie, 2011).

Online education. This denotes the processes entailed in distance learning in which network technologies such as the internet are used to make connections among students and educational materials (Muirhead, 2000).

Synchronous online classes. These classes require students and instructors to be online at the same time. Lectures, discussions, and presentations occur at a specific hour. All students must be online at that specific hour to participate (Haslam, 2016).

Traditional course. A course with no online technology used (Donlevie, 2011).

Virtual school. This term refers to any educational organization that offers K–12 courses through the internet or web-based methods (Clark, 2008, p. 2).

Digital learning center. This is a center where learning is facilitated by technology giving students some element of control over time, place, and path and/or pace (GOSA, 2016).

Limitations

Advancing technology and curriculum, and its functionality in a digital format have been researched over the past several decades. This may be because of the limitations included in case studies. The limitations of a case study can vary depending on the characteristics of each

case, but there are several limitations that tend to be typical of the case study process. Limitations may include generalizability, lack of finances and time, and lack of training on the researcher's part for observing and reporting (Reis, 2016).

For this case study, one such limitation is the varied opinions and scholastic aptitudes of students to clearly articulate their thoughts on the questionnaire. Some students have difficulty expressing themselves effectively. For this study, the researcher used a pseudonym for the center in which this study was conducted. Within the ABC Digital Learning Center, students participating in the study have diverse histories. Some students have sought out online learning due to failing out of the public or private system. These students may have a lack of confidence or struggle with oral and/or written expression, creating another limitation.

Others have come to the center to leave the traditional school setting because of the inability to fit in such systems. Additionally, some students were admitted into the center having been diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD). With these reasons in mind, the researcher has recognized the possible limitations encompassing the research study. In order to overcome these limitations, the research will take into account the common behaviors of students with ADD/ADHD during observations and record the behaviors in detail taking into account the background of each student while keeping privacy throughout.

Student motivation could also be a limitation. Students who have experienced setbacks such as failing grades or bullying may sometimes lack motivation in progressing through the curriculum. Therefore, timing the study was important in maximizing the entire process. At the beginning of the school year, students and parents were notified of the study during orientation events. A timeline was implemented that would avoid conducting the research when it would

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conflict with school events and holidays. Typically, students become less focused on curriculum completion during these times, and therefore the timing of the questionnaires, surveys, and observations were scheduled carefully.

Parents are more likely to explain their experience and opinion clearly due to their maturity level, and the researcher does not foresee any limitations with parents who are willing to participate in responding to questionnaires. Although parents who are responding to the researcher/administrator, the researcher clearly instructed parents to be completely honest about their experience with the curriculum and has enough rapport with the parents that they would feel comfortable expressing themselves honestly. Students who find it difficult to transfer their thoughts onto paper could limit the data. To overcome this limitation, the researcher will use a data matrix in conjunction with the observation of students behavior for triangulation of research methods e.g. questionnaires and interviews, to give all participants diverse methods of communicating their experiences.

Delimitations

Delimitations presented in this case study exist in the number of schools included in the study and the number of curriculums used within the study to research online learning perceptions. This case study is an opportunity to investigate and understand the perceptions of a small group of students and parents with direct experience with Compass Learning Odyssey online curriculum rather than the larger group with general online curriculum experience in differing curriculums. The ability to focus on a small group of students in detail allows us the time to be more exact and define not only perceptions early on but also as time progresses throughout the year. The research was delimited to one digital learning center using one curriculum, Compass Learning Odyssey online curriculum

Summary

It is undeniable that more research in the area of online learning and online classes will benefit the student and parent with the ability to understand the advantages and/or disadvantages of using Compass Learning Odyssey online curriculum. More clarification is needed in using certain online curriculums such as Compass Learning Odyssey online curriculum for students choosing a non-traditional education who would benefit from the flexibility of online curriculum options.

Individualizing student work through the use of online curriculum is an asset to students in need of special attention. An online curriculum offers remediation and accelerated progression options for students to take full advantage of their schooling. A long history of development has created an evolutionary process of improved online education choices. Evolution in the sense that online learning is ever changing and there are technological improvements every progressing year. With several online schools and curriculum providing companies, students capitalize on having curriculum meet their learning needs rather than trying to fit themselves into the school's requirements. The options include synchronous and asynchronous classes used by all types of learners in online school paced or student paced programs.

Compass Learning Odyssey online curriculum, has been used in multiple ways by students and parents. Compass Learning Odyssey has a history of development throughout the past couple of decades. As the umbrella for several learning options such as Pathblazer, Hybridge, and Odyssey, Compass Learning has a longstanding history of benefiting students (Compass, 2016). The questions I hope to clarify are the student and parent perceptions of

Compass Learning Odyssey online curriculum. Acquiring a deeper understanding of the

perceptions of students and parents of this online curriculum may create an opportunity for future

research and a higher-quality online learning experiences spoken of by Barbour and Reeves

(2009).

Chapter 2: Literature Review

Introduction of Literature Review

This literature review identifies the types of educational options currently offered to middle and high school students. This review will examine the needs, which led to the use of online learning, as well as investigate online learning more extensively. Next, is an explanation of the diverse types of online curriculum. Finally, there is an explanation of on the concentration of this study, Compass Learning Odyssey online curriculum, in a digital learning center.

In the 21st century, online learning is quickly becoming a staple in K–12 schooling environments, such as home schooling, traditional public and private classrooms, and digital learning centers. Students in all types of environments have encountered technology integration to fulfill and maximize their schooling experience (Cavanaugh, 2010). Online learning may be confused with similar but diverse types of online education such as eLearning, digital learning, and virtual schooling; all having slight differences in definition as clarified in the key terms. All styles of online learning have progressed in the past decades (Allen & Seaman, 2007).

Muirhead (2000) defines online education by stating, "online education denotes the processes entailed in distance learning in which network technologies such as the Internet are used to make connections among students, teachers, and educational materials" (p. 315). Online learning, supplemented with face-to-face meetings or supervision, is called blended learning. Virtual schools, on the other hand, "refer to any educational organization that offers K–12 courses through the internet or web-based methods" (Clark, 2008, p. 2). Online education has another classification called eLearning (eLearningnc, 2016). The eLearning Commission of North Carolina (2016) states, "Understanding eLearning is simple. eLearning is learning to utilize electronic technologies to access educational curriculum outside of a traditional

classroom" (para. 1). To clarify further, Allen and Seaman (2007) identify course delivery and

their percentage of content delivered through online means. Traditional courses do not deliver

any content online. Web-facilitated (courses where students may receive a syllabus or other

information online) courses are characterized by 1-29% of online content, while blended/hybrid

courses deliver 30-79% of their content online. When 80+% of content is delivered online, the

course gains the classification of being an entirely online course, where most or all of the course

is delivered online with little or no face-to-face contact to implement course work (Allen &

Seaman, 2007). Through different variations of online learning, online educational methods

have developed out of need in an ever-evolving educational system.

Conceptual Framework

There is an increased development in the use of online learning in the United States

(Berns, Gonzalez-Pardo, & Camacho, 2011). The evolution of online learning at the K–12 level

derives from a long-standing use of other designs of online education. The progression of online

learning offers opportunities to students who need alternatives to face-to-face teaching and

traditional brick and mortar schools (Clark, 2013). Experiencing a variety of delivery methods

for online curriculum allows students with auditory, kinesthetic, and visual learning styles to

fulfill their educational goals (Malcom, 2009). Learning is not accomplished in the same manner

for all students. Litzinger (2007) asserts that there are two theories in reference to learning

styles. One theory is the fixed trait learning theory and the second is the fluid trait learning

theory. The fixed trait learning theory is characterized by practitioners as learning styles that are

unchanging. Supporters of this theory design curriculums according to the needs of specific

students. Litzinger (2007) also states that fluid trait learning theorists believe learning styles

change over time and may vary depending on the task and content studied. Supporters of fluid

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learning trait theory "focuses on a student's understanding of their own learning process" (Litzinger, 2007). Smart and Cappel (2006) state a learning theory suggests learning is most effective when students are actively involved are in real-life contexts and experiences are reflected in assignments, and critical thinking is promoted through activities. These active learning activities require online and traditional curriculum providers to diversify the delivery of the curriculum. Clark (2008) states the importance of change in online curriculum,

> In August 2007, the National Governors Association called on Congress and the federal government to partner with it to create new high school models and expanded learning opportunities. 'A one-size-fits-all approach to high school learning is outdated . . . Governors encourage Congress to support state and local policies and programs that expand the availability of learning opportunities . . . Including, but not limited to, virtual school options'. (p. 1)

Concerned parents seek the best educational experience and accommodations for their child to maximize their learning opportunities. Parents are trying to discover a model of education which propels a student forward in learning and prompts the parents of those learners to seek out all possible educational options to accommodate the learning style of their child (Morabito, 1999). The implementation of online learning generates opportunities for students who have fallen behind, struggle to keep up, or desire to advance further and faster than traditional schooling environments are sometimes capable of accommodating. Clark (2001) stated that estimated 40,000-50,000 U.S. students were enrolled in online courses in 2000. He later added, "Picianno and Seaman (2007) estimated that 700,000 K–12 students were enrolled in either online or blended learning courses in 2006. About two-thirds of those enrolled were high school students"

(2008, p. 3). Online learning continues to grow as Cavanagh (2014) stated the enrollment of state-run online schools is on the rise.

Change in Education

Kelley, McCain, and Jukes (2009) state there is a need for various numbers of curricular focuses in educational facilities that are a response to the need for unprecedented change within schools. In the past, the change was quite predictable and made lesson planning through the use of curriculum for schools straightforward. Kelley, McCain, and Jukes add that, currently, technological developments have proceeded with tremendous influence creating "linear change" or those changes in educational materials such as curriculum as advancements are made (p. 59). Because of technological advances, educational methods need to be continuously improved and include evaluation of scope and sequence in order to integrate this technology for the 21st-century learner. These advances in the use of technology in education enhance the ability to educate all types of learners moving them on to their individualized next level creating linear change for the learner. These linear changes create a need for variety in schooling methods. Options for fostering independence in learners in regard to learning, scheduling, student support, application of learning, assessments, student learning spaces, spatial flexibility, scalability, course offerings, course costs, and extracurricular activities are needed to educate learners of all learning styles and needs (Kelley, McCain, & Jukes, 2009). For educational facilities lacking working capital, online learning provides an opportunity for expansion of course offerings. School leaders often face the need to address the question of how to provide the necessary course offerings not currently provided by the local school (Cavanaugh, 2010). When there is growth in online learning a demand for differentiation in the learning experience is developed for today's students.

Student's social needs, which do not include learning style, also require attention. Bradley and Renzulli (2011) researched the different reasons causing high schoolers to drop out and categorized them as being "pulled out" or "pushed out" due to the factors motivating the student to leave his or her schooling experience. They suggest the reasons that students were "push-out students" were due to pregnancy, misbehavior, lack of attendance, or lack of interest in schooling. This left the student more encouraged by the administration and/ or staff of the schools to move forward in a different direction due to their lack of ability to complete the high school program in the manner it was intended. On the other hand, Bradley and Renzulli (2011) state students were "pull-out students" because of a variety of responsibilities and loyalties leading students to relinquish their commitment to their education. These reasons may include new parenthood, the need to care for a family member, or financial issues requiring students to work. McDermott, Donlan, Zaff, and Prescott (2016) stated, "A growing body of literature focuses on the link between internal strengths or the strategies individuals use to regulate or enact control over their contexts, academic attainment, dropout status, and positive developmental outcomes" (p. 136). A student's ability to overcome such obstacles, through accessing opportunities which allow them control of their schooling is of the utmost importance. This creates an opportunity to achieve academic goals while changing their dropout status and progressing in a positive manner with their educational goals. Further, Messenger (2000) states, "Students who have been labeled learning disabled, leave school even more frequently than their non-disabled peers. For those students who have been labeled learning challenged, dropping out of school is a more frequent culmination of their education than graduation" (pp. 2-3). This lack of attention to students labeled learning-disabled could be rectified through opportunities to diversify a teachers' pedagogy and the use of materials and content through online learning.

Schools using online learning resources gain the opportunity to implement them in a variety of ways with a diverse student body. Waugh and Su (2015) stated the critical need for the strong development of blended learning courses (mix of face-to-face and online). They incorporating a balance of instructional strategies within blended courses: "teacher-centered teaching, learner-centered self-directed learning and group collaborative learning" (para. 12). The different delivery methods incorporated in online learning allows a student to discover the right pairing for their educational learning experience to maximize their efforts.

The benefits of online education are meticulously described through numerous studies. Appana (2008) stated these benefits include "increased access, improved quality of learning, better preparation of students for a knowledge-based society, 'lifelong' learning opportunity," (p. 5). Diverse online learning experiences are present through online charter schools, virtual schools, online learning within traditional schooling environments, and commercial, educational facilities. These provide online curriculum to students in need of a non-traditional learning experience and the environment in facilities called digital learning centers. Online learning has different educational integrations. Synchronous and asynchronous online interactions create live and recorded methods of communication for the student. Other types of delivery are a hybrid of face-to-face learning integrated with online learning, pre-recorded lessons, and live delivery of curriculum (Berns, et.al. 2011). Continual research is needed to organize approaches and identify favorable practices creating efficient and consistent responses to educational needs.

Online Learning

The need to implement technology in our 21st-century classrooms creates opportunities for researching methods leading to possible improvements and growth in those technologies that will ultimately benefiting the learner. Hybrid or blended learning environments have received

contradicting reports on effectiveness in delivering educational content (Appana, 2008). The value in understanding these contradictions prescribes additional research be conducted and lead to an understanding of how to coincide students with specific programs.

In recent years, the option for online learning is increasing for many parents of K–12 children. Cavanaugh (2014) states many schools are turning to online learning to fulfill the needs of the demand for more class options There is continued confirmation through Cavanagh's (2014) studies. The main factors in this advance in online curriculum usage stems from a convergence of "the development of the internet and the World Wide Web, the use of computers in instruction, the use of media to unite teacher and learner at a distance, and the integration of technology into all facets of education" (Smith, Clark, & Blomeyer, 2005, p. 3).

Barbour (2013) recognizes the possible faults in the online learning system. The online learning experience is not a "one-size-fits-all" experience, just as the traditional, brick-and-mortar type of educational experience does not necessarily meet every student's needs. The online learning system is as perfect as any other schooling system and requires constant development (Bernard, Abrami, & Borokhovski, 2004). Understanding the faults within the structure allows the opportunity for educational administrators to discover and improve on those liabilities as different companies and organizations grow with technological developments. The development of technological designs has the potential to create both opportunities and setbacks for students of diverse learning types.

Online learning allows a student a wider variety of classes without regard to whether they are in private, public, or home-schooling environments. In 2011, Berns, Pardo and Camacho described the integration of online learning platforms such as Moodle, WebCT, Blackboard or Virtual Worlds (VWs) within educational institutions in order to motivate and provide students

with rich content and media, as well as more appealing learning tools which are able to reinforce a successful autonomous learning process. Eduventures, a company providing research on educational issues, surveyed 88 online course providers and estimated an increase from 50,000 to 300,000 K–12 enrollments in online learning courses from 2000 to 2003 (Eduventures, 2016). The educational platforms for curriculum dissemination mentioned above are just a few of the many channels for educating a K–12 students online.

Schooling options in 2017 are varied. Depending on the state in which one lives, the regulations for such options may be limited or extensive. Typically, a parent selects the type of schooling fit for their child's educational needs, desired talents, and/or future goals. Brick and mortar schools are typically public, government-controlled schools or private schools, which may have very diverse foundational focuses. When the right options are not available, or schooling becomes a hardship for a child for reasons such as bullying or lack of individualized attention, alternative schooling environments such as a digital learning center can become an option for some parents.

For many, choosing to educate their child at home, stems from dissatisfaction with the public school system. Other mentioned reasons are religion, poor economy, seeking safety, desiring an improved learning environment, and needing more individualized attention. Organizations, such as the Texas Home School Coalition (2016), help parents organize for homeschooling and provide legal support when problems arise with local interference in homeschooling. In some states, homeschooling is strictly regulated, while in others there are more liberties to educate one's child as desired. Laws vary from states requiring no notice from the parent to initiate home-schooling, to high regulation, requiring parents to send a notification, test scores, and/or professional evaluation of student progress.

