Chicago State University: Efficacy Of Virtual Instruction Study
Discussion Outline

- International Journal of Education & Social Science V.7 No. 4
- Who Is The Study Participant?
- Study Parameters & Design
- Conclusions & Application
- Discussion Of Success Metrics
- Outcomes Observed
- Equity In Education
- Q&A Time
Getting To Know You

ABC Poll of Positions
A. Administration
B. Board Of Education
C. Current Instructor

Number of Years In Education

Preferred Subject(s)
Validation of Study Results: An internationally peer-reviewed humanities and social sciences publication.

Unbiased Relevance: Publishing results in peer-reviewed journals evaluated by the scientific and medical community.
Who Is The Study Participant?

- Large Data Sample & Access To GPA
- Format of Instruction Includes Reflection
- Meets Online Consortium Guidelines
Selection of Study Participant

10+ years of relevant student data

- Varying student backgrounds from different geographical communities.
- Access to student GPA data
- Use of online curriculum
- Students in wide range of Math, Science, World Language, SPED, and AP classes.
- Live instruction central to teaching process.
Importance of Feedback

• “Nine studies [have] analyzed the degree to which promoting aspects of learner reflection in a Web-based environment improved learning outcomes. These studies found that a tool or feature prompting students to reflect on their learning was effective in improving outcomes.”

  (Bixler 2008; Chang 2007; Chung, Chung, and Severance 1999; Cook et al. 2005; Crippen and Earl 2007; Nelson 2007; Saito and Miwa 2007; Shen, Lee, and Tsai 2007; Wang et al. 2006)
Research Study Design

- Investigation of...
  - Grade Point Averages
  - Grade Efficacy
  - COVID19 Readiness
- Satisfaction of...
  - Online Learning Consortium Guidelines (Formerly Sloan Consortium Tenets)
- Note GPA does not always indicate cognitive ability. Used here because it is a standard for college readiness.
Guess how many students were in the data sample?
Sample Population & Data Collection

- 30,524 PLI students’ course grades
- 983 classes represented
- To limit bias, researchers selected at random
  - 2 semesters
  - grade levels
  - geographic locations
- To prevent data skew, incomplete data was eliminated. This included
  - single semester data &
  - unfinished courses.
Selected Courses In Data Set

- American Sign Language 1 & 2 (Grades 6-11)
- AP Physics (Grade 12)
- Physics (Grade 11)
- Fine Arts
- Life Science (Grade 12)
- Geometry (Grade 10)
- Math Modules (Grade 12)
- AP Statistics (Grade 12)
- Chemistry
- English (Grade 11)
- SPED Pre-Algebra (Grade 12)
- SPED Algebra (Grade 9)
- SPED Geometry (Grade 10)
Data Analysis, Reflections, Conclusions

Proximity Learning Grade Percentage vs College Admission Requirement Percentages

- Proximity Learning®: 80.34%
- Avg U.S. Middle and H.S.: 80%
- Avg U.S. Core Course: 74.4%
- Avg State Univ: 72.5%
- UT Arlington: 84.7%
- Chicago State Univ: 73%
- California State: 83%
What does this data mean?
Take A Closer Look

Efficacy of Live Video Instruction:
Proximity Learning Grade Percentage vs. College Admission Requirement Percentages

72.5%
Average State University Requirements

80.3% 80.0% 74.4%
Proximity Learning Average U.S. Middle & H.S. Average U.S. Core Course

Source: Chicago State University

Proximity Learning students score about 8% higher than the average admissions requirements for the average state university.
Why Are Proximity Virtual Teachers So Successful?
What Do Students Need?

Access

Feedback

Integration Of Knowledge
Some Of Our Standards For Proximity Learning Teachers

- Dual monitor screen display - one for viewing students while simultaneously using the other for instruction.
- Use of green screen for optimal clarity.
- Content team approves and provides access to hundreds of resources.
- PLI Principal and Vice Principals observe teachers daily to ensure quality and to mentor teachers that need help.
- Teachers are taught how to create a differentiated virtual classroom.
- Skill-set for teaching online is provided in quarterly professional development seminars so that new teachers and seasoned teachers are up-to-date on best practices.
Equity In Education

Prior to the pandemic, only 54% of teacher vacancies were filled. Experts estimate an additional 20-30% of teachers will not return due to COVID.

*Sources: Globe News Wire & Fox Business News
The Knowledge Transfer

1) What was the size of the data pool?
2) True/False: Virtual teachers can engage with students and provide feedback.
3) Does teaching online compare to national GPA averages for college readiness? Y/N
4) How does lacking a certified teacher create an equity issue for students?
5) Which of the ideas for virtual teaching stood out most to you?

80% of Proximity Learning students feel prepared for the 2020-2021 school year.
THANK YOU!

Shanna Ayer
Vice Principal

Proximity Learning Inc.
sales@proxlearn.com