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The Case

The case for developing 21st century skills through online & blended learning is supported by changes in the classroom environment “technology is ubiquitous in society and, for many students...it is an integral and indispensable facet of daily life. Technology has transformed every major industry and every aspect of life—and yet...the education sector lags behind in harnessing its power”.

(Vockley, 2009, p.7).





Teacher Speak

What?

More?

I need to learn what?

When?

How?

Is there a budget for this?

Really?

Really.....

Kid Speak



- Blah, blah, blah
- I don't take notes, just shoot the board on my camera phone.
- I need to text my bff and check Facebook.
- I have homework due in my Online class.
- Cool stuff. My pace, my way. Its cool.
- Really? Really...

The Facts



- The facts please.
- What is online learning?
- What are the options?
- Who is implementing it?
- How?

Definitions

- **Online** — Course where most or all of the content is delivered online. Defined as at least 80% of seat time being replaced by online activity.
- **Blended/Hybrid** — Course that blends online and face-to-face delivery. Substantial proportion (30 to 79%) of the content is delivered online.
- **Web-Facilitated** — Course that uses web-based technology (1 to 29% of the content is delivered online) to facilitate what is essentially a face-to-face course.

(Picciano & Seaman, Survey of U.S. K-12 Administrators, 2009)



Statistics

- 75% had one or more students enrolled in a fully online or blended course.
- 70% had one or more students enrolled in a fully online course.
- 41% had one or more students enrolled in a blended course.
- Increase of approximately 10% since 2005-2006.
- Responses from school districts in 44 states.

(Picciano & Seaman, 2009)



Policy

“Encourages states, districts, and schools to provide every student with access to online learning opportunities and to develop standards and policies for earning credit through online and blended learning that aligns with the criteria for earning course credits in local schools, as well as to provide the ability to participate in online learning communities that cross disciplines, organizations, international boundaries and cultures.”

(USDOE, 2010)



The train has left the station.

Why get on the train? Benefits for teachers

- Course content is available and accessible for update, modification and customization quickly and cheaply assuring timely and current information regardless of budget and materials constraints.
- Students access material from anywhere they can access the web.
- Absent students are able to keep up with assignments.
- Hand-outs and reams of copying are minimized.
- Material stays organized and accessible without teacher management.
- It is possible to provide differentiated lessons, assignments and activities for the variety and level of learners in the classroom.
- Students remain engaged while on the computer.
- Additional information and research opportunities are readily available to students while reading text material.
- Material can be visual and interactive.



Why get on the train? Benefits for students

- Cool factor
- Less paper
- More interesting and fun
- Organized
- Current information and examples
- Additional information if interested
- Work at your own pace, not waiting for class or teacher
- English Learners can review material or put it in Google translator for translation to primary language
- Works well with the technology we live with everyday



Available CTE Courses

- Accounting
- Entrepreneurship
- Green Careers
- Marketing 1
- Marketing 2
- Environmental Horticulture

MARKETING 1. UNIT 1.2 4Ps OF MARKETING

The 4 Ps of Marketing

Objectives:
1. Understand the concept of marketing

2. Become familiar with the Four P's of marketing

The 4 P's constitute the basic concerns of marketing. They consist of Product, Price, Promotion, and Place (Distribution).

Product: A "product" is anything tangible that is offered to a market by a business based on needs. It's prudent to remember that people in the business world view a product differently than consumers do. Often business professionals view products as any product offered to a market, whereas consumers view products as a means to satisfy their needs. Marketing is concerned with the

consumers' needs and/or wants. In short, a product can be a person, place, thing, idea, event or experience.