Schools incorporating hybrid programs or additional online content to serve students are not classified as public schools alone. Many schools incorporating online learning are private schools. Private schools vary in focus from Christian schools to schools focused on technology, the arts, sports, or a combination of these. The ability to attend private schools is inhibited for many due to tuition costs. These tuition costs sometimes become an obstacle for those truly desiring a private school education. Educational facilities focus on meeting diverse needs and are categorized accordingly. Common focuses include:

- Alternative Schools

- Charter Schools

- Colleges and Universities

- Diagnostic Assessments

- Educational Consultants

- Gifted and Talented

- Home Schooling

- Learning Differences

- Montessori

- Preschools

- Private Schools

- Public Schools

- Special Needs

- Test Prep and Tutoring (Education, 2016)

Parents searching schooling options are presented with online learning and online courses through digital learning centers. Online learning is often supplemented by face-to-face meetings or supervision (sometimes called blended learning). Virtual schools, on the other hand, "refer to any educational organization that offers K–12 courses through the internet or web-based methods" (Clark, 2008, p. 2). There are diverse types of schools using online curriculum. Many are completely virtual or online, and are government run or privately schools. Many digital learning centers are privately operated for-profit schools. The focus here is on Compass Learning Odyssey online curriculum for this particular study, as an implemented tool for students to use within the digital learning center. This was implemented under the guidance of teachers and educational assistants within the classrooms without administrator intervention during the research process. To further explain the learners' experience, the students are not solely learning online but also interact with educators and students within a multilevel classroom and a blended learning environment. Students work their core curriculum through Compass Learning Odyssey online curriculum independently about 90% of their time within the facility, only interacting with teachers and assistants on a "need-to" basis.

Expansion of virtual schools such as these is on the rise. Clark (2008) stated, "At least 30 states now have state-led virtual school programs" and "The number of online learning providers-whether state education departments, regional bodies or private companies- is increasing" (p. 2). The number of virtual schools is continually increasing with modern day technological advances, as stated by Miron and Gulosino, (2016),

- In 2013-14, 447 full-time virtual schools enrolled close to 262,000 students. Eighty-seven blended schools enrolled 26,155 students.

- Thirty-three states had full-time virtual schools, and 16 states had blended schools. There were two states that had blended but not full-time virtual schools (New Jersey and Rhode Island).

- Although only 44.4% of the full-time virtual schools were operated by private education management organizations (EMOs), they accounted for 74.4% of all enrollments.

- Virtual schools operated by for-profit EMOs enrolled an average 1,027 students. In contrast, those operated by nonprofit EMOs enrolled an average 286 students, and public virtual schools are operating independently, enrolled an average 266 students.

- Private EMOs are playing less of a role in the blended sector. Of blended schools, 62.8% are independent (involving no private EMO), while 20.9% are operated by non-profit EMOs, and 16.3% are operated by for-profit EMOs. Rocketship Education operates the most blended learning schools (11 schools during 2014-15) included in our inventory. (p. 4)

This type of schooling should be carefully considered by parents and students prior to implementation. The emphasis placed on this critical decision is a major reason the study is important. Davis and Roblyer (2005) stated, "Those who succeed in online learning possess a set of skills that enable them to thrive in the rich atmosphere of cyberspace" (p. 400). More and more students possess strong computer skills at an earlier age than prior generations introduced at the onset of computer technology integration in schools.

A study by Smith, Clark, and Blomeyer (2005) stated, "Teachers generally reported that after teaching online, their practice supported increased student participation in classroom

learning, greater emphasis on independent learning, more efficient use of questioning strategies, and more reliance on learning strategies utilizing metacognition and reflection" (p. 27). These findings facilitated the ability to create better teaching methods for diverse learners.

In 2004, the US Department of Education's team of scholars identified key features and outcomes of online learning. One key finding of the study was that "instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction" (Means, Toyama, Murphy, Bakia, & Jones, 2009). Some digital learning centers deliver this type of hybrid instruction in a blended learning environment using Compass Learning Odyssey online curriculum with a combination of educators on site to support the student's use of the online instruction, which is the case with the digital learning center included in this study.

As popular as online learning may be for the majority of online learners, it is not a perfect fit for others; just as learning in a traditional setting is not for some students. In 2007, a Phi Delta Kappa/Gallup poll of the public's attitudes toward public schools found 41 % approved of accomplishing credits through online means (Clark, 2008). In the same survey, 73 percent of respondents said they would not be willing to have their child take the majority of their high school courses online. Overall, these conflicting results prove diversity of curriculum delivery is necessary for the variety of learners to maximize their learning experience.

Students needing a varied online experience have created an opportunity for the development of diverse online curriculum delivery experiences. Cavanaugh (2010) states, "School and district leaders are commonly faced with diverse student needs and interests that could be effectively addressed with a course that is not currently offered in local schools" (para. 4). This opportunity brings forth options for students and schools alike. In some states, such as

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Utah, laws have been enacted which require more choices for students who desire online course work outside of brick and mortar schools (Davis, 2012).

Cavanaugh (2010) has divided the schools delivering online curriculum into six categories: state virtual schools, multi-district virtual schools, single-district virtual schools, consortium programs, university programs, and private and parochial virtual schools. Each of these schools has their qualities and their way of funding all endeavors, but overall, Cavanaugh mentions the schools are all focusing on the same thing: matching students up with the right way of curriculum delivery and course work necessary to fulfill his or her requirements.

Online curriculums are not sufficient without meeting the needs of students they will serve. Implementation of online curriculums requires quality controls for a student by educational facilitators whether the educator is a parent, teacher or educational assistant. The states of Texas and California have taken significant measures to maintain high standards across their educational facilities by working with AdvancEd and iNACOL, organizations which help schools maintain high standards for online education implmentation. "While no universal industry standard exists for determining course quality or standards for quality in online courses, teaching and programs have been developed by the International Association for K–12 Online Learning" (Cavanaugh C. , 2010). These standards include content alignment, instructional design, student assessment, technology, and course evaluation and management (iNACOL Standards, 2016).

As technologically advanced as the 21st century seems with apps, iWatches, tablets, and other tech toys, commercially published online curriculum have yet to catch up for an overall learning experience in the middle and high school areas. Online curriculum users on Edsurge.com (2016), a school curricula review website, have researched the current online

curriculum options. One can find several subjects-based curriculums on Edsurge.com (2016),

but very few are complete curriculums including all core classes with optional electives and

expansions such as Advanced Placement (AP) and Honors course work. This website reviews

the curriculum and parents, as well as teachers, rate their experience in purchasing the

curriculum for their children and students use. Edsurge.com (2016) states, "These educational

products have either detailed product briefs based on in-depth interviews with teachers and

administrators, or they have been reviewed by teachers as products featured at our educational

summits" (Curriculum products). Curriculums are scored on a 5-star scale and include Math,

STEAM, Language Arts or English, and Science content.

     Compass Learning Odyssey online curriculum was reviewed on Edsurge.com

(Curriculum products, 2016). Edsurge.com (2016) allows members to review the characteristics,

standards, audience, and subject matter of the curriculum. The researcher does not know whether

this research will solely complement this review but does intend for the study to help those

researching, using or studying online curriculum to benefit from the discovered results.

Compass Learning's Odyssey review detailed both positive and negative information including

Common Core and National Standards alignment, characterization of it as useful within blended

learning environments, implementable independent course work, credit recovery options,

instructional systems, remediation arrangements for K–12, test preparation options, and

personalized learning.

     Aside from Edsurge.com's online curriculum reviews, one can do a web search for the

online curriculum to meet the needs for extending educational course work. Students in varied

educational environments rely on online curriculums such as Compass Learning Odyssey to

complete their schooling. Many of the curriculum options fall into two categories-Christian or

non-religious curriculums. In the Christian realm, one can find options such as Accelerated

Christian Education (ACE), Monarch from Alpha Omega, and Seven Star Curriculum to name a

few (ACE Distance Learning, 2016; Monarch Online Curriculum, 2016; Seven Star, 2016).

Each of these online curriculum options is self-paced while others are more structured with

schedules in place for completion.

In the non-religious sectors, there are several options for online curriculums as well, such

as Compass Learning, K12.com, and American School of Correspondence. Compass Learning is

a school curriculum available for licensing by schools or for subscription by individuals through

Time4Learning.com for homeschool use or for private and public school use through licensing

(Compass Learning, 2016). An alternative to Compass Learning Odyssey online curriculum is

K12.com, a free public school online curriculum for individuals desiring to utilize meet their

educational goals within a home-school setting while fulfilling public school requirements and

schedules (K12.com, 2016). American School of Correspondence is a program which may be

implemented online or paper-based (American School of Correspondance, 2016).

Online curriculums vary depending on the creator or provider of the curriculum, such as

private companies or public/government sources. Public sources such as government-led

educational online systems such as K12.com (2016), and Texas Virtual Academy (2016), and

Connections Academy (2016) are lead by public school system regulations including

requirements, testing, and virtual attendance. Other online commercially owned curriculums fall

under secular and religious content categories and range from self-taught to teacher led by an

organization such as Accelerated Christian Education (2016), SevenStar (2016) and Compass

Learning (2015). In this study, Compass Learning Odyssey online curriculum is the focus.

Compass Learning Odyssey Online Curriculum

Evaluating curriculum is difficult for the reason that a school or individual's use of curriculum is based on diverse needs. In this section, the researcher will describe the characteristics of Compass Learning. Compass Learning's umbrella of online curriculum options includes the products Odyssey, GoQuest, Hybridge, Pathblazer, and Compass Learning High School. Solutions are created through these programs including the areas of blended learning, graduation, college and career readiness, intervention, inquiry-based learning, and professional development. Solutions through the use of these programs impact elementary, middle, and high school students. Finally, Compass Learning provides assessment options through (NWEA), Renaissance Learning, Standardized Test for the Assessment of Reading (STAR), Scantron, Performance Series. Compass Learning's Odyssey curriculum website asserts providing a rigorous educational software meeting the needs of elementary, middle and high school students along with professional development, assessment and customer support for blended learning, intervention, inquiry-based learning, and college and career readiness (Compass Learning, 2014).

Many home-schooled students use Compass Learning Odyssey online curriculum as their sole online curriculum to fulfill their educational requirements while others use this online curriculum as supplemental material for tutorial support. Compass Learning Odyssey curriculum offers Kindergarten thru 12th-grade curriculum and certifies as lining up with state and national standards as well as common core curriculum. The curriculum also offers AP course work and honors courses as well as elective courses.

There are very few outside evaluations of Compass Learning Odyssey online curriculum. Edsurge.com (2016) is a community driven database and reports on educational/technological

news, events, research, product reviews, and jobs from across the nation. Edusurge.com was vague in reviewing Compass Learning Odyssey online curriculum stating it was mostly for elementary and middle school, creating the appearance that the review is outdated and does not include the current offerings of Compass Learning Odyssey offerings.

Time4Learning.com (2016) licenses Compass Learning online curriculum to homeschooled students, military family students, and for summer or after school support to individual households. Compass Learning online curriculum is also licensed to private and public schools as support material for students in need of remediation in cores subject areas, most often Language Arts and Math (Compass Learning, 2015).

The use of Compass Learning Odyssey will be evaluated as ABC Digital Learning Center's choice for the online curriculum to use in its learning environment. Traditional education throughout the country has several benefits for students, but one may argue many school districts have inadvertently created a "cookie-cutter" approach to progressing students through their middle and high school educational careers (Stephens, 2011). Because of the diverse needs of these students, several types of alternative schooling options, including education centers, are available to students. Each of these options can use a broad range of curriculum, including the increasing use of online versions (Clark, 2008; Smith, et.al. 2005). Compass Learning Odyssey curriculum is one of those online options.

As an online curriculum option, Compass Learning Odyssey online curriculum can be used as an option for educational expansion of school coursework. Some facilities utilize Compass Learning to help with a shortage of courses or teachers, to fulfill a need of economic development, or those in need of solutions for a self-paced or accelerated option, and/or a non-traditional learning environment (Cavanaugh, Barbour, & Clark, 2009). The parents and

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students receive a questionnaire upon arrival on their reasons for using a digital learning center and their expectations or goals.

Review of Methodological Issues

Barbour (2013) and Hubbard and Mitchell (2011), as many others, have used quantitative methods to study students engaging in the online education experience yet, this qualitative methods study as such may shed light on the online learners point of view. As a user, one may want to understand the perceptions of seasoned users of online curriculum and the experiences encountered from a non-traditional educational experience. Studying the growth in online education whether through qualitative or quantitative research means can be difficult. Blaxter, Hughes, and Tight (2010) state a common difficulty in case studies is the complexity in their holistic nature. As researchers develop connections through observations, there is a tendency to find every outcome relevant. To overcome this, Blaxter, Hughes, and Tight (2010) suggest thinking of the information as a set of Russian dolls. Each piece of data is separate in itself, but each rests inside another (p. 74). As the researcher, one should show the connections but not lose sight of the whole picture.

Schools employing a blended learning environment have experienced such difficulties as low test scores and difficulty in balancing the hybrid system in response to student's needs. Barbour (2013) states there have been concerns as early as 2006, about student performance in cyber charter schools, which is a type of blended learning environment considering the online charter school executes educational material in a non-traditional learning environment with the support of educational facilitators or the guardian of the learner. The Colorado Department of Education (2006) reported that from 2003 through 2006 online student scores in math, reading, and writing had been lower than scores for students statewide (as cited by Barbour, 2013).

Studying these statistics in light of the case study helps one to focus their interest of online learning helping make better-informed decisions about the use of online learning strategies. Baxter, Hughes, and Tight (2010) also state, "Contextualization of aspects of the case strengthens this form of research" (p. 74). Creating a focus and infusing a cyclical response to the gathering of information helps balance the context and focus on the information gathered (Blaxter, Hughes, & Tight, 2010). The process of placing information into context with current knowledge base facilitates the learning process of the topic at hand.

In some cases, online learning is not a suitable fit for specific students that are in need of a more guided experience within face-to-face learning environments. Hubbard and Mitchell (2011) reported on a Colorado study from iNews Network explaining statewide achievement suggest tests for reading, writing, and math were 14 to 26 percent lower than state averages. This report realizes the fact that online learning, in traditional learning environments, is not the best fit for everyone. Barbour (2013) explained this is not an isolated case and has discovered similar findings in Arizona, Minnesota, Ohio, Pennsylvania, and Wisconsin (Barbour 2013). Through this case study on online learning, the researcher hopes to clarify parent and student perceptions in using online curriculum within a digital learning center.

Search strategy.

For this case study, searches were executed on ERIC ProQuest and Google Scholar. They were utilized in search of academic journals for journal articles, government documents, theses, dissertations, reports, audiovisual media, bibliographies, and books. Each search resulted in very few results and notably made the researcher understand the depth of needing more research in this area.

Critique of previous research.

Considering the low number of research articles written on the perceptions of online learning and online curriculum, researchers like Cavanaugh (2007, 2009, 2010, 2016), Clark (2008) and Litzinger (2007) have added a positive number of studies to the growth in the school of thought regarding the subject. All have broken ground in initiating the studies for others to continue in working toward a common goal, discovering the qualities, benefits, and setbacks of the online learning and online curriculum platforms. Through the work of Cavanaugh, Clark and Litzinger, groundbreaking research in online education are being developed.

With the growing number of research studies about online curriculum and online learning platforms, Cavanaugh (2007, 2009, 2010, and 2016) has added to the much-needed insight into online learning options and course availabilities. In 2009, Cavanaugh partnered with Barbour and Clark to express the reasons online education is a solution to several elementary and secondary students in industrialized countries. The reasons presented are not only thorough but continue to be valid almost 10 years later. She has added to the developments of online learning and the curriculum and characteristics of purposeful use of online learning curriculums create a foundation for other researchers to stand on and further the studies of online learning and development and implementation of online curriculum. Clark (2008), who recounted the evolution of online learning and is a reference to many including online learning as a portion of their study, has set the stage for defining online learning. Clark created differentiation between methods and platforms of delivery. Although Clark set the scene for defining online learning and online curriculum, it would be interesting to revisit the study and update it with the developments from the past eight years of technological advances.

Synthesis of research findings.

Researchers studying online education, online learning, online curriculum and online students mostly report quantitative data on the results of using these platforms. Cavanaugh (2002), Clark (2009), and Barbour (2009) were in agreement about the benefits of online learning for K–12 students. They also report there is steady growth among online learning options for education in public and private sectors. None hold that there are no challenges to the use of online learning as an educational option.

Cavanaugh, Gillan, Kromrey, Hess, and Blomeyer (2004) agree online education can have the same effect on measures of student academic achievement when compared to traditional instruction. In 2009, Cavanaugh also studied online schools and programs and realized its successfulness in comparison to traditional schooling. Further, Clark's definitions of online learning have opened platforms in the educational realm for integration of technology in secondary classrooms, which in turn prompted studies such as Agee, Green, and Siciensky (2014) to study Compass Learning's Odyssey online curriculum in reference to its use in combating high school dropout rates. Studies on online learning, online curriculum, online schools or programs are growing but at a slower pace than technological advances. It takes time to implement longitudinal studies in the classroom environment. As the same technological advancements develop over time, the prior studies are still being conducted in order to maximize results of those earlier advancements. Yet, at the same time more advancements are being made. This valuable point is the reason for continuing progress towards this goal of research and information gathering.

