

Journal Of Online Learning Research

Call for Proposals:

Special Issue of JOLR

Supporting Students in K-12 Online and Blended Learning Environments

Journal of Online Learning Research



K-12 online learning has grown dramatically the last decade. However, despite its popularity among diverse parents and students (Beck, Maranto, & Egalite, 2014; Beck, Maranto, & Lo, 2014), it is becoming increasingly clear that this growth has occurred despite course completion rates and standardized test scores that are sometimes much lower than those found in face-to-face classrooms (Freidhoff, 2015; Miron, Gulosino, & Horvitz, 2015; Woodworth, Raymond, Chirbas, Gonzalez, Negassi, Snow, & Van Donge, 2015). Online learning can be especially challenging for new students because they “not only need to learn a subject online but

need to learn how to learn online” (Lowe & Lin, 2015, p. 18). As a result, many students require a high level of support and interaction from online teachers, on-site facilitators/mentors, parents, and peers (Borup, West, Graham, & Davies, 2014; Harms, Niederhauser, Davis, Roblyer, & Gilbert, 2006). However, there is a large variance in the level of student support that programs provide. Some online schools provide little more than a correspondence environment while other programs blend high levels of face-to-face and online support (Borup & Drysdale, 2014; Harms et al., 2006). Other programs provide only online support and rely on parents to facilitate students’ learning (Hasler Waters, Menchaca, & Borup, 2014). However, more research is needed regarding student support systems and interactions in online and blended learning environments. For this special issue, the co-editors are seeking submissions that address this need.

Topics

Suggested topics related to K-12 online and blended student support systems and interactions include—but are not limited to:

- Program-provided and student-generated support systems
- Teachers’ tutoring and formative feedback practices
- Teacher online presence
- Teacher-student communication
- Parent-teacher communication and collaboration
- Student-student communication, collaboration, and tutoring
- Student-system communication and collaboration
- On-site facilitator/mentor practices and support models
- Teacher-facilitator/mentor communication and collaboration
- Parental engagement and involvement activities
- Learning communities and social presence
- Student needs and motivation
- Parent outreach and support programs
- On-site facilitator/mentor professional development
- Support systems for vulnerable student populations (e.g. special education, at-risk, English language learners, racial minorities)
- Blended learning models that emphasize student support

Qualitative, quantitative, and mixed methods research articles are welcome. Research should be grounded in the existing literature and/or theoretical frameworks. Conceptual or theoretical articles will also be considered.

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Submission Guidelines

Please submit manuscripts directly through the AACE Publications submission link below:

<http://publish.aace.org/?fuseaction=Authors.BeginSubmission>

Deadline for Submissions: April 20, 2016

Authors informed of decisions: June 20, 2016

Anticipated special issue publication: November 2016

Do not send manuscripts to the Guest Editors. The manuscripts must go through a double blind review process. Please note that contributors may also be requested to serve as reviewers for this project. Authors are encouraged to contact the Guest Editors to propose an idea for submission to ensure the appropriateness of the proposed study for this venue.

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