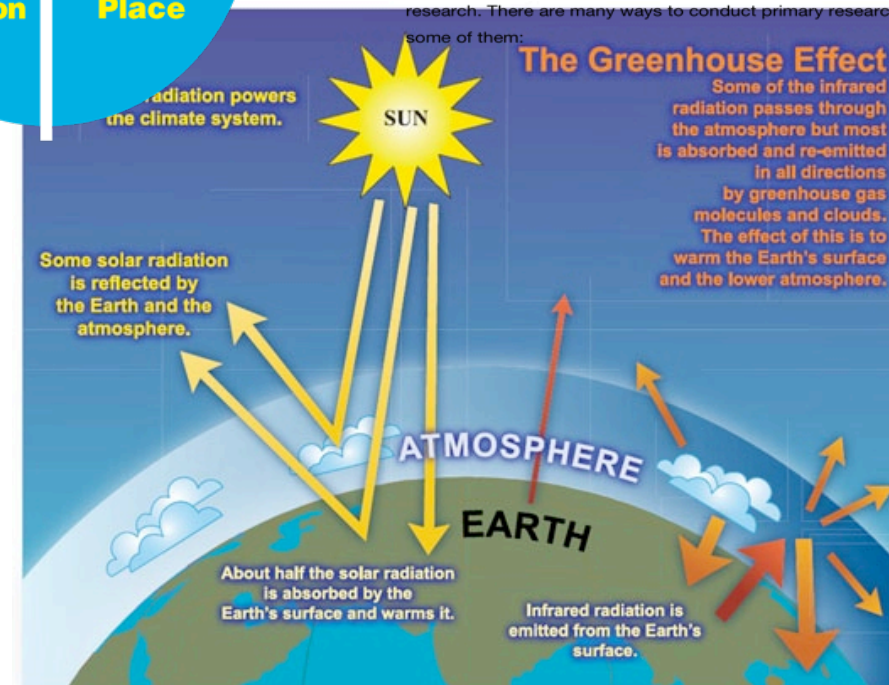
Price: The "price" is the currency a customer must pay for a service or product. Often price relates to money but it can also be in the form of time or an exchange of services or commodities.

Promotion: Any form of communication used to persuade, inform, or remind consumers about an organization's services or goods. On a weekly basis, the average person is exposed to over 3,000 promotional messages, which means that our lives are inundated with marketing promotions.

Place (Distribution): The process of getting the product to the customers in order to fulfill their needs. Distribution

is the most challenging and costly part of marketing and is vital to the pairing of production and consumption, which is the foundation of a functioning free enterprise economy. Some examples of "place" or

distribution are the physical places such as the store shelf, car lot, circus tent, ball park, and theater where your customer can get your product. Other "places" include the internet, home parties or your mail box.



6.1 Primary Research Data

Sources of Primary Data

There are two main sources of data - *primary* and *secondary*.

Primary research is conducted from scratch. It is original and collected to solve the problem at hand.



Primary marketing research is collected for the first time. It is original and collected for a specific purpose, or to solve a specific problem. It is expensive, and time consuming, but is more focused than secondary research. There are many ways to conduct primary research. We consider some of them:

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my•cte

Give students access to high quality, standards-based, content-driven CTE learning experiences that expand the boundaries of the classroom. Teachers can access my•cte, free course curriculums developed by CTE teachers and delivered through Moodle. Teachers can enroll students in a course and take advantage of the web-based lessons and tools for use in distance learning or integrating into face-to-face classes. Teachers can use lessons, units or the entire curriculum to integrate CTE standards-based project based learning, differentiate instruction, and provide flexible learning solutions.

These courses were developed with funding awarded to Region V from the California Department of Education SB 70 Distance Learning grant, which funded California community colleges, state universities, and state agencies to develop, implement, distribute and support participation in Career Technical Education courses at a distance for residents in areas of rural California.

Semester courses include: Marketing I and II, Green Careers, Entrepreneurship, Accounting and Environmental Horticulture.