Search Criteria

The criteria for the content included in this research resulted in choosing those topics that best aligned with providing information relevant to this case study's research question. Selection criteria included:

- K–12 education

- online learning

- online education

- virtual education

- virtual classes

- synchronous classes

- asynchronous classes

- distancelearning

- private, public and homeschool use of online curriculum

- parent perceptions of educational topics

- internet, web-based learning,

- online curriculum

- Compass Learning online curriculum

- Odyssey online curriculum

- perceptions of online curriculum

- case studies

- qualitative studies

- quantitative studies

There was a particular emphasis on long and short term studies on student outcomes concerning online education. While there were many studies included which showed no relevant information due researcher stated to inconclusive quantitative results, they are no less important in providing unbiased results. Parents considering online curriculum endeavor to make wise decisions on using online curriculum for their children based on quantitative results which may show a little or insignificant change in student grades. This qualitative study will assist parents in making a more informed decision based on the perceptions parents, and middle and high school students have the use of online curriculum and not on quantitative results alone. Understanding the perceptions of students and parents in addition to objective data is foundational to obtaining a clearer view of online learning qualities and important needed changes for improvement.

Many of the studies reviewed were conducted in higher education classes (Appana, 2008). They were investigated for perceptions by students, characteristics of classes and teachers, and effectiveness of online courses. These outcomes helped frame the focus for this case specifically on K–12 studies. This study included particular interest in middle and high school students along with the focus of perception from the recipient or user of the curriculum rather than the analysis of the curriculum itself as effective or ineffective.

There were a limited amount of studies in the search results for studies conducted on the use of Compass Learning or Odyssey. Along with studies of other online curriculum programs with similar names, research was performed on their effectiveness. Some of the research conducted was carried out by subsidiaries of the Compass Learning company itself. Other studies were conducted by researchers and reported through journal articles (Agee, Green, & Siciensky,

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Putnam County's Credit Recovery Program: A Review of Implementation of Compass Learning, 2014; Cannella & Swadner, 2006; Compass, 2016; Wijekumar, Hitchcock, Turner, Lei, & Peck, 2009). These studies were helpful in formulating the current study by taking an alternative perspective to organizing the method and focus.

Study Description

To research the perceptions of Compass Learning Odyssey online curriculum, studies were searched from as early as 2000 to current trends in online learning. Cavanaugh (2002, 2004, 2009, 2010, and 2012) has reported on several aspects of online learning. From Cavanaugh's (2002) earlier works, she researched the inception and evolution of distant learning stating, "Technology-mediated distant education research has matured enough to produce an extensive body of evidence that distance education can be at least as effective as classroom instruction" (Cavanaugh, 2002). Later she reports with Clark and Barbour (2009) on "steady growth and a focus on the benefits, challenges, and broad effectiveness of K–12 online learning, as well as newly developed standards for K–12 online learning, are emerging in descriptions of effective practices (Cavanaugh, et.al. 2009). Further, Cavanaugh, Gillan, Kromrey, Hess, and Blomeyer (2004) conducted a "meta-analysis of 116 effect sizes from 14 web-delivered K–12 distance education programs studied between 1999 and 2004 showing that distance education can have the same effect on measures of student academic achievement when compared to traditional instruction" (p. 4). Each of these studies is more focused on the academic effectiveness of online learning vs. a traditional classroom. This study is seeking a different perspective in understanding the perception of the student working on the online curriculum rather than the effectiveness of the curriculum based on the scores recovered alone.

Agee, Green, and Siciensky (2014) published a review of Compass Learning's Odyssey online curriculum implementation within a school district. They researched the effects of implementing the program to decrease high school dropout rates. Agee, Green, and Siciensky (2014) state,

> The data were gathered through observations of Compass Learning classes in each of the high schools; responses to surveys from faculty, facilitators, and students; graduation statistics from both the State of Tennessee and PCSS; and Compass Learning metrics provided by the central office staff. The study revealed that graduation rates improved after the implementation of Compass Learning for credit recovery. The study also showed that facilitators, students, and teachers had similar views of the implementation practices across the district, and that facilitator availability was a strong factor in assisting students to success. (p. vi)

Along with Agee, Green, and Siciensky (2014), Wijekumar K., Hitchcock, Turner, Lei, and Peck, (2009) assessed the impact of Compass Learning Odyssey Math on student achievement. Their assessment revealed results that the impact of Compass Learning Odyssey Math on student achievement was statistically insignificant.

The outcomes of these studies differed by providing positive and negative data about effectiveness based on quantitative results. One can see the need for the inclusion of more qualitative studies to add to the available information to help parents make better-informed decisions. One may also question insignificant results in contrast to the continued growth of online curriculum use. Therefore, as a researcher of online education, there is a need to discover what students and parents say about the process. We seek to discover their perceptions of online curriculum.

Summary

Diverse needs of the 21st-century student have generated a change of educational content from a traditional school setting to online learning platforms. Online learning has been defined as eLearning, digital learning, and virtual education. Allen and Seaman (2007) clarify the use of online curriculum into three categories. The learning is either web based, blended course delivery or entirely online course work. Clark, (2008), eLearningnc, (2016), Muirhead, (2000) agree in one similarity in the differing terms used to define online learning. They state it involves the retrieval of information by students through means of online curriculum and teaching. Although, some online learning includes meeting with teachers and classmates in a synchronous manner and an asynchronous setting, the use of online learning and curriculum is prominent and diverse in today's education. Traditional schooling characteristically delivered face-to-face and in a brick and mortar school meets the needs of many students, yet the sundry of student needs is an indicator for the need to diversify educational experiences, including online learning experiences within a digital learning center.

Chapter 3: Methodology

Introduction

Through this single case study, the researcher sought to understand the student and parent perceptions of Compass Learning Odyssey online curriculum within a digital learning center. This chapter provides a summary of the case study method design, participants, instruments, data collection, and analysis.

The focus of this study is to research the perceptions of online learning within a digital learning center. After exploration of diverse models of evaluation for this type of curriculum, a case study was chosen to identify the perceptions of Compass Learning within a digital learning center. Yin (1994) describes four stages of a case study 1) Design the case study, 2) Conduct the case study, 3) Analyze the case study evidence, and 4) Develop the conclusions, recommendations, and implications. In this case study, the goal is to reveal the perceptions of using Compass Learning Odyssey online curriculum to fulfill middle and high school requirements. Through observation of student use of online curriculum, the researcher noted the interaction the student had with the Compass Learning Odyssey online curriculum in a narrative format to understand the perceptions from log-on to log-off use of the online curriculum website. To maximize parental efforts to choose educational options, such as online curriculum, evaluations of student's perceptions while using Compass Learning Odyssey online curriculum is necessary.

In this study, the researcher sought to answer the questions about perceptions of online learning curriculum. Through the use of questionnaires, interviews, and observation of students engagement, perceptions were discovered. Subsequently, Chapters 4 and 5 provide the analysis of the information gathered from the data collected. A qualitative single case study design was

used to diversify the information and see the case from different angles. Student and parent

questionnaires, interviews, and observations were performed to identify the perceptions of these

stakeholders. A combination of closed and open-ended questionnaires, as well as observations

of middle and high school students interacting with the program within a digital learning center,

provided the data that generated the emerging themes. Online education is a large part of the

future, and through this study, it is expected that the information presented will help shape future

use of online curriculum.

Research Questions

Through this case study the researcher is focusing on answering the following question:

- What are the perceptions of Compass Learning Odyssey online curriculum by

  students and parents?

These research questions were investigated through a qualitative case study at ABC Digital

Learning Center. A case study revealed aspects of using Compass Learning online curriculum

from varied angles creating an opportunity for data triangulation in this investigation (Yin,

2014).

Purpose and Design of the Study

The nature of this research design is evaluative, and it incorporates qualitative data

through the case study method of data collection. Yin (2003) states, "a case study design should

be considered when: (a) the focus of the study is to answer "how" and "why" questions; (b) you

cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual

conditions because you believe they are relevant to the phenomenon under study; or (d) the

boundaries are not clear between the phenomenon and context" (Yin, 2014).

The goal of this case study was to discover the perceptions of Compass Learning's Odyssey online curriculum by middle and high school students within the private school setting of a digital learning center. This was important in order to reveal the options available to parents and students alike. The digital learning center remained anonymous to the readers of this case study and was called ABC Digital Learning Center. ABC Digital Learning Center uses Compass Learning Odyssey online curriculum to guide students in pursuing a high school diploma in accordance with state regulations. Compass Learning (2015) states,

> Students are placed at the center of the experience as they actively navigate and explore personalized learning environments built specifically for their strengths and weaknesses. Teachers monitor student activity to ensure appropriate progress is being made, but the students assume the most active role in the process. (Compass Learning, 2015, p. 2)

This aspect of the curriculum was observed. Some Compass users were questioned for their perspectives to record perceptions for further use and improvements in implementation with middle and high school students within a digital learning center or other blended learning environments. Through the use of instrumentation stated above, the researcher discovered and subsequently analyzed the perceptions of students and parents. The researcher evaluated student engagement by body language, attention and focus, and need of educator support. Specific repeated behavior and outcomes observed through the majority of the students while engaged in the use of Compass Learning online curriculum was an noted and believed to be significant in understanding their perceptions.

There are limited studies on Compass Learning Odyssey online curriculum, as well as on the perceptions of students and parents of online learning in any aspect of schooling. Because of the new nature of this investigation, the researcher regarded this study as one in which "the case

itself is of primary interest in exploration" (Grandy, 2010). Grandy (2010) states that an intrinsic case study is one in which, "the exploration is driven by a desire to know more about the uniqueness of the case rather than to build theory or how the case represents other cases" (Grandy, 2010).

This case was descriptive in nature. The researcher detailed the use of Compass Learning Odyssey online curriculum by both middle and high school students. The researcher used details of parents' use of Compass Learning online curriculum for supporting their child through their course work by using the parent portal. Also, alumni and former students were included in order to identify and understand the perceptions of using Compass Learning Odyssey online curriculum as the main curriculum for learning and fulfilling state high school graduation requirements.

Comprehending stakeholder perceptions of Compass Learning Odyssey online curriculum in a digital learning center required the collection and integration of several types of qualitative instrumentation such as questionnaires, student interviews, and observations, to converge the outcomes (Baxter & Jack, 2008). The researcher sought to reveal "how" students perceived Compass Learning Odyssey online curriculum and "why" they had these perceptions. The students and parents were participating and engaged in the use of Compass Learning Odyssey online curriculum within ABC Digital Learning Center. The unique nature of the study being a case study with a limited number of prior studies focused on the perceptions of students using online curriculum in this fashion, created opportunity for new discoveries as the study progressed. Lastly, working within ABC Digital Learning Center, a center in which 90% or more of the curriculum is delivered online, created the opportunity to cover the contextual

conditions of studying the perceptions of the curriculum to understand the perceptions of students and parents full circle.

In this study, the use of Compass Learning Odyssey online curriculum and perceptions thereof is expected to reveal the differences and advantages and disadvantages of using this type of educational platform to help others prepare for enhanced usage of online curriculum. In this study it is expected valuable information and a more indepth understanding of the use of Compass Learning Odyssey online curriculum will be discovered to fulfill the goals of students and parents. Any discoveries might help remediate weaknesses and perfect the use of Compass Learning Odyssey online curriculum's program strengths.

Research Population and Sampling Method

ABC Digital Learning Center enrolls students with diverse backgrounds and needs. The study attempted to recruit up to 30 participants in middle and high school yet only 12 agreed to participate. Possible participants recruited from students enrolled in ABC Digital Learning Center. The 2016-2017 academic year enrollments in ABC Digital Learning Center were 30 students. Actual recruited students were 25% Caucasian, 66% Hispanic, and 8% African American. Student participants were made up of 50% female and 50% male. Parent participants consisted of 6 of 12 possible participants.

This case study had identifying aspects that were intrinsic in nature. "An intrinsic case study is the study of a case (e.g., person, specific group, occupation, department, organization) where the case itself is of primary interest in the exploration" (Grandy, 2016). Student participants were observed, given an questionnaire, and also interviewed with open-ended questions. This allowed for a well-rounded view of the content received from the participants.

The focus on the perceptions of students within a digital learning center using an online curriculum as their main source of study created a unique situation for a case study.

Participants in this case-study attended ABC Digital Learning Center for the following reasons:

- Students were homeschooled and need educator support

- Students failed out of the public or private system

- Students had physical illness which prevented them from going to traditionally scheduled school

- Students desired to complete schooling more rigorously to pursue after high school goals

- Students needed removal from a bullying situation

- Parents wanted a smaller teacher to student ratio

- Students required a self-paced curriculum

- Students needed individualized attention

Each of these reasons was noted on ABC Digital Learning Center's application for registration and was reported at the discretion of students and parents involved. Privacy was important to the participation of these students and parents. Only the researcher knew the participants' information and the outcomes in their full disclosure.

The reasons listed above constituted the criteria for the researcher to use purposive sampling which is a non-probability sampling technique because of ABC Digital Learning Center's student-teacher ratio. This technique is based on the subjective quality of the research rather than random selection. Purposive sampling is also described as homogenous sampling.

Yet, in this study, all the students and parents were characterized by these facts: all used Compass Learning Odyssey online curriculum as their main source of education, all were registered as users Compass Learning Odyssey online curriculum, and all studied in a digital learning center during their educational experience. All students available in the ABC digital learning center within the above-stated parameters were invited to participate in this case study.

Instrumentation

This study made use of a questionnaire, one-on-one interviews, and observation methods for collecting data pertaining to the specific use of Compass Learning Odyssey online curriculum with students. Parents were only given questionnaires on their experience with the use of Compass Learning's parent portal. Questions were asked regarding perceptions of Compass Learning Odyssey online curriculum encompassing natural learning content, student-friendly pacing, a sense of community, whether there was smart use of multimedia interaction, ease of navigation, any additional opportunities to explore from links given on Compass Learning online curriculum webpages, whether the curriculum lessons appealed to the students' learning styles, whether it was a technology that works and the element of surprise and virtual teacher evaluation (Littlefield, 2016).

At the onset of the research process, educators and parents at ABC Digital Learning Center met during orientation before the establishment of using the curriculum for the 2016-2017 school year. During this time an overview of the study was explained, and a timeline was given to all possible participants at this stage. The use of Compass Learning Odyssey online curriculum within ABC Digital Learning Center's blended learning environment was assessed as per the goals set by the stakeholders. At that time, students were also questioned about their needs based on the past and their current experiences. External factors such as the physical use

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of technology, space, privacy, and safe learning environment were observed in the blended learning environment during the observation period.

Compass Learning Odyssey online curriculum use within ABC Digital Learning Center's blended learning environment was investigated to understand the participant's perceptions. An assessment of how the students worked with Compass Learning Odyssey, whether there were any problems with how they worked the curriculum and the workload of the students was observed and recorded. Yin's (2010) perspective advocates multiple pieces of evidence from differing methods to be used together for data collection and analysis to develop. Multiple sources of data collection strengthen a qualitative study. Through the questionnaires, interviews, and observations utilized in the study, triangulation of methods was achieved. Lastly, the information gathered was used to maintain a chain of evidence providing more in-depth information which fed into the case study (Yin, 2014).

Investigation, interpretation, and judgment of the use of Compass Learning Odyssey online curriculum from the perceptions of the students and parents were studied. The first stage was an observation of the student during their daily scheduled work times. The collection of data consisted of questionnaires to parents and students. Closed and open-ended questions on questionnaires were administered and analyzed to identify perceptions in parent and student experiences throughout the case study. The questionnaires focused on the positive and negative perceptions of Compass Learning Odyssey online curriculum. Afterward, the one-on-one interviews discussing the observations and questionnaire answers were discussed with the participants to bring more clarity to their perceptions.

Research Design

      As a qualitative researcher, multiple forms of data such as interview transcripts, observation notes, and questionnaire responses were gathered rather than relying on one data source. The researcher organized the information into categories or themes that included all data sources. This process included keeping a focus on learning the meaning that the participants held about the problem or issues and not the meaning the researcher brings to the research or writes (Creswell, 2009).

      This process describes the qualities the researcher of this study was focusing on in order to collect and report the study's information. Although parents were offered the opportunity to answer a questionnaire, they were not observed, and they were not asked for an interview because the main focus of this study was the perception of the student. The parent's perspective was an additional insight into another aspect of Compass Learning Odyssey online curriculum that the researcher took into account so as to capture another aspect of the student experience and therefore the perception of Compass Learning Odyssey online curriculum.

      The researcher finds this study identifies with Creswell's (2009) two distinct types of studies that differ theoretically. One type of study is one in which there is not a theoretical background for the study and "in which the inquirer attempts to build the essence of experience from participants" (Creswell, 2009, p. 64). One can find identifying qualities pertaining to this study as inductive logic approach of research (Creswell, 2009). As seen in Figure 1, the researcher's logic moves from a broad to the specific point of view. The researcher considered the data inductively as demonstrated by Punch (2005), to study qualitative cases. As applied to this study, this theory holds that the researcher would expect the information gathered to develop a broad sense of the perceptions of Compass Learning Odyssey online curriculum to the more

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specific characteristics, patterns and generalizations of the Compass Learning Odyssey online curriculum.

Creswell (2009) also describes observations and interviews, which make up two-thirds of the instrumentation used in this study. According to Creswell, interviews may be conducted in four ways: face-to-face, over the telephone, focus group interviews, or email. Although Creswell only states the benefits of interviews as useful when participants cannot be directly observed, when participants can provide historical information or allowing control over the line of questions by the researcher, it is through interviewing the participants during this study that interviewing brought more clarification overall.

The researcher administered questionnaires to the students that allowed them to explain their perceptions about Compass Learning Odyssey Online Curriculum. After this initial step, the researcher observed the students while using this specific curriculum and recorded the specific actions and user choices such as what course they begin with upon opening the curriculum, when they stop working on a specific subject, what type of activity they were working on and how long it took them to accomplish each activity. After recording the various students' actions the researcher scheduled an interview with each participating student to go over the questionnaire answers and any questions that arose from actions taken from observing online curriculum use. This interview was conducted with the questionnaire and observation notes in hand allowing for the interviewer to further inquire and clarify the student's answers and actions. This allowed the researcher to more clearly state the students' perceptions without misinterpretation or researcher assumption of answers or actions.

Limitations of the Research Design

Each type of research design has its limitations. Lack of past available data on the perceptions of students and parents on the use of online curriculum and lack of prior qualitative research studies on students' perceptions of online curriculum was another limitation. Limitations of this study and similar prior ones have also included lack of available participants. For example, a study was conducted using Compass Learning Odyssey math students where schools were invited to meet the criteria as stated, "the conditions for participating, including professional development, random assignment, notification of any students moving into or out of the school district, and use of Odyssey Math for 60 minutes each week" (Wijekumar, Hitchcock, Turner, Lei, & Peck, 2009). Wijekumar, Hitchcock, Turner, Lei, and Peck stated unbiased results of the effects of Odyssey Math. They stated that in natural conditions the results were statistically unbiased on student achievement. Also, they mentioned that a lack of control groups for previous studies on Odyssey Math formed by random assignment is needed to conclude that the software caused achievement gains in those studies (Wijekumar, Hitchcock, Turner, Lei, & Peck, 2009). The lack of control groups in this study reiterates the lack of participants available for these types of studies.

Researcher bias is another limitation. As a researcher overseeing the use of Compass Learning Odyssey curriculum within ABC Digital Learning Center, it was understandable that researcher bias may intervene. Researcher bias may also be revealed in the types of questions asked whether open or closed ended and in interviews. Inaccuracies due to poor recall of answers, as well as, interviewees wanting to give the researcher the kind of answers they believe to be more acceptable, was probable (Baxter & Jack, 2008). To abate researcher bias, careful attention was placed in working with outside content specialists solicited from the researcher's

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former colleagues and current professors in assessing the direction of the evaluation and questions that needed to be answered about the curriculum and reported results of the assessment. Interviews, questionnaires, and observation notes were reviewed as a whole to clarify the meaning of what was seen and discussed in the interviews for clarification rather than an interpretation of true meaning.

Data Collection

After the initial introduction letter describing this case study's process and request for participants, permission was obtained from students and parents through signed consent forms for anyone over 15 and assent forms for students under 14 both accompanied by parent signatures. Parents were also invited to participate in answering a questionnaire. Parents were included in this study because they help their child to organize the use of online curriculum, understand the academic concepts, and maximize the use of the system to maximize their child's academic efforts.

Current students answered a questionnaire, were observed, and participated in an interview. The questions students answered about their experiences with Compass Learning Odyssey online curriculum were about the time they logged on through the time they logged off from completing their online course work. Students shared their perceptions of Compass Learning Odyssey online curriculum as they worked through their course work.

To facilitate triangulation of methods, data was collected through questionnaires, interviews, and observations of students (Yin, 2014). For parents, only the questionnaire was used. An attempt was made to work with scheduling issues. The researcher focused on the inclusion and retrieval of data from all participants in the case of illness or other participation

issues. This was done by rescheduling observations and interviews in case of participant absences. To maintain consistency, the researcher created a protocol for collecting data and processing information. The protocol for this study included the process of collecting assent and consent forms, observation notes, questionnaires, and scheduling interviews. This was followed by use of the member checking technique and a summary of the observation and interview notes. Guidelines included the organized manner of explaining, distributing, and collecting questionnaires, as well as interview delivery and observation methods.

Data Analysis Procedures

The researcher reviewed all of the questionnaires and notes that were taken from interviews and prepared them as a list of queries seeking clarification through member checking. These questions were brought back to the participants for clarification of thoughts to not misinterpret answers. Clarification required more time and was also scheduled accordingly. This was done in order to analyze the data with the least amount of limitations as possible. Using this technique, data, analytic categories, interpretations, and conclusions were discussed with the participants of the case study group. Formal and informal opportunities to use member checking techniques arose during the course of observing and conversing with the participants (Member Checks, 2016).

The answers to the student and parent questionnaires as well as the participants' names were coded to organize the data. It is possible to use computer automated coding programs, but these tend to be less accurate because computers do not always pick up on cue words that would need to be organized in a specific order. ABC Digital Learning Center uses several curriculums to meet the needs of students' academic goals. Because the use of Compass Learning Odyssey online curriculum is one of the curriculums used at ABC Digital Learning Center the coding of

answers will not create an all-positive or all-negative response, in other words, the risk of bias was not likely. Data retrieved through questionnaire answers, observation notes and interview transcripts were organized by pinpointing main words and coded accordingly. It is common with coding to create a story from beginning to end of the research based on the cue words picked up through the text and the way those words evolve the story through the notes. (Impact, 2016). In using case study techniques, data was coded by combing through the narrative of the student observations, questionnaires, and interviews, and creating a synthesis of student actions within the daily use of Compass Learning Odyssey online curriculum. After finalizing documentation of answers to interviews and questionnaires, and documenting observations, a descriptive summary was created.

Validation

A case study can be difficult to validate. The triangulation of all data collection methods was utilized to identify better the aspects of all the perceptions being recorded. The interpretation of the data was clarified as perceptions were not solely interpreted by the researcher but also by each type of participant (Yin, 2014). After administering the questionnaire and conducting the observations, the students were interviewed. This assisted in rectifying limitation of researcher bias and misinterpretation of perceived answers and behavior. Each of these pieces of data pertaining to participants completed the triangulation process in comparing responses and clarifying perceptions.

The researcher sought credibility through detailed descriptions of observation of the use of Compass Learning Odyssey online curriculum. Gaining the perspective of all participants while they are using the program and identifying specific behaviors, comments, and modes of

use delivered the aspects of using the program from their perspective and not simply an interpretation of the researcher

The validity of the findings was prone to limitations in data gathering. Therefore, the researcher used the member-checking technique. Member checking technique is characterized as

- Providing an opportunity to understand and assess what the participant intended to do through his or her actions

- Giving participants opportunity to correct errors and challenge what is perceived as wrong interpretations

- Providing the opportunity to volunteer additional information which may be stimulated by the playing back process

- Getting respondent on the record with his or her reports

- Providing an opportunity to summarize preliminary findings

- Providing respondents the opportunity to assess adequacy of data and preliminary results as well as to confirm particular aspects of the data (Lincoln, YS. & Guba, EG. (1985) as cited by Member Checks, 2016)

In understanding and correlating this technique with the case study the researcher realized the use of the diverse instruments of observation, questionnaire, and interview with all the participants.

Expected Findings

The researcher expected a combination of positive and negative perceptions of student and parent use of Compass Learning Odyssey online curriculum. The study of the student use of Compass Learning Odyssey online curriculum was thought-provoking because of the multi-level

group of students answering the questionnaire. Students' perceptions varied even in the same age based on a student's maturity level and interest in schooling. This being said, it is important to build a clear background as to whether a student considers learning a positive or negative experience overall, which the researcher believes was done through the use of questionnaires, interviews, and observations.

While the researcher can expect positive and negative results in any study, it was theorized that the overall perception of the use of Compass Learning Odyssey online curriculum at ABC Digital Learning Center was going to be positive with possible improvements on negative implementation practices. Expectation bias was removed by speaking with participants and non-participants that were able to clarify through discussion the perceptions of Compass Learning online curriculum. Positive student results in response to students using Compass Learning within the program and areas of improvement which surface and identified as possible improvement objectives will be noted for future program implementation.

Ethical Issues in the Study

Ethical issues about the researcher and participants must be recognized and rectified before they occur. Ethical issues presented here were those dealing with researcher bias. Not being partial to any particular opinion for outcomes was avoided by the use of triangulation methods and peer review of the summary content (Yin, 2014). Keeping all participants safe was also relevant to all researchers. Written consent was the first step to obtaining information from all participants, as well as creating a clear understanding of what exactly was pursued through the research. The process of clarifying what was included in the observations, surveys, and interviews were explained.

Ethical issues requiring attention were family and student privacy issues. Compass Learning Odyssey has diverse aspects. Students have the option of using several modes of communication. To further explain the student online Compass Learning curriculum experience, communication with teachers was within the Compass Learning system, in an intranet message system. Every Compass Learning Odyssey online curriculum use was carefully recorded and made anonymous in that student names were not recorded or shared on observation notes. The researcher chose to use coding methods to refer to, student and family personal information. All surveys, interviews, and observations were coded, and a coding key was placed in an ABC Digital Learning Center location separate from research information. These methods used for preserving privacy were used with questionnaires from all stakeholders and assessments by students conducted during evaluations.

Limitation of Dual Relationship with Participants

Bourdeau (2000) discussed the dynamics of a researcher having a dual relationship with the participants of a qualitative research study. Dual relationship is a point of attention to take note of in this study in order to realize the potential dangers in reducing the validity of the results. In this study, the researcher was holding the position of the researcher for the implementation of the diverse instrumentations used within the research but also owns and administrates in the facility being used for the case study. Although this is not common or suggested due to bias, it does happen in certain instances. Bourdeau (2000) states,

Qualitative research has only a few things to say about the relationship between researchers and the researched. Ideas about relationships in this context come mainly from literature on ethics in research (Brickhouse, 1992) and don't deal directly with dual relationships between the researcher and participants. What the literature does address,

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however, are some of the dynamics between the two, some guiding principles on how to

treat participants, and it provides some

examples of relationships that cross the boundary of what is helpful to what can harm.

(Bourdeau, 2000, p. 4)

These dynamics required attention in implementing guiding principles on how to treat

participants. These principles are respect for autonomy, no maleficence, and finally, beneficence.

(Bourdeau, 2000). Respecting each of these guiding principles allows the researcher to gain

clear focus as to the goal of the researcher in regards to the study itself but more importantly the

researched. Upon the inception of this case study, possible participants were reminded that

participation was optional. Participation did not create benefits or setbacks in any way, shape or

form in relation to the students' schooling, specific grades, or relationship with the

researcher/administrator. Everyone was initially emailed a letter explaining the purpose of the

study and the course of attention needed in response to signing the consent /assent forms or in

waiving the opportunity to participate. Parents were then spoken to one-on-one to facilitate the

transition of the forms. They were given a clear explanation of the prior email with the purpose

of answering any questions that may have arisen from the communication on the process of

participation. They were neither asked nor expected to respond at the time the opportunity was

presented. They were free to accept or deny participation during the scheduled time frame and

sign or not sign with privacy so as to not feel pressured by the researcher's presence. This set the

stage for the remainder of the study in that parents and students could feel comfortable knowing

that the reason for the study is to understand their perceptions of working with an online

curriculum. Participation did not impair or benefit the relationship of the student with the

researcher nor helped or hurt their schooling experience. ABC Digital Learning Center used a variety of online curriculum resources and not Compass Learning online curriculum alone.

Another method to eliminate research bias was to give careful instruction in implementing the questionnaire taken by a middle or high school students. Students might have perceived there were right or wrong answers to a survey or in an interview and hesitated to fully disclose their personal feelings about the curriculum. The disclosure before surveying and interviewing students was to be very clear about privacy and accurate perceptions being acceptable for answers. Students were notified that any and all answers would only help to understand the use of the program; online learning in general and improve the implementation of Compass Learning Odyssey online curriculum.

Having one year to evaluate the perceptions of a school curricula may not be enough time for students to acclimate to the program and its parameters. Students who were more familiar with brick-and-mortar schools and paper curriculum had a learning curve in accessing curriculums online.

Summary

Compass Learning Odyssey online curriculum was used as the main source of curriculum for middle and high school students at ABC Digital Learning Center. "Compass Learning Odyssey provides digital curriculum for K–12 students that can be used as primary or supplemental instruction" (Curriculum, 2016). The students who used the online curriculum came from diverse educational backgrounds, including homeschooling and private and public traditional educational environments.

This chapter provided a detailed summary of the methodology used in this study, including the case study method design, participants, instruments, data collection, investigation

and techniques, methodological suppositions, and ethical declarations. Through collecting

diversified and triangulated data through observation, questionnaires, and interviews with

stakeholders, it was the intent of the project to create a conglomeration of information that would

help one understand the positive and negative perceptions of Compass Learning Odyssey online

curriculum within ABC Digital Learning Center (Yin, 2014).

Foundationally, this study sought to answer questions about perceptions of a specific

online learning curriculum. The research question sought to discover both the positive

perceptions and negative perceptions of Compass Learning Odyssey online curriculum as held

by students and parents. These questions were answered through the use of the questionnaire,

observation and interview instruments. Subsequently, chapter 4 and 5 describe the conclusions

gathered from the data. The researcher used a qualitative case study design to gather data from

different angles. Student and parent questionnaires, interviews, and observations were conducted

to identify the perceptions of these specific stakeholders. Closed and open-ended questionnaires,

as well as observations of middle and high school students interacting with the program within

the digital learning center, provided the data that generates the emerging themes.

Chapter 4: Data Analysis and Results

Introduction

This was a case study to investigate student and parent perceptions of Compass Learning Odyssey online curriculum within a digital learning center. There are a growing number of research studies conducted on online curriculum and learning. The main focus of this study was to explore the perceptions of online curriculum and learning from the perspective of the students and parents. The main interest for the researcher was to understand the user's point of view. In order to do so, the researcher identified students learning within a digital learning center using Compass Learning Odyssey online curriculum. This chapter provides a detailed summary of the results of the study with background information on the digital learning center, the study participants, and the Compass Learning Odyssey online curriculum. Throughout the descriptions, the students used the word "screen shots." Screenshots are computerized pictures taken of the computer screen. The researcher will explain student use of screen shots further in the explanation below.

The Compass Learning Odyssey online curriculum is one of many licensed curriculums used by this specific digital learning center in order to fulfill the Texas schooling requirements of the students that attend the ABC Digital Learning Center. Although this digital learning center serves students in grades ranging K–12, this study focused on students in grades 6th-12th plus any participating parents. ABC Digital Learning Center is a for-profit private school. ABC Digital Learning Center has been using a 3000-square foot home converted to a commercial building as its facility for the past two years, in Texas. Prior to this, ABC Digital Learning Center had only been open for three years. ABC Digital Learning Center is owned and administrated by the researcher of this study. Although this may be seen as a biased position for the researcher, the

researcher has taken precautions to deliver a clearly stated study solely from the perspective of the students and parents. This was accomplished by utilizing the questionnaire answers and interview transcripts verbatim as a large part of the triangulation research method including observation of students using Compass Learning Odyssey online curriculum. The outcome of this study does not have any bearing on the researcher, students, parents, or private digital learning center performance; and is solely being conducted in order to utilize the information to further research the use of online curriculum and learning with secondary school students.

Participating students and parents were given questionnaires to fill out at the beginning of the study. Participating students were then observed to see their interaction with Compass Learning Odyssey online curriculum. Afterward, students were interviewed so as to allow for free expression and insight on each individual's perceptions of Compass Learning Odyssey online curriculum. Upon completion of all these research steps, the data was analyzed.

It is the hope of the researcher to clarify relevant insight on the use of Compass Learning Odyssey online curriculum. The use of this online curriculum within a digital learning center from the perspective of students who have chosen to fulfill their curriculum requirements through online curriculum use was the main focus. Most studies reflecting the effectiveness of online curriculum only express effectiveness based on assessment scores (Appana , 2008; Cavanaugh, 2010; Cavanaugh, et.al. 2009)

Description of the Sample

Digital learning centers such as ABC Digital Learning Center are rare as stand-alone schools. Yet the online learning platform is growing exponentially with the integration of the internet in schools and classrooms and more specifically, the use of online curriculum to meet the educational needs of students in schools (Cavanaugh, 2010). Most private and public schools

integrate course work with the use of online learning through blended learning environments embedded in their classrooms (Clark, 2008). ABC Digital Learning Center is somewhat of a blended learning center, but as the definition of digital learning center describes, students experience 90% or more of their schoolwork online. Most blended learning classrooms in schools would not be considered digital learning centers because they are classrooms with more of a 50/50 balance of online coursework, teacher instruction and teacher interaction. At ABC Digital Learning Center students enter a multilevel classroom and complete their coursework at their own pace and independent of a classroom teacher. Students only use classroom teacher assistance when they find they need help in comprehending content taught by asynchronous courses taught by online educators.