Request a Course

Email admin@r5ozone.org with the following information:

- Name
- Email address
- County
- District
- School
- Course Title

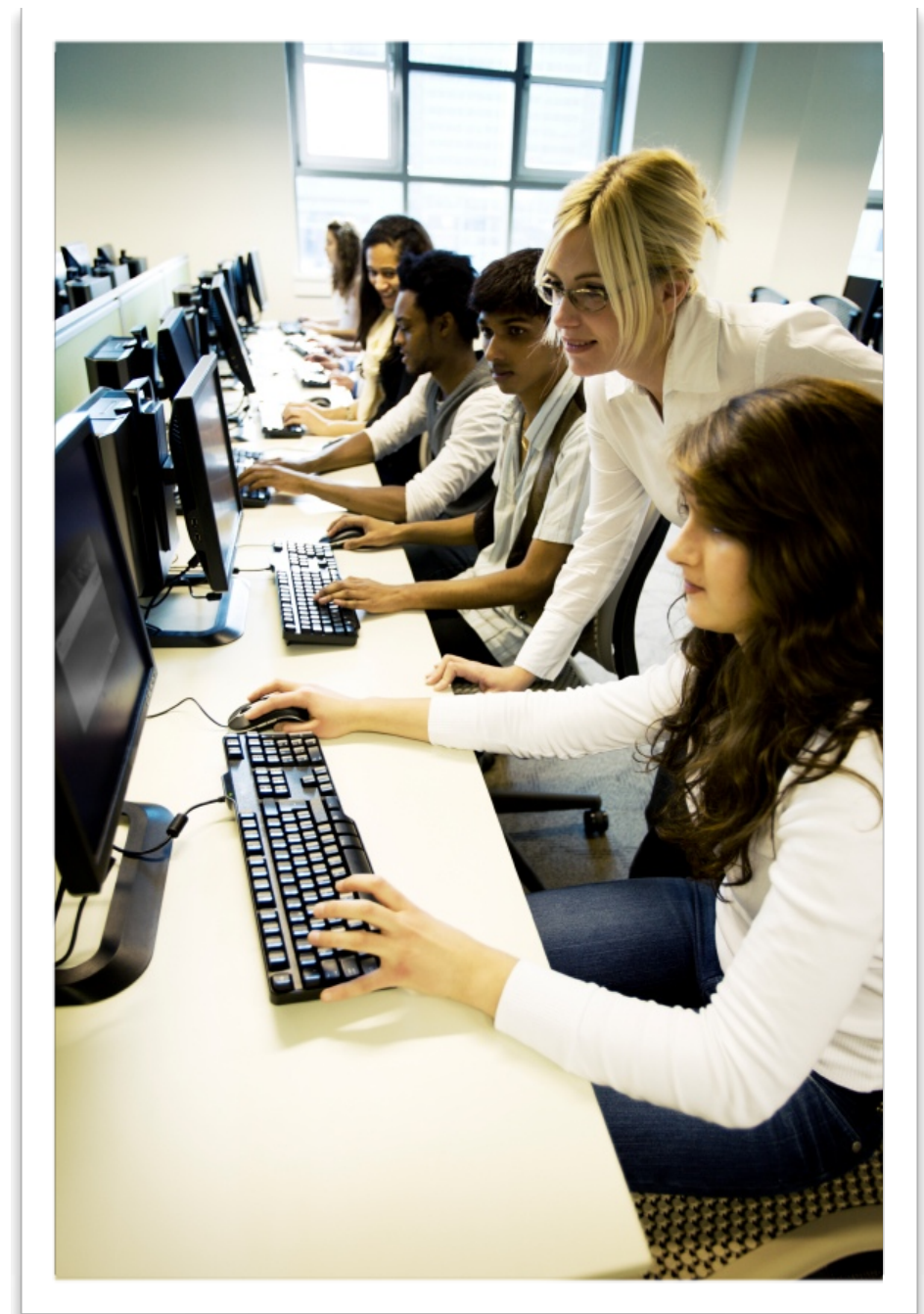


SB 70 Grant

- SB 70 Distance Learning Pilot funded
- Develop, implement, distribute web-based CTE courses for online or blended instruction
 - Accounting
 - Entrepreneurship
 - Green Careers
 - Marketing 1
 - Marketing 2
 - Environmental Horticulture



Reserve my seat...
I'm ready for 21st century skills



- Request a course
 - Link: <http://r5ozone.org>
 - Tab: my.cte
-
1. Email admin@r5ozone.org
 2. Name
 3. Email address
 4. County
 5. District
 6. School
 7. Course Title

Start now! It's Easy.



Thank You!

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