The researcher recruited from a group of 30 middle and high students and was able to receive 12 participants from two rounds of inquiry. The students at ABC Digital Learning Center ranged from the 6th grade to 12th grade. The percentage of males to female students was 50% male and 50% female, which created a good balance for the information. The races and ethnicity of the students included within this group was 33% White, 59% Hispanic and 8% African American. The experience students had with using Compass Learning Odyssey online learning curriculum ranged from five months to five years of use.   Some of the students in the younger grade levels had been using Compass Learning Odyssey online learning curriculum for their elementary curriculum and graduated to the sixth grade before the study was underway. The demographic data for the sample population was obtained using student questionnaires. Each of the items represented in Table 1 were recorded from the use of observations, questionnaires, and interviews.

Table 1

Sample Population Demographics

Participant Pseudonym	Race/ Ethnicity	Gender	Grade Level at Time of Observation	Age	Years using Compass
1	H	F	6th	11	3
2	W	F	6th	11	4
3	H	F	9th	14	4
4	H	F	9th	15	2 1/2
5	B	M	9th	15	5/12
6	H	M	10th	15	1 1/2
7	H	M	10th	15	1 1/2
8	H	M	11th	15	4
9	H	M	11th	17	4
10	W	M	11th	17	2
11	W	F	12th	17	4
12	W	F	12th	18	4

Note. Demographics data for the sample population was obtained using a survey. (See Appendix B). H-Hispanic, W-White, B-Black/African American, F-Female, M-Male

The researcher calculated the response rate from the recruitment of participants at 40%, with twelve of the 30 students agreeing to participate in the study. Privacy was cautiously respected when students provided their information in this study. Participant information was kept secure in a locked cabinet, and only the researcher had the key. Any personal information provided was coded so it could not be linked to each individual. All participants were notified of the possible personal nature of the study and were notified that they were free to refrain from

answering any questions with a right to withdraw at any time. Participants also received copies of their consent and assent forms and were directed to the researcher if they had any questions.

ABC Digital Learning Center supports students from Kindergarten to 12th grade. During the time of this research project, there were sixteen high school students and fourteen elementary through middle school students. This study specifically focused on students from 6th through 12th grade and their parents in an attempt to focus on a more mature student's perception of Compass Learning Odyssey online curriculum. After student and parent consent and assent forms had been delivered to possible participants, students and parents returned the forms to the researcher. Participants were notified that they would receive a copy of the consent form, and if they had any questions, they could contact the principal investigator, with a participant advocate other than the investigator, or call the director of the institutional review board. None of the participants did so.

Compass Learning Odyssey online curriculum, is used in its entirety to fulfill the requirements of school work for an entire grade level. Students participating in this study are using Compass Learning Odyssey online curriculum as their main source of core course fulfillment. These students may also use other online curriculums for foreign language, electives, career path electives, AP courses, and honors courses. Compass Learning Odyssey online curriculum is not ABC Digital Learning Center's sole curriculum vendor, and researcher did not have any expectations of any specific result.

Students and parents who agreed to participate in the case study were scheduled to answer questionnaires, be observed and interviewed. The researcher had access was recruiting from 40 participants. Due to time constraints the researcher expected to begin enrollment on September 6, 2016, and end enrollment on September 30, 2016, but the recruitment did not begin

and end during those times. The recruitment began October 31, 2016 and ended on November 10, 2016, when the last consent form was returned. To be in the study, students agreed to three stages: to be observed in their normal daily use of Compass Learning Odyssey online curriculum, to be interviewed solely on their use of Compass Learning Odyssey online curriculum, and to answer a questionnaire. Parents had to agree to answer a questionnaire on their perceptions of Compass Learning and how their child performs while using the Compass Learning Odyssey online curriculum. Observations of students were nonintrusive and were conducted during their normal routine with minimal interruption to students and teachers.

Research Methodology and Analysis

This case study was designed to focus specifically on the parent's and student's perceptions of Compass Learning Odyssey online curriculum within in a digital learning center. The researcher questioned the students and parents in order to discover their perceptions of their educational experience in reference to using Compass Learning Odyssey online curriculum. A single case study, such as this one, is categorized of an intrinsic case study. Grandy (2010) stated an intrinsic case is used when the "the exploration is driven by a desire to know more about the uniqueness of the case rather than to build theory or how the case represents other cases" (p. 499).

In preparing this case study, the researcher took into account the organization and use of Compass Learning Odyssey online curriculum by observing the curriculum content in use and student integration of curriculum to their educational goals. The researcher chose not to focus on test results from Compass Learning in this study because students at ABC Digital Learning Center are encouraged to retake tests until they have mastered subject content. Rather, the researcher focused on the student and parent perspectives of using Compass Learning Odyssey

online curriculum to achieve the student's academic goals. Within ABC Digital Learning

Center, Compass Learning Odyssey online curriculum is used as part of a self-paced program.

Students logging on to Compass Learning Odyssey selected a specific core subject on a daily

basis and were encouraged to work independently by opening a lesson, listening and taking notes

and repeating the online lesson as many times as necessary in order to comprehend the lesson.

ABC Digital Learning Center guides students in timing their completion of fitting the traditional

school timing of grade level completions, but does not constrain students to finish within a

specific time.

Potential participants for this study were selected and given the opportunity to participate

based on specific criteria. At the time of the study, the students and parents had to be working

with or have had worked with ABC Digital Learning Center while simultaneously working with

Compass Learning Odyssey online curriculum prior to the study inception. The parents of prior

students were invited to participate as well as any students even though they may have graduated

or moved to another school. Only students enrolled during the 2016-2017 school year, the time

the research was conducted, responded. Current students and parents were invited and guided

through the explanation of non-mandatory participation introduction and instructions. Parents

and students were sent assent/consent forms in a manila envelope with instructions on the study

and signing up or denying participation. The students and parents who did not desire to

participate either did not send the questionnaire back or sent the assent/consent forms back with

the words, "I do not wish to participate," on the form. These were collected and filed

accordingly. Possible participants were given 1 week to return the forms with their decision, but

many took two weeks and a reminder to follow through with making a decision. Some of the

students and parents who did not participate gave a specific reason for not participating such as,

"We have too much going on right now" and "I don't want anyone watching me work," but it also may be the case that the students have misinterpreted the observation as being a direct observation on their specific study habits instead of specific observation on how they interacted with the Compass Learning Odyssey online curriculum system itself. Because the researcher was working alone in a familiar environment, she took caution to not over explain in a manner that would sound persuasive toward participation. Students were allowed to ask questions about the study, but the researcher did not offer any other information that could be misinterpreted as provoking or convincing for student participation.

Because of the specific nature of the research and the sensitivity to the specific situation encompassing the researcher's role as an administrator of ABC Digital Learning Center, the researcher wanted students to read and understand the information given by their parents and make independent decisions. Students were asked to participate in three levels of research in order to clarify their views and perspectives of working with Compass Learning Odyssey online curriculum. Students were observed during the specific times in order to capture the routines and actions of students while working on core subjects but were not required to work on any specific subject matter or on any specific lesson type during observation. The researcher made appointments with students in order to observe them.

Although the subjects studied were few in number, the concentrated ability to observe and question the students and parents were believed to be more involved resulting in better quality rather than quantity of the study because of the more specific focus on each student. The research was conducted in three stages: questionnaire (parents and students), observation (students only), and face-to-face semi-structured interview (students only). The observations were conducted in order to note routine study habits and actions in interacting with the

curriculum on a daily basis. These observations were used to guide questioning during the face-to-face interviews.

The questionnaires were prepared in advance during prior stages of research planning (See Appendix A). Questionnaires were prepared to open the thought process in students and parents about the focus and understanding they have of their daily routines in reference to the logistical process of logging on to Compass Learning Odyssey online curriculum and planning out the accomplishment of their goals for the use of the system. Questions began with simple identifiers of grade level and gender without specific reference to name or other particulars. The researcher did not find it necessary to identify or question unambiguous learning styles or differences that may categorize or label students. Questionnaires were filled out by parents and students and they completed all pages within 7 days after being handed the documents. Any consenting participants with questionnaires that were not returned by requested due date were reminded to complete the document.

Because of the nature of the study, the observations were scheduled for morning or afternoon times. Students were instructed to go about their usual routine and not change any of their actions. This included how they studied, the time they took to accomplish tasks, the procedures they had before, during, and after testing, and the procedures they had before, during, and after lesson learning techniques. The students were also encouraged not to feel inhibited by the observation. They were each reminded that the researcher was not there to comment, compliment, criticize, or tutor in any way. The researcher observed student behavior and body language as comfortable with only a small hesitation because of not being able to speak to the researcher/administrator as usual. The researcher sat next to the student as they did their work and observed the student's learning process through lessons, games, and writing assignments.

The researcher also observed the students while they were studying content and taking quizzes and tests. In this self-paced, multi-level digital learning center, students do not progress to a different classroom every year as in a traditional school setting. Several of the students have been in the digital learning center from 1-5 years as noted in Table 1. In the past, the researcher was educating and was an administrator at the school in which the research was taking place. The students are comfortable around the researcher because of past routine of the researcher as educator and administrator. Because the researcher was pre-planning this study a year in advance, she removed herself from the classroom setting and focused on only administrating and making the transition to the researcher. Students participating in the research did not express or show any signs of being nervous around the researcher due to past routine of being around the administrator in the classroom.

Observations were conducted within the students' typical setting which is in a classroom filled with tables and chairs. Students had assigned seats but were welcome to move around freely as long as they stay focused. Some students chose to sit in bean bags while at other times students who are working on similar or identical tasks were allowed to collaborate with each other. Students being observed were typically sitting at a table with their laptops open and logged on to Compass Learning Odyssey online curriculum. Students usually had their headphones connected to the laptop.

Summary of Findings

Upon inception of the study, there were a possible 40 participants to be contacted. This included parents and students that were either currently partnered with ABC Digital Learning Center or had been a partner with ABC Digital Learning Center in the past. The researcher focused on those students using Compass Learning Odyssey online curriculum as their main

70

source of core subject study. Out of all the invitations handed out to parents and students, six

parents and nine students responded with an affirmative response to participating in the research

study. In regard to parent participation, parents signed consent/assent forms and filled out

questionnaires on parental perceptions of Compass Learning Odyssey online curriculum.

Students that responded were six females and six males of varying ages in grades 6-12.

Each of these students attended ABC Digital Learning Center between 9AM-3PM,

Monday thru Thursday on a weekly basis. The center allowed students to also work remotely

from home. Every student was encouraged to meet weekly goals set by teachers and

administration. The students enter the facility and after morning routine go to their specified

rooms and set up their personal laptop computers. Upon setting up their work area, they

routinely log onto Compass Learning Odyssey online curriculum. Teachers at ABC Digital

Learning Center specialized in the specific subject matter and rotated through classrooms

throughout the week. Students were encouraged to work on the subject matter that the attending

teacher specializes in during the time the teacher was attending the class for the day. It was not

expressed as a requirement for students to work on the specific subject matter but rather strongly

suggested for those that needed academic support in a subject in which they currently had

difficulty understanding to use the time with the specialty teacher within the classroom.

As the researcher examined and coded the data, six major themes emerged. The

themes that surfaced from the students' answers to the questionnaires where summarized

into topics and included content taught redundancy, self-paced/timelines, student challenges,

logistics in working online, student study habits with online learning- screen shots, and

content taught- gimmicky teaching. These six themes (Table 2) represent the thoughts and

perceptions of the participating students as they responded to the questionnaires and

interviews.

Table 2

Description of Student Results

Questions	Questionnaire Result Themes
What is your perception of the curriculum content within Compass Learning Odyssey online curriculum?	Content Taught Redundancy
What is your perception of the self-paced nature of Compass Learning Odyssey online curriculum?	Self-Paced/Timelines
What, if any, challenges do you have using Compass Learning Odyssey online curriculum for future goals?	Student Challenges
What is your work routine using Compass Learning Odyssey online curriculum?	Students Study Habits With Online Learning- Screen Shots
What is your perception of the teacher methods within Compass Learning Odyssey online curriculum?	Content Taught- Gimmicky Teaching
What, if any, challenges do you have working Compass Learning Odyssey online curriculum on the computer?	Logistics In Working Online

Note. These six themes represent the thoughts and perceptions of the participating parents as they

responded to the questionnaire questions.

Patterns emerged within the answers to the parent questionnaire during the analysis as well. As I examined and coded the parent questionnaire data, three major themes emerged. These themes included parental portals, self-paced programs, and student preparedness for future goals. These three themes (Table 3) represent the thoughts and perceptions of the participating parents as they responded to the questionnaire questions.

Table 3

Description of Parental Results

Questions	Questionnaire Result Themes
What is your perception of the parent portal within Compass Learning Odyssey online curriculum?	Parent Portal
What is your perception of the self-paced nature of Compass Learning Odyssey online curriculum?	Self-Paced Program
What is your perception of the student preparedness after using Compass Learning Odyssey online curriculum for future goals?	Student Preparedness for Future Goals

Note. These three themes represent the thoughts and perceptions of the participating parents as they responded to the questionnaire questions.

The research study was approved based on an appropriate risk/benefit ratio, and a project design wherein the risks have been minimized. All research was conducted in accordance with the approved submission. The Concordia IRB approved the informed consent and assent forms and the process beginning with a description of the project and insurance of participant understanding followed by a signed consent or assent form was given to all possible participants. Informed consent continued throughout the project via a dialogue between the researcher and

research participant. Each participant received a copy of any signed consent or assent
documents.

Presentation of the Data and Results

    Parent perceptions.

      Parents of were given a questionnaire asking about their experience(s) in order to obtain
perceptions from the parent of a student using Compass Learning Odyssey online curriculum at a
digital learning center. Parents were not interviewed or observed based on their responses to the
questionnaire. The perceptions of participating parents on Compass Learning Odyssey Online
Curriculum were found to be mostly positive with few desires for technical, logistical changes.
Parents were questioned about the extent of their involvement in their child's education through
Compass Learning Odyssey online curriculum and their personal use of the parent portal.
The researcher presented the findings of the parent questionnaire. The parent questions were
summarized into main responses. There were themes shared by the participating parents with a
unique perspective in regards to the questions. When parents were asked if they had a routine for
logging on to Compass Learning Odyssey online curriculum to check your child's progress the
answers included:

- Check on a Friday or Saturday.

- Check on Thursday.

- I look at the gradebook.

- No

When parents were asked how often they checked the parent portal to view their child's progress
(for example, how many times a day, week, month) the answers included:

- I check progress weekly.

- I check progress monthly.

- I never check Compass.

When parents were asked how often they checked the Compass Learning online parent portal to view their child's progress this often, the answers included:

- To make sure student is caught up.

- To keep in the same time frame prescribed digital learning center.

- To check the percentages on progress for the week.

When parents were asked how they would describe their routine or preference in viewing their child's Compass Learning Odyssey online curriculum progress, the answers included:

- My routine is to use the portal for grades.

- The routine is noninvasive and does not take much time.

- I log in /Check grades and percentages.

- I rely on educator communication at the learning center.

When parents were asked in what way they maintained up to date with their child's Compass Learning Odyssey online curriculum educational progress, the answers included:

- By talking to my child and checking the Compass parent portal

- I log on to the student's portal.

- I maintain by checking his/her grades.

When parents were asked what the best part was of the Compass Learning online parent portal, the answers included:

- Being able to see grades on assignment.

- Being able to get a quick "snapshot" of the work he/she is doing at the moment.

- I get to check as often as I need.

When parents were asked what the worst part of the Compass Learning online parent portal was, the answers included:

- Seeing assignments in Compass that do not receive grades.

- The report section is pretty useless.

- It is slow.

When parents were asked if their child has used Compass Learning for over one school year, how well did Compass Learning help prepare their child for the future educational levels, the answers included:

- Student is prepared because lessons "walk them through it" with explanations.

- I feel he was sufficiently prepared to move to the next level.

- Learning to work independently helps their preparedness.

- I am not sure because my son is academically advanced.

When parents were asked to describe the best part of their child's Compass Learning experience, the answers included:

- Flexibility in where a student can work.

- The flexibility in schedule and pace.

- They get to see their progress.

- It reveals my son's discipline and dedication toward his education.

When parents were asked to describe the worst part of their child's Compass Learning Odyssey online curriculum experience, the answers included:

- Some quiz and test questions have more than one correct answer or what could be correct answers yet only one is used for scoring.

- I see him, at times, procrastinating.

When parents were asked how often they intervened in their child's learning process, the answers included:

- Not often.

- Usually once or twice a week-not in all subjects.

- I do not; my son has high standards of being responsible with his schoolwork.

When parents were asked how often did your child ask for help in understanding Compass Learning Odyssey online curriculum online content, the answers included:

- Quite a bit.

- Pretty regularly in English Odyssey Writers-explaining, the writing prompts.

- Not often.

- Rarely.

When parents were asked if they had additional comments about Compass Learning Odyssey online curriculum, the answers included:

- It would be beneficial for all student information to be available on one page: grades, progress, and other information, upon login for a parent.

- Being able to view the gradebook would be extremely helpful.

Perceptions of parent portal.

One perception of Compass Learning Odyssey online curriculum included the use of the parent portal, an area where parents are able to see what work their child is doing on a daily

basis. All parents expressed concern about their child's progress with Compass Learning Odyssey online curriculum, but not all parents stated reacting to the concerns by logging on to the system. Each parent checked on their child's progress in one of the following ways: the use of the parent portal, asking the educator alone for student information, or the use of the student portal's gradebook. One parent expressed never using the system because he "just never logs on" to the Compass Learning Odyssey online curriculum parent portal. Some parents said they were confident that the child would let them know how they were doing. Others said they relied on ABC Digital Learning Center to keep them informed on their child's progress. In contrast, some parents were routinely checking student progress once a week. Some said that they checked once a week on a specific day such as Friday. It is important to note that the parental view of the students' gradebook and curriculum progress in Compass Learning Odyssey online curriculum is limited through the Compass Learning Odyssey parental portal compared to the students' view of the students' gradebook and portfolio view; therefore, many of the parents specified they check the student profile more than the parent portal.

The routine checks of the parent portal by the parents are specific to reviewing final grade and progress percentages. The view of the Compass Learning Odyssey parent portal is focused on three different views: Recent Works, Assignments, and Reports (See Appendix G). Each of these areas provides specific reports of individual assignment grades and time spent on lessons. Neither of these areas are created to provide an overall grade for any subject. The reported main goal for parents was to know their child's grades and progress, but the parental portal does not meet those main goals. For this reason, many parents decided to go through the student's portal to view a complete grade and percentage of completion. This does not seem to

be a defining factor of use for them as they all reported they ultimately receive what they need in order to check on their child's progress.

Perceptions of self-paced program.

A second perception from the parents on Compass Learning Odyssey online curriculum was in regard to the self-paced nature of the curriculum. Compass Learning Odyssey online curriculum helped students in specific situations such as: students who were struggling in a traditional school, students who had difficulty focusing in a traditional classroom environment, students who had been diagnosed with learning differences, and students who solely desired a flexible schedule or an accelerated experience that would keep them challenged and in a rigorous educational program. When asked about the best part of Compass Learning Odyssey online curriculum, most parents reported comments such as, "I like to check the system as often as I want" and "the best part is flexibility and pace." The parents expressed that timing was important and they desired for their child to complete the program well.

Perceptions of student preparedness for future goals.

Diverse perceptions are common of parents participating in any educational system. Some perceptions of this Compass Learning Odyssey online curriculum were also found to be positive and negative. On the other hand, parents' perceptions of Compass Learning Odyssey online curriculum in reference to preparing their child for the future were mostly positive. Parents were asked if they believed that their child was properly prepared for their future goals and most stated that the curriculum walks their children through lessons that prepare them for advancement to the next levels of education. They also stated that the online curriculum fostered student independence, which is critical for entering undergraduate studies and the workforce. When parents were asked if they felt the Compass Learning Odyssey online curriculum was

preparing their child well for future grade levels, the majority perceived the curriculum as rigorous and up-to-date enough to keep their children challenged and ready for their future educational needs.

One disadvantage to implementing Compass Learning Odyssey online curriculum was with a specific issue. A parent commented, "Worst part of Compass Learning Odyssey online curriculum are the assignments that don't seem to fit in the routine of the program" and "Online tests have more than one correct answer but only use one." These comments expressed dissatisfaction in the makeup of Compass Learning Odyssey online curriculum.

Parents' perceptions of Compass Learning Odyssey online curriculum were positive and negative leading to the ability for curriculum providers, educators and users to use or modify the use of the online curriculum programs more suited to their needs. One such program modification is to make it user-friendly for parents giving them a clear depiction of the overall advancement and progress of the student using the program. Understanding a whole grade rather than only being able to see the assessments of individual grades by objectives was more useful to the student's parent. Assessing student progress by individual objectives would probably be more useful to a teacher for future planning in a blended learning environment.

Student perceptions.

In this section, the information on perceptions of students based on responses to questionnaires, details from observations, and clarifications of both from one-on-one interviews are provided. These details were analyzed together to discover similarities and outlying perceptions that may differentiate specific perceptions toward Compass Learning Odyssey online curriculum. Students are set apart by assigned names for the sake of privacy. Intermingled within this 6th -12th grade group of participants are some student participants who have been

diagnosed with ADD, ADHD, learning differences, or speech issues. Within the group, there are

also students that are not diagnosed with any learning differences but rather feel the need to

accelerate their learning or slow down their learning experience creating a desire to take part in a

self-paced program. The researcher wanted to include all students despite any learning

difference specifications because educational experience perceptions of students need be

inclusive despite learning style. Aside from this, all students with needed modifications or those

that entered ABC Digital Learning Center's program to use Compass Learning Odyssey online

curriculum have had their curriculum modified according to their IEP's (Individual Education

Plan), creating learning situations for them to have a rigorous but ideal workload for them. Each

of these students' perceptions is important in order to receive a wider view of how Compass

Learning Odyssey online curriculum meets their needs.

Initiating this single case study, students were observed within one of their natural study

environments within ABC Digital Learning Center. The facility is used to educate these students

is no larger than 3000 square feet in its entirety, but the rooms in which the students are learning

are no larger than 30 x 40 square feet. Students are directed to begin their day in one of the

rooms but are allowed to rotate rooms for comfort, study, or seeking out a content specialist to

help them with a specific objective in their study. The rooms are small and personal, and

students have the freedom to move around as needed from room to room.

Students reacted calmly and happily during researcher observations. The researcher

deduced the reason being they are allowed to move about the room into comfortable stations,

which involve a table, chair and at the students' desire a cardboard privacy board to simulate a

carrel. On occasion, students are also allowed to replace a chair with a bean bag or yoga ball.

Because the privacy boards are portable, they are personalized for each student. At ABC Digital

Learning Center, students are allowed to use their privacy board as a vision board as well. Several students posted up pictures of their goals, hobbies, and interests for motivation. In the following paragraphs the researcher arranged the principal research questions, and while there were several practices and opinions shared by the 12 students, each student also had unique perspectives in regards to the questions. These perceptions were reflected in the data collection processes.

When students were asked how long they worked on Compass Learning Odyssey online curriculum per school day, three students said three hours per day, five students said four hours per day, three students said five hours per day, and one student said six hours per day. When students were asked if they worked on Compass Learning Odyssey online curriculum at home and if so, for how long, nine students say yes and three students said sometimes. Students were also asked how they would describe the appearance of the online curriculum home page and the answers included (parenthesis denotes number of students who answered with same response):

- Clear.

- Colorful, inspiring, refreshing. (2)

- Average. (3)

- Boring, needs work. (2)

- Simple but user-friendly. (2)

- Engaging.

- Organized.

- Familiar.

When students were asked how they would describe the appearance of the online curriculum

lessons, the answers included:

- Immature.

- Engaging. (2)

- Interactive and fun.

- Teachers make cringy jokes.

- Wish it had more variety.

- Childish but informative.

- Annoying.

- Depends on the class.

- Plain.

- Interesting, sometimes exciting. (3)

- It's all right; I think that when the teachers play around it isn't super serious, it
  sometimes makes me zone out.

- Teachers are very horrible comedians.

- Repetitive, sometimes I get the information, and the online teachers keep
  reviewing.

- Personalized.

The next question asked of students was how they would classify the workload within the

Compass Learning Odyssey online curriculum and the students answered:

- Just enough to keep you busy.

- While the workload is consistent, it can be difficult at times to keep up with weekly goals.

- Average.

- Too much work but no different than my last school. (3)

- Perfect amount to keep me working hard. (3)

- Sometimes hard because lessons are long.

- Pretty easy as long as you don't get behind your goals.

- I take a lot of notes, but sometimes I can't keep up so I take screen shots so that I can study later.

- It's hard because I take a lot of notes, so like I take a quiz with 5 questions, and I have like six pages of notes. That's where I usually take screen shots.

When students were asked what their favorite activity types were within Compass Learning Odyssey online curriculum the answers included:

- Reflection questions.

- I don't have a favorite. (2)

- Short lessons. (2)

- Games in lessons.

- English lectures. (2)

- Math lessons. (2)

- Lesson quizzes.

- Odyssey Writers.

- Spelling lessons/ tests.

- I like the activities, but I think they over test because you will have activity quizzes then lesson quizzes and then tests all on the same stuff.

When students were asked what their least favorite activity types were within Compass Learning Odyssey online curriculum, the answers included:

- Odyssey Writers. (4)

- Math. (2)

- Chemistry lessons.

- Chapter tests.

- World Geography and Biology lessons.

- Games.

- Reading lessons in social studies.

- Some lessons are repetitive, but they teach me patience.

- Quizzes and tests make me feel pressured and sometimes I don't do my best just so I can finish.

- Worksheets just make you write what you wrote in your notes.

- Quizzes and tests sometimes have questions that were not in the notes.

Students who answered the question asking for their favorite subject in Compass Learning Odyssey online curriculum said:

- Health and Medicine.

- English and Civics.

- English III.

- Science/Chemistry.

- English, because I love literature.

- Math. (2)

- Science. (3)

- English and IPC.

- Language Arts. (2)

- I love writing.

- I like science because it's always something new to learn.

When students were asked what the worst feature of their favorite subject in Compass Learning Odyssey online curriculum was, they answered:

- Video links that don't work.

- Unclear directions on worksheets.

- Cringy jokes.

- Some content in certain subjects.

- N/A. (2)

- Worksheets that come before tests with same information.

- Longer lessons.

- Short quizzes after long lessons.

- Odyssey writers.

- Using costume plays or acts to teach the lessons.

- When the teachers dress up its so corny.

- Sometimes I just want to get to the point of the information instead of watch the teachers act.

- I think the worksheets are overkill; we have to take a test anyway, why do the worksheets.

- I don't really like the acting, but it does help me remember the information sometimes.

When students were asked what the best feature of their favorite subject in Compass Learning Odyssey online curriculum was they answered:

- The way information is written.

- The online lessons are interactive and comprehensible.

- Odyssey Writers in English III.

- N/A. (3)

- Tests.

- Replay of problems or questions when you don't get the practice questions right.

- Funny sarcasm in teaching.

- Activity quizzes.

- New content, learning new things.

- I like to write Odyssey Writers because I get to use my imagination or my personal opinion.

Another question asked was, how many teachers do you have within individual classes such as English/Language Arts and Math/Algebra/Geometry and students answered:

- Four teachers in high school math classes. (2)

- Three in Algebra I. (3)

- Too many in English to count. (2)

- Two in Algebra II.

- Two in English 1. (3)

- I don't know.

- Three in English. (5)

- Three in Math Models.

- Two in Geometry. (2)

Students were also asked what they liked about the online English teachers and they answered:

- N/A. (4)

- Engaging, though sometimes goofy they keep me interested. (2)

- I don't know they are annoying.

- They teach very well; they're helpful. (2)

- Cool animation and ways to teach.

- English class has the grammar rules you learn over and over again, so it is pretty easy.

- I take about 50/50 notes and screen shots to help me get through lessons.

When students were asked what they liked about the online Math teachers the answers included:

- Teachers are clear and optimistic, trying their best to give you all the information you need.

- I don't like their methods; I like asking my classroom teacher who is much more helpful.

- They explain very well.

- Helpful but boring at times. (2)

- Entertaining.

- Some teach better than others. (2)

- The energy.

- Cool animation and ways to teach. (2)

- I have to take a lot of notes and decided to start taking screen shots instead.

- I take notes because it helps me to write stuff out and see it or understand it while I am writing.

On the next question students were asked what they considered to be a successful online learning experience and their answers included:

- Success for me is having clarity of the program, ease of navigation, self-pacing, and control of the progress in my education.

- Having teachers who explain well and don't tell cringy jokes.

- Persistence, good reading and writing skills and good study environment. (2)

- Knowing what to expect or what I need to do.

- Meeting my goals. (2)

- Actually learning.

- Self-pacing.

- Passing my classes.

- It's easier to be successful if you do it online because you have time to think and do work at your own pace.

- I get frustrated when I am trying to do my work, and the links in the program don't work like they are outdated or something.

On the last question the students were asked to explain their routine for using Compass Learning Odyssey online curriculum and they responded with:

- Open the program, check my grades, and prioritize subject goals. (3)

- Work hard until I reach my weekly goals in core subjects

- I follow the routine at the DLC. (5)

- Open browser, sign in, do work

- I hate it when the program freezes or shuts down, and I have to start all over again.

- I don't have a routine other than what ABC DLC gives me.

- I work on Compass for hours a day and sometimes that hurts my eyes.

- I like my routine but if I get behind it is hard. There are a lot of worksheets and papers to write.

These answers represent the thoughts and perceptions of the participating students as they responded to the questionnaire questions and were allowed to explain that response in an interview after being observed. Numbers noted in parenthesis denote quantity of similar answers from students.

Perceptions of content taught redundancy.

Students expressed their opinion about the redundancy of the program. The researcher found that many students showed signs of impatience in dealing with the Compass Learning Odyssey online curriculum subject matter. One student explained,

Quizzes should take wrong answers only and have lesson revisit those topics alone for mastery during a lesson quiz but as of right now it repopulates entire lesson, and it is

frustrating to listen to entire lesson again. It should bookmark the sections with wrong

answers and take you back to the specific sections needing to be mastered.

This seems to be a logical response to moving forward quickly under the time constraints some

students are under. Another student expressed similar frustration with reviewing similar content

more than once by stating, "Redundant point making is really boring." These student

perceptions varied from positive to negative about the time needed to review content.

Yet, a differing point of view from another student states, "I don't feel like I get less

attention because I can replay the teacher's explanation and they usually give more than one way

of understanding it." From this perspective, the perception changes to a needed attribute from

Compass Learning Odyssey online curriculum. Repetition is necessary for some students to

accurately receive the information in a manner adequate enough to move forward.

Students who do not pass a quiz have the opportunity to retake the quiz in order to master the

information. Through Compass Learning Odyssey Online Curriculum students take the

information learned and are lead through a process where they have to pass a 5-25 question quiz.

If the student does not pass the test with the required quiz grade, then the students are redirected

to the lesson to relearn the content and then moves to the same level of the quiz to retake. The

difference in the retake is that the quiz repopulates from a pool of questions from the lesson's

content. The probability of getting all the same questions twice is rare and if two students are

sitting next to each other taking the same test the students are not likely to have all the same

questions. The majority of the students expressed appreciation for being able to retake quizzes to

improve learning. This is an attribute that could be necessary for students with IEP's and those

with diagnosed learning differences such as those with dyslexia, ADD, ADHD, and others.

Perceptions of self-paced feature/timeliness.

ABC Digital Learning Center uses several curriculums for providing students with the content for their educational goals. All students at ABC Digital Learning Center have had prior experience in either private, public, and charter educational facilities under a traditional learning experience, or public school online. Student perceptions have been formed from taking their prior experience and comparing it to the current experience in answering many of the questions in reference to self-pacing and timeliness of going through content. One student stated, "My learning experience in public school online was not as individualized for my personal learning style. There would be one teacher for all the students in an online class, and you could 'raise your hand' on the line to ask a question, but sometimes there were so many people the teacher wouldn't get to you." This comment illuminated the same characteristics of a classroom in which the teacher-student ratio is too high and losses personalized attention. The greater part of student's perception here was that Compass Learning Odyssey online curriculum is giving him the required attention due to the playback feature of the system and the ability to listen to the teacher and the explanation as many times as needed to understand and move forward.

Having a self-paced program is beneficial or detrimental to students depending on their personal character and work ethic. Students who were questioned on their progress in the self-paced program of Compass Learning Odyssey online curriculum had differing attitudes on being part of a self-paced program. One student's perception was that the experience of a self-paced program was teaching me,

> patience to get through certain things and the understanding that you need to learn
> always, instead of taking the easy way out and cheat your way through. It is easier to

learn than to cheat. There are too many backup or cautions with cheating and with cheating it is just not logical.

With Compass Learning Odyssey online curriculum students expressed pleasure in the ability to go faster. One student stated that "you can't do that anywhere else in a classroom," suggesting you have to stay where the teacher is in the curriculum rather than work ahead to do the work and complete the learning process. Other students stated opposite perceptions. One student revealed, "I don't take the time to do my best sometimes because I want to meet my pacing goals." The goals being referred to are the suggested goals ABC Digital Learning Center sets to help students gauge their progress. Compass Learning Odyssey online curriculum does not suggest any type of pacing. Another student said, "I don't want to go to school in the summer, but I do think I need more time. Sometimes I lower my standards just to get through it." This can be notably a negative response to having a self-paced program because some students who have trouble pacing themselves will want to complete their work in a hurry and not do their best to get the educational impact desired to grasp the information. This leads to other challenges with the work and pressures to move forward.

Perceptions of student challenges.

Students overall perceived the work acquired through Compass Learning Odyssey online curriculum as challenging work. When asked whether the workload was too heavy, all of the students perceived it to be comparable to a normal workload to more than a normal workload than their past experiences in traditional school settings. None of the students said they had less work than past experiences. Students commented that the work was "definitely NOT easy" and concurred that doing the work takes a good effort. Although they perceived the workload to be

consistent with their prior school workloads they described the difficulty in keeping up with all the tasks while aiming to finish weekly personal goals.

Several students mentioned the worksheets requiring "us to rewrite or summarize what we have already learned, and they (the teachers) have already written and summarized for us." This fell in line with the redundancy perception mentioned above. They also said they didn't like that they take tests and quizzes over, meaning they take one after another on the same content. This challenge was prominent in that when looking at a student's assignment line up in the portfolio one can see a lesson, activity quiz, lesson, activity quiz, lesson, activity quiz, lesson quiz, chapter test all in a row. One student called this process "annoying." In order to gauge understanding some of the quizzes are necessary but to have each of these quizzes followed by a lesson quiz and a chapter test was a frustration, the students were specifically mentioning. Students also noted that the notes given did not match quiz questions and that sometimes the test questions had more than one answer that could be seen as correct. Another student pointed out, "I like having my own space and listening to the teacher on my own. Being able to press pause on the video and take notes on my own time and start the video." Granting these frustrations many students also agreed that "persistence is important" in order to finish the work in the manner they have chosen to educate themselves.

Perceptions of logistics in working online.

Students had much to say about the logistics of working online with Compass Learning Odyssey online curriculum. Logistical or technical issues in working with Compass Learning Odyssey online curriculum were on the top of the list aside from specific subjects within the curriculum challenges. Personal and general preferences with Compass Learning Odyssey online curriculum were the topic issues of these perceptions.

Student characters and personalities are very different. Some students were observed being very dedicated and driven which was usually paired with being organized and committed to note taking. Others were more casual, often seen as less concerned with note taking and needing more prompting to move forward by support tutors and teachers. Some students are intrinsically motivated and said the gradebook and portfolio views on their Compass Learning Odyssey online curriculum home screen were the first places they went in order to set their weekly and daily goals. Some students went as far as planning their monthly goals in order to figure out what they were going to do and when they were going to finish. The opposite perceptions were of students who only focused on routine at the digital learning center, and said it was too hard to stay focused at home. The self-paced set up of this curriculum could be seen as a detriment to those needing to practice independence and structure. Students who work without set goals, such as with those in online curriculums that have daily scored activities, then some students had the feeling they could and did procrastinate. Some didn't see it as procrastination because of self-paced means just that, SELF-paced and felt they would finish when they finish.

Other students found it difficult to look at the screen all day because it "hurts my eyeballs," as one student stated. The same student mentioned, "I love to read suspense and adventure but really miss hard copy books, but it isn't enough to change the method I learn, I just get over it." This student expressed the personal challenges she faced with her personal preferences not being met. Students also expressed the challenges with keeping up with the progress and grades. She mentioned that the grade book and portfolio are motivating because progress is always up to date but thought that looking at the gradebook and portfolio can create a panic, but most of the time it keeps me on track.

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Students also expressed the difficulty in keeping up with the demand from all the subjects simultaneously. A senior perceived the challenges with the workload and believed that "Writing in all subjects is sometimes overbearing. In Civics, worksheets and odyssey writers one after the other in the class is a lot." Students sometimes feel this type of pressure in traditional classrooms as well and often need help. A student declared,

> In a regular class, I was overlooked and afraid of speaking out. Compass Learning Odyssey online curriculum is easier but faster paced. There were 30 students in my class, and now I can watch the video and ask a support teacher for help if I don't get it. But I also get personal attention by rewinding and repeating lessons.

The last challenge students faced were technical difficulties. Students shared their perceptions on using the curriculum as well as physically working at a computer all day. In reference to the curriculum, students shared the frustration that some links were not working. Within the Compass Learning Odyssey online curriculum, there are Worksheets (printable worksheets on content taught) and Odyssey Writers (essay assignments on content taught) along with "Authentic Tasks" (projects with a combination of research and written work assigned), which all students need to research in the content from the lessons and beyond. Students are guided through instructions to go to a web links tab and click on links. Sometimes those links access pages that have error messages on them and do not deliver the content needed to develop the project, paper, or ideas needed.

Perceptions of students study habits with online learning screen shots.

Screenshots or photographs of the computer screen taken by using the "print screen" button on PCs are used quite often by students learning online. Students using the screen shots used their own notes in combination with screen shots. When questioned about the "print

screen" button use students responded with different reasons about why they used it. Some noted that they just were not good writers and found it difficult to pinpoint what needed to be written down. One student stated, "I take 50/50 notes. 50% written notes and 50% screen shots." Yet another stated, "I enjoy writing my notes because I can hear it, see it, and then write it down. It helps me learn faster." The students expressed that through answering questionnaire and interview questions, they discovered more of their study habits or lack thereof.

Other students commented that it was essential for them to take notes because it helped them remember the content that was going to be tested later but some parts of the lesson were so extensive it was easier to take the screen shot in order to move forward. The screen shots were used to review for study before quizzes and exams. Students using the screen shots were questioned on how they used the pictures. One particular student admitted that he tried using the screen shots for the purpose of cheating. When working on the computer, it is very easy to toggle through windows and screens during tests in order to get answers from these screen shots. Said a student was observed taking a quiz and toggling through screens. The researcher asked students about this practice and observed two students toggling through windows between the quiz and screen shots when taking quizzes. The researcher noted this could be seen as possible cheating or as an open book quiz. Either way, the researcher observed the process and intrinsically questioned the motives and perceptions of the students as she noted those who did use this method during observation. During the observations, the observer asked about the use of Compass Learning Odyssey online curriculum and particularly noticed the curriculum creates questions that require critical thinking. This can be made clear by comparing questions to screen shot notes. From observing, the researcher noted that quiz questions were not seeking verbatim information from the content from the lesson but rather more of an application of that

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information. When asked about their actions, whether cheating is an option for them in regard to using screenshots, students did not see toggling as cheating. Students are allowed to use their notes during a quiz and saw using the screen shots as a short cut to writing notes. When asked, most students agreed that the opportunities for cheating by trying to toggle through windows and gathering information are more difficult to orchestrate than to simply study and retain the information for the 5-20 questions being asked on quizzes. None of the other students asked about their specific use of screen shots mentioned or were observed using them for more than a study tool. Not all students knew how to take, find or use screen shots to their benefit.

Perceptions of content taught gimmicky teaching.

Perceptions of students in reference to learning through the use of online teachers through Compass Learning Odyssey online curriculum were similar but had diverse outcomes. Compass Learning Odyssey online curriculum teachers are varied by subject and character. Teaching styles focus on different learning styles because they teach three to four different methods for learning content such as using visual and audio rich content and kinesthetic rich teaching by keeping the student interacting with the content by responding to prompts. Some teachers are formally delivering the information while others Compass Learning Odyssey online teachers are "fun." The researcher observed that the diversity in students matched the diversity in teaching styles coming from the teachers.

Most Compass Learning Odyssey online curriculum teachers presented the information in more than one way and also used different teaching methods such as lecture, video, games, examples, notes, and costume play, known as cosplay by the students, while in specific character to deliver a lesson. All students agreed that the cosplay was "gimmicky," "cringy" and "corny." When asked about this perception of the teaching, most students reported that they just weren't

the type and they just wanted to get to the point without the cosplay. Others stated that their

perceptions were that although the cosplay lessons were "gimmicky" they kept the student alert

and sometimes helped in retaining information because they had a visual in their mind other than

just written content on the online whiteboard.

Summary

There was a consensus among students that the workload prescribed by Compass

Learning Odyssey online curriculum was rigorous enough for them to need to work hard and was

by no means easy for them to complete. Students also agreed that the work was balanced in the

level of interest based on the fact that most reported enjoying certain subjects and tolerating

others. Students reported typically having 2-3 teachers within one subject and enjoyed most

despite the fact that differing learning styles created different opinions about how each teacher

taught. Student perceptions about the method in which they learn and the logistics of how they

learn can be both frustrating and beneficial depending on specific students' needs. Students

believed they faced several challenges like dealing with redundancy in teaching and over testing

but considered these topics minor compared to the benefit of meeting their overall educational

goals.

Chapter 5: Discussion and Conclusion

Introduction

Understanding the perceptions students have about their work with an online curriculum such as Compass Learning Odyssey online curriculum is important to research. Past research has assessed student and curriculum effectiveness mostly on assessment scores. The underlying problem is test scores alone are not the only determinant of success or failure for a curriculum. If research continues to triangulate methods of online studies, the outcome may improve the educational effects of online curriculum to meet student's needs. The researcher's goal was to add to the studies focused on online curriculum. This study may be integrated with other online learning and curriculum studies to understand online curriculum from various points of view. These viewpoints are considered important in revealing how diverse students implementing varied online curriculums comprehend and use those online curriculums (Clark, 2008).

Summary of the Results

The results of this case study, a study that utilizes exploration driven by a desire to know more about the uniqueness of the case, were versatile (Grandy, 2010). The value of understanding the student and parent perceptions of Compass Learning Odyssey online curriculum is useful in understanding online learning and curriculums. Students and parents perceived Compass Learning Odyssey online curriculum in both positive and negative light. The basic understanding is that student and parent opinions matter because they are the ultimate users of the programs.

Through a questionnaire, the researcher discovered parent perceptions of Compass Learning Odyssey online curriculum focused on three topics. The researcher's preparation and parent and student answers of questionnaires launched the process of receiving perceptions of the

daily routines specifically in reference to the online learning process and use of Compass Learning Odyssey online curriculum.

The questionnaires revealed certain parent perceptions about the use of Compass Learning Odyssey online curriculum from the perspective of parental use and second-hand guidance of a family member using the curriculum. Open-ended questions were constructed in a manner that would allow parents to express their personal perceptions without guidance. Parents had three main perceptions of Compass Learning Odyssey online curriculum. Parent perceptions focused on the parent portal, the self-paced composition of the online curriculum program and the perceptions of student preparedness for their future.

The parent portal was not described with the most positives perceptions. The parents perceived Compass Learning Odyssey online curriculum parent portal as needing much improvement. Their perception was that the parent portal was limited compared to the student portal. The information parents required such as viewing overall grades and information on child's progress, was expressed as more easily acquired by going through the student portal, asking for the information from the student, or waiting for ABC Digital Learning Center to report it.

The self-paced composition of the online curriculum program was one of the most positive perceptions expressed. Parents expressed the value in no longer having to struggle with non-self-paced programs, thus making learning stress-free. Parents of students that had learning differences and struggled in traditional settings were pleased with the individualized attention Compass Learning Odyssey online curriculum self-paced program provided for their child.

Parents were also asked about their perceptions of student preparedness for their future. Most parents believed that the curriculum was rigorous enough to keep their child challenged.

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Many reported that their child inquired for help often when working on Compass Learning Odyssey online curriculum from home. Parents of students with learning differences felt the same way and considered it a benefit that they were getting the same number of objectives as other students but at a slower pace. Some parents felt their child was advanced and needed accelerated learning and agreed that the self-pacing allowed for the student to maintain challenged because they were able to move forward faster than some of their peers. They believed this to be important because they did not want their child to be held back if they were ready to move forward, making them more prepared for their future.

Student perceptions brought some interesting insight. Student's perceptions were categorized into five main topics including perceptions of content taught being redundant, perceptions of self-paced/timeliness, perceptions of student challenges, perceptions of logistics in working online, perceptions of students' study habits with online learning, and using "screen shots" and "perceptions of the content." Each of these perceptions were unanticipated by the researcher and welcomed insights to include in the study as new information with online learning and curriculum.

Perceptions of the content being redundant were one of the first perceptions many students agreed upon. Through the questionnaires and individual interviews, a few students expressed themselves as having difficulty listening to online teachers repeat concepts they already understood. The testing within Compass Learning Odyssey online curriculum resets a student lesson to take them back to the information that has not been mastered. Students perceived that it is a waste of time when benchmarks had not been met by missing one question and were placed at the beginning of a lesson that had mostly been mastered.

Students had similar perceptions as parents in regard to perceptions of working within a self-paced program. The students communicated that timeliness is a major issue for them. Some want to master the content and move forward as quickly as possible, and they expressed this was important in all subjects some more than others. They also expressed that credit acceleration and recovery were an important part of the self-paced program. Some students came from traditional schools or homeschooling situations and needed to recover credits. Particular students felt this to be important because they were behind the typical schedule for their age group or grade level in mastering certain credits.

Perceptions of student challenges were in respect to workload and type of work needs to be accomplished. Students commented on the work loading being the same as or more than the workload they had in a traditional school setting. Most students made comments on the curriculum when asked if the curriculum was easier than curriculum in a traditional school setting, one saying, "it *is not* easy!" Also spoken of were the difficulties in completing worksheets and odyssey writers, which are like essay assignments, because sometimes the instructions or information needed was unclear or unavailable.

Students made a strong effort to share their perceptions of logistics in working online. Many preferred to work online because they felt more in control of their learning. This intermingles with their perceptions of being self-paced and the timeliness of working online. Students assimilating into this online learning platform with Compass Learning Odyssey online curriculum were able to register and begin working with the program at varied times throughout the typical school year and still work through goals to stay on task for completing the required work by the traditional end date in May. Others needed the year-round approach and were pleased to be able to continue working throughout the summer for as long as necessary. Yet,

others found that the control of the curriculum counterbalanced working online majority of the time. One student mentioned it hurt her eyes to be looking at the screen for several hours. Another described her love for books and said she preferred the hard copies to reading literature to reading the required pieces of work online.

Perceptions of students' study habits with online learning and using "screenshots" were another highlight of discovery. Screenshots were used by specific students to gather lengthy information in order to speed up learning and use of study tools. The researcher found this to be similar to gathering information in a traditional classroom through a teacher created or copied handout. Students used these screenshots to speed up learning through longer lessons which were mostly mentioned in collecting content in History and English.

"Gimmicky," "Corny," and "Cringy" jokes throughout the lessons were not a favorite with the students. Their perceptions of content taught through teaching methods involving cosplay and role playing were not positive. Students in high school perceived this as unnecessary but admitted to remembering those lessons even though they desired not to have to sit through all the lessons taught in that manner. Some called it distracting and unnecessary, but tolerable. Some students laughed as they spoke of these lessons and one, in particular, mentioned it actually helped to hear the lessons in this manner because it came to mind during a test when using recall.

Discussion of the Results

After the investigation of the use of Compass Learning Odyssey online curriculum study, the researcher found that parental support for online learning and, in this case, using Compass Learning Odyssey online curriculum's parent portal to support their child with the use online curriculum was little to non-existent. Student curricular and educational support outside the

education center mostly came from the weekly to the occasional view of the parent portal if any at all. Parents had their routines and expressed the difficulty in sitting down to look through the parental portal and not finding the information through the parents' portal. Thus, they relied solely on communication either with students relaying their progress, educational support staff communications, or logging on to student portals for information desired. Many parents are faced with being single-parent homes or homes in which both parents feel the need to work. This can cause stress and problems in which inevitably certain responsibilities go untouched or get very limited attention. One of those responsibilities is the support or focus on their child's education. The researcher did not ask the question directly on the questionnaire but did find that while some parents seemed confident enough to check on their child's progress once a week, others never did, depending on the child's past and current learning situation. This seemed especially true the older the student.

Discussion of the Results in Relation to the Literature

Past studies played a major role in formulating this research. Grandy (2010) stated intrinsic case studies were exploratory in nature and driven by the aspiration to understand the uniqueness of a particular case. In this case, delivering a study on the perceptions of students and parents on the use of Compass Learning Odyssey online curriculum had unique characteristics due to the nature of the case. Because of Yin's (2014) formulation of the case study triangulation method, the results of this study were developed to create the most revelatory outcome of the perceptions of students and parents about Compass Learning Odyssey online curriculum. These perceptions will add a perspective rarely considered in past studies of online curriculum and online learning.

Creswell (2009) held that the information gathered to develop research runs from broad too narrow in approach. The perceptions of Compass Learning Odyssey online curriculum were assessed by using a questionnaire asking students and parents about online curriculum likes and dislikes within a digital learning center. The use, characteristics, patterns, and generalizations of Compass Learning Odyssey online curriculum allowed for Creswell's (2009) methods to be exercised by gathering the data collected and finding commonalities within the research. The commonalities found within the area of online education and online learning from the perspective of the students and the parents can further existing research by completing information gathered.

Earlier writings from Carter (2005) stated the impact of testing on students throughout their school years and how the results are used in determining levels of curriculum mastery and make decisions about report card grades, grade level promotions and honors, and graduation. The researcher believes the perceptions of students are likely to determine educational factors such as decisions about levels of curriculum mastery per student, report card grades, grade level promotions in separate subjects, the need for honors courses, and graduation goals. To advance the use of online curriculums for students and parents, the decisions made about the educational details in a students' academic life may reduce the anxiety seen in many students today and allow learning to be a more desirable experience.

Limitations

Several limitations were encountered during this intrinsic case study as with many case studies. Although the results were valuable and can be used for future platforms of research, there could have been many improvements to the study. The low number of participants, the use

of only one digital learning center, and the logistics of observation were the limitations that created most of an impact.

The first limitation was specifically with the limited size of participating students and parents. A small number of students and parents responded to the invitation to participate in the case study. At first, the researcher believed this would be the opposite response to being a part of the research study because of the relationship with the student and parents within the digital learning center. The relationship with the researcher was somewhat personal because the researcher owned and directed ABC Digital Learning Center. The researcher made a point to describe the importance of only participating based on the desire to participate and not due to any obligation to the researcher. The parents and students felt well equipped to deny participation for whatever reason they had. While this caused another limitation in the sense that the participating number of students and parents was limited in number, it also gave assurance that those students and parents were not inhibited by the relationship with the researcher and were able to give an honest response despite the surroundings happenings such as relationship with researcher, friends participation preference and belief of revelations due to observation.

The lack of digital learning center facilities in use was another limitation. This limitation could not be helped in the time frame of the research study. Because of digital learning centers, or those centers with more than 90% of their curriculum delivered through online means, were not readily available to the researcher, it was difficult to expand the realm of study to other areas. Research expansion was needed in the areas of visiting more than one digital learning center but also specifically those using Compass Learning Odyssey online curriculum solely for core courses. This curriculum is used mostly by homeschooling students as well as remediation centers within schools to help students who have fallen behind, needing credit recovery, credit

advancements or needs tutoring to progress. The perceptions of a student using Compass Learning Odyssey online curriculum for one class as opposed to an entire load of core work could easily be swayed in one direction or another based on their use. For example, a student taking credit recovery course work may already have negative perceptions because he or she is retaking a course they found difficult or specifically disliked. These limitations are implications for the further study and develop strategies including qualitative and quantitative research that includes Yin's (2014) triangulation methods to continue to receive the diverse view of all the aspects of the study of online curriculum with in a digital learning center.

After the first observation, the researcher modified the observation method from the larger classroom size to the smaller classroom within ABC Digital Learning Center because the researcher needed to hear the commands and prompts from Compass Learning Odyssey online curriculum more clearly. The researcher moved with the student to another classroom where there were fewer students and more space. The researcher observed the students in another room of the building with a limited interruption due to it being minimally used during observation times. These rooms were used throughout the day by these students during different times and were comfortable and common workspaces for the students. This change of location allowed the student to unplug their headphones and permit the observer to hear the commands and prompts from Compass Learning Odyssey online curriculum in order to fully record the students' actions and responses.

Another notable factor in observing students who were working on curriculum through their computers was the inability to quickly code their actions. Each researcher, like students, has their method of writing field notes but in trying to code or abbreviate actions by hand while observing the student in action was quite difficult. With the first observation, the researcher

experienced the quickness of the actions taken by the student manipulating the computer and it was creating gaps in the observation when the researcher tried to handwrite the observation notes. The researcher then modified the observation style by keeping eyes on the students' actions and responses and typing on word processing software and maintaining eye contact with the student and all decisive actions taking place with the curriculum interaction. This allowed for quick typing and notation of all visuals from students' changing computer screens to students quickly clicking, swiping, writing, reading, and opening and closing of programs. All observations were noted with a coded student name and saved in a locked file with the observation content.

To conduct the semi-structured interviews, students were invited to sign up for an interview time during a time that was non-invasive to any other learning time. Students who found it difficult to schedule a time during the morning or afternoon were invited to meet through video chat through the online means of Facetime. Each interview started with welcoming statement thanking students for participating. The researcher then began questioning the students by asking a few of the questions of the questionnaire in order to reiterate the answers and lead into further open-ended questioning. Face-to-face semi-structured interviewing continued until the conversation came to a natural close for both parties. With the intention of grasping a realistic and relevant student perception, students were allowed to speak freely about their likes and dislikes about using Compass Learning Odyssey online curriculum, study habits, goals, and desires for improvement or change in regard to anything pertaining to their use of Compass Learning Odyssey online curriculum within ABC Digital Learning Center. This proved to be a vital step in understanding perceptions because the researcher was able to clarify simple answers from the questionnaires and allow students to elaborate.

During the face-to-face semi-structured interviews the researcher and the interviewee sat in a closed office. The office was in a central area and had windows facing the lobby with open mini blinds. Two doors facing adjacent rooms were kept closed. A "do not disturb" sign was placed on the door stating that interviews were being conducted. The student and researcher sat at the end of an L-shaped desk facing each other at a connecting corner with the researcher's laptop in between them both. The researcher used the recording device on the laptop to record and save the interview in order to transcribe later. The researcher saved each recording under the participant's code number name.

Some students began the interview a little nervous but quickly realized the casualness of the interview and began speaking freely after being prompted by the researcher with a few basic questions. Later the researcher transcribed the interviews using Voicebase.com a free tool for those needing transcriptions. The researcher uploaded the audio files to be transcribed. Upon first look, the transcriptions were unclear and inaccurate. The researcher used the base of what was transcribed and listened to the audio file while correcting mistakes in accuracy to the transcriptions. The transcriptions were also not labeled with speakers, so this was also corrected. After hours of correcting and transcribing the researcher felt confident that the transcriptions were accurate and verbatim. Other than using Voicebase.com there were not any other resources used for collecting qualitative data (Voicebase, 2017).

All paperwork such as questionnaires, observation notes, consent and assent forms, and any other pertinent information was kept in an organized manner. A title and timeline were attached to each of the participant's consent forms. This allowed the researcher to keep track of where each participant was in the process. The organized notes and forms were then filed in a locked file cabinet in order to maintain privacy and privacy. Only the researcher had the key to

the locked cabinet as well as the translation of the codes pertaining to each subject. As the

researcher gathered the information through triangulation methods details were written an

explicit list of themes throughout the diverse study methods. Questionnaires were combed

through for themes and placed through the inductive process to understand perceptions.

Implication of the Results for Practice

More growth of research in this field is a vital component of making well-rounded

decisions in education and curriculum. In light of the history and evolution of education, online

learning is fairly new within the last couple of decades and with more technological advances

comes a need for developments in online curriculum, digital learning, and each of their

providers. With these developments comes a learning curve to assimilate users to the platforms

presented with their changes and with those changes the perceptions will change leading to

further developments. Information provided by the participants will help online learners,

teachers, and families provide valuable information on the perceptions of online learning with

the intention of help maximize student and parent use of Compass Learning Odyssey online

curriculum and digital learning centers in their implementation. The researcher hopes the

information this case study reveals will supplement studies including K–12 students of online

education and online curriculum.

Recommendations for Further Research

Recommendations are many for future research with the wide-open space and growth in

the area of technology in education. With online education areas of growth impacting parents

and students, the research possibilities are endless and very strongly needed. Topics concerning

the timing and the setbacks of a self-paced curriculum for diverse learner types, parent

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participation and support, digital learning centers and comparable online curriculums are all in need of more research.

In the area of parental involvement of online curriculum use, parents are a possible study focus to be included in the research. In this study, the researcher found most parent responses to show signs of little to no interest in supporting their child through their education. This, on the other hand, may be interpreted as parental confidence in their child as a student, in the online self-paced curriculum, or in the facilitating digital learning center, all of which are future topics of interest.

Testing rigorousness is also an area for further study. Students dealing with learning differences such as ADD, ADHD, and Dyslexia who work on a self-paced online curriculum program may also be a further studied. This research would need to be detailed and specific to the type of student learning on an online learning curriculum such as Compass Learning Odyssey online curriculum. Each student, with his/her own learning, attributes works with the curriculum in their own way.

The researcher believes that this research study is the spring board for much more based on the perceptions discovered here. Understanding students' perceptions allow for better teaching from the educators and therefore, better learning of content from the student. Future research may be focused on the specific perceptions discovered here and advanced to create a better curriculum that benefits students of all learning styles and learning differences. Each child has a specific path to walk, and not all curriculums or all learning environments are going to be able to meet the needs of all students. But, if there was a way to research the students and curriculum together with learning environments in order to create the perfect combination for each student to maximize their learning and move forward in that specific path the combinations

could unlock untapped potential and lead those students to fully understanding themselves and their walk toward their callings in life-saving them time and energy in "discovering themselves" after their K–12 experience.

Timeliness, challenging work or rigorousness of curriculum, logistics of working online and types of teaching delivery contribute to the vast topics to be studied in educational research. The ability to tap into these areas to further the advances of educational discovery is important. Researchers have the ability to break these areas down and dichotomize the discoveries for the understanding and betterment of students, parents, and teachers within the educational sphere of influence.

Parents' attention to students' experience is worth exploring as well. Several schools consider the "partnership" of the parent a vital point of discussion in a child's education. Some schools even require volunteer hours to be included by the parent throughout the year of the students' attendance at their particular schools. Educating parents on the value of being involved in a student's daily experience at school could rectify the predominant issues facing students today.

Conclusion

This study was focused on understanding the perceptions of the students and parents of Compass Learning Odyssey online curriculum as their main source for fulfilling the educational requirements. The ability to confer and investigate such perceptions allows researchers to add to the limited studies on online education to benefit the use of online curriculum in our technologically evolving 21st century. The perceptions of Compass Learning Odyssey online curriculum for the purpose of meeting the educational goals of students within a digital learning center, namely ABC Digital Learning Center, were the focus of this study.

Through this study, the researcher understands that further longitudinal studies are a must in discovering the characteristics within the field of online learning. The diverse factors would involve studying students' perceptions working with differing online curriculums in different grade levels with a larger field of participants. The researcher believes this study to be the tip of the iceberg in discoveries to come as technological and educational advancements are made in these areas. Through the discoveries in this study, one can see the differing point of view from the perspective of the parents and students involved with the implementation of online learning curriculum. Student and parent perceptions should be continually studied.

This exploration hopefully leads to the better implementation of Compass Learning Odyssey online curriculum, as well as better perceptions of the use of other online curriculums. The goal was to uncover specific perceptions of the uses of online curriculum to help students succeed despite what brought them to use the online curriculum as opposed to attending a traditional school setting with traditional text and paper methods to learning.

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Appendix A:
Perceptions of Compass Learning in a Digital Learning Center: A Case Study

Instruction to Questionnaire

Dear Participant,

We appreciate your time in taking this survey on your experience with Compass Learning Odyssey online curriculum. It is our goal to use this information to better the experience of all online curriculum learners. Please take your time in answering the following questions. If you do not know how to respond to the question, please leave the question blank.

It is not necessary to put your name or any identifiable information on the survey. All answers will be kept anonymous. Your participation in this questionnaire is appreciated and valuable to the integrity and process of this research effort.

Instructions: Please answer all questions. Be honest and thorough in each section.

Appendix B:
Perceptions of Compass Learning in a Digital Learning Center: A Case Study
Student Questionnaire

What grade are you in?

Are you male or female?

How long have you been using Compass Learning Odyssey online curriculum for your main curriculum?

How many classes are you registered for within Compass Learning Odyssey online curriculum?

How long do you work on Compass Learning Odyssey online curriculum per day?

How long do you work on Compass Learning Odyssey online curriculum per week?

Do you do any Compass Learning Odyssey online curriculum work at home?

If so, how long do you spend on Compass Learning Odyssey online curriculum at home per day? Per week?

Describe the appearance of your Compass Learning Odyssey online curriculum home page? (Example: engaging, boring)

Describe the appearance of your Compass Learning Odyssey online curriculum Lessons? (Example: engaging, boring)

How would you classify the workload within Compass Learning Odyssey online curriculum? Why? (Example: too much work/ not enough work)

What are your favorite activity types within Compass Learning Odyssey online curriculum?

What are your least favorite activity types within Compass Learning Odyssey online curriculum?

What is your favorite subject in Compass Learning Odyssey online curriculum? Why is this your favorite subject?

What is the worst feature of your favorite subject within Compass Learning Odyssey online curriculum?

What is the best feature of your favorite subject within Compass Learning Odyssey online curriculum?

Explain your learning experience within your favorite subject in Compass Learning Odyssey online curriculum Lessons?

Why do you rate the experience of learning your favorite subject in Compass Learning Odyssey Lessons in the manner you did above?

What type of English or Language Arts Classes are you taking? (Name it)

How many online English (or LA) teachers do you have?

What do you like about your online English (or LA) teacher/s?

What type of Math class are you taking? (Name it)

How many online Math teachers do you have?

What do you like about your online Math (Geometry, Algebra, and Trigonometry) teachers?

What do you consider to be a successful online learning experience with Compass Learning?

Explain your routine in using Compass Learning Odyssey online curriculum (e.g. Do you do the same thing every time you open it?

Student Notes (Anything else you want to add or say):

THANK YOU SO MUCH FOR ANSWERING OUR QUESTIONNAIRE!

Appendix C:
Perceptions of Compass Learning in a Digital Learning Center: A Case Study
Parent Questionnaire

Do you have a routine for logging on to Compass Learning Odyssey online curriculum to check your child's progress? If so, what is it?

How often do you check the parent portal to view your child's progress? (Example: How many times a day, week, month)

Why do you check the Compass Learning online parent portal to view your child's progress this often?

How would you describe your routine or preference in viewing your child's Compass Learning Odyssey online curriculum progress?

In what way do you maintain up to date with your child's Compass Learning Odyssey online curriculum educational progress?

Describe the enrollment process in Compass Learning:

What is the best part of the Compass Learning online parent portal?

What is the worst part of the Compass Learning online parent portal?

If your child has used Compass Learning for over one school year, how well did Compass Learning help prepare your child for the future educational levels? (Example: If your child is in 8th grade, how well did Compass Learning help prepare your child for the 9th grade?)

If your child has used Compass Learning curriculum in the past school year and graduated, how well did Compass Learning help prepare your child for the future educational levels or career paths? (Example: How well did they feel prepared for the ACT/SAT or ASVAB?)

Describe the best part of your child's Compass Learning experience?

Describe the worst part of your child's Compass Learning Odyssey online curriculum experience?

How often did you have to intervene in your child's learning process?

How often did your child ask for help in understanding Compass Learning Odyssey online

curriculum online content?

Additional Parent Comments

Appendix D: Research Protocol

Date	Action	Notes
Week 1	Announce Inception of Research Project Pass out Assent and Consent Forms Contact Parents who have not turned in form to finalize participants	
Week 2	Hand out questionnaires to students and send home to parents with one-week deadline	
Week 3	Collect questionnaires and review-store in safe	
Week 4	Begin observations-Middle school 9:30-10:10 and/or 10:30-12:20	
Week 5	Continue Middle school	
Week 6	Begin observations/interviews-High school 9:30-10:10 and/or 10:30-12:20	
Week 7	Continue High school	
Week 8	Continue High school	
Week 9	Continue High school	
Week 10	Continue High school	
Week 11	Continue High school	
Week 12	Continue High school	
Week 13	Finish Collecting and Organizing Data	
Week 14	Begin Summary	
Week 15	Continue with Summary	
Week 16	Finish Summary	

Appendix E: Research Protocol

Recent Work | Assignments | **Reports** | Icon Key | Help

🌱 **Student Score Report:**

View as PDF | Close

Report Criteria

Report Type
Student Score ▼

Subject
All ▼

Activity Type
All ▼

◉ For 1 Week
○ For 1 Month
○ Enter Date Range

Generate >

Subject: All   Date: 3/13/2017
Activity: All
Date Range: 3/6/2017 - 3/13/2017

Repeated Activities: Use average score

████████████ Above Passing Percentage
████████████ Less than 10% below Passing Percentage
████████████ More than 10% below Passing Percentage

Activities	Completed Date	Completed Time	Score	Status	Duration (hh:mm:ss)
📁 **Chapter: Chapter 2 Music Connections (Elementary - Brain Buzzers, 5)**					
📁 **Lesson: Reading Music**					
📋 Accidentals - 56100	03/06/2017	7:16 PM	N/A	N/A	00:00:05
📋 Reading the Rhythm - 56099	03/06/2017	7:16 PM	N/A	N/A	00:00:08
📋 Reviewing Ledger Lines - 56098	03/06/2017	7:16 PM	N/A	N/A	00:00:04
📁 **Chapter: Comprehension: Informational Text (Elementary - Language Arts, 5)**					
📁 **Lesson: Integrating Information (B)**					
📋 Activity Quiz: Integrating Information B - AQR5132I	03/07/2017	9:58 AM	100%	████████████	00:12:17

Appendix F:

Statement of Original Work

Statement of Original Work

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University-Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*

Laura Galindo
_____
Digital Signature

Laura Galindo
_____
Name (Typed)

08/22/2017
_____
Date