Parent Perceptions of Online Education in Aruba

ISAonline Pilot Program

Laura Susan Bell Ed.D. Candidate

PEABODY COLLEGE AT VANDERBILT UNIVERSITY

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Executive Summary

Partner Organization

I started my international education career in 2013 when I moved to Asia. There are several placement services, and I chose to join International School Services (ISS) to look for jobs when I want to change positions. ISS is also an organization that services many aspects of an international school and placement, including managing. When I started thinking about organizations to partner with, I reached out to ISS and explained what I was interested in terms of international school governance. Ms. Liz Duffy placed me with a pilot program most closely aligned with my interests in learning how a new program or school develops.

ISAonline is an online pilot program from the International School of Aruba (ISA) founded by Theresa Montenarello. Ms. Montenarello was a third-grade teacher at ISA—now, she works exclusively in the ISAonline program as a teacher and administrator. Ms. Montenarello caught the attention of ISA's managing organization International School Services (ISS) during the 2020-2021 school year when she used the hashtag #ISSEDU when describing her practices when ISA transitioned to online learning during COVID restrictions. With the support of ISS (technical and financial), Ms. Montenarello founded ISAonline and started the first school term in January 2022 with one section of third grade comprised of three students. For the upcoming 2022-2023 school year, ISAonline has 12 students enrolled with grades 2 to 8 offered and an additional teacher. Ms. Montenarello will teach the elementary grades and be the administrator while the new faculty member teaches the middle school grades.

Problem of Practice/Area of Inquiry

The area of inquiry for this capstone was finding ISAonline's competitive advantage in Aruba. Parents may choose many online options, and ISAonline seeks to gain more students in the future. Also, to serve parents and students, I sought to discover drivers in enrollment and identify perceived best practices of online education.

Project Questions

The project questions are as follows:

1. How do parents believe online education has affected their children?

2. What are the main factors that drive parents in Aruba to consider online or blended educational options for their child or children?

3. What types of online educational practices do parents believe are the most effective or promising for their child or children?

Design, Methods, and Analysis

To answer the project questions above, I used a mixed methods survey to collect information from parents in Aruba who enrolled their children in online learning programs or schools. ISAonline partnered with the government backed EduCampus Aruba, which supports students in Aruba who enroll in online programs by offering information and physical learning space. Through our contact, we sent out a survey to 130 parents and received responses from 40. For the open-ended questions, I coded the responses with codes aligned with my framework's themes. I adapted Billings' framework that evaluated the effectiveness of online nursing programs to measure online K-12 education programs. The five themes for this project include educational practices, student support, outcomes, use of technology, and COVID.

Findings:

- **Overall, parents believe that online learning has positively impacted their child or children in terms (1) outcomes, and (2) student support, but there were mixed feelings about (3) use of technology, and (4) educational practices.**

- **Factors that influenced parents to enroll their child or children in online learning programs included the following themes: (1) educational practices, (2) student support, (3) outcomes, (4) COVID, and (5) use of technology.**

- **Parents identified teacher communication, teacher feedback, a mix of content delivery modes, interactive platform, real-time classes with a teacher, and collaboration with other students as practices that they believed are most effective in online or blended learning education.**

Recommendations

My recommendations for the next iteration of ISAonline as it grows this upcoming school year include:

1. **Seek accreditation for ISAonline independent of ISA**

2. **Arrange for student access to a school guidance counselor**

3. **Develop a social and emotional wellness team and plan**

4. **Explicitly teach metacognition strategies to support students with extra learning support needs**

5. **Promote ISAonline's unique competitive advantage of being "home-grown"**

Introduction

Online and blended-learning programs are not new, but the COVID-19 pandemic accelerated the prevalence of online or blended-learning programs. ISAonline is an online pilot program affiliated with the International School of Aruba (ISA). International School Services (ISS) manages both ISAonline and ISA. In January of 2021, ISS launched ISAonline as a pilot program for students in Aruba. The following capstone seeks to learn relevant promising practices of online education and factors that drive parents to choose online or blended learning for their child or children. Additionally, this area of inquiry seeks to determine ISAonline's unique competitive advantage and how to compete with other online or blended programs available to students in Aruba.

ISAonline is interested in researching its competitors in the field of online education as they seek to expand in the 2022-2023 school year and beyond. Determining the most promising online education practices will either confirm their existing practices or show them blind spots in their current program. The following capstone seeks to improve or support the program as ISAonline expands and grows into a substantive program that can compete with other offerings in Aruba. As a home-grown program in Aruba, ISAonline is unique.

Organization Context

International School of Aruba (ISA) is a non-profit school founded in 1985 by parents after the closure of an English-language school sponsored by an oil company on the island to provide an English-language option in Aruba for students (Isaruba.com). In 2004, ISS took over the governance and ownership of ISA (Isaruba.com). ISS, based in Princeton, New Jersey, has a worldwide reach. ISS is a non-profit organization with the following strands of international education: school start-up and management, school supply, teacher recruitment, administrative recruitment, accounting and finance, and professional development (www.iss.edu). ISS is committed to supporting global education and committed to supporting ISA's pilot program, ISAonline.

ISAonline is an alternative English-language online program for students in Aruba. The creator of ISAonline, Theresa Montenarello, was a third-grade teacher at ISA before founding ISAonline. ISS noticed Monternaerllo's zest and enthusiasm for sharing online practices about her work at ISA through an ISS community Twitter hashtag. Ms. Montenarello said that ISS reached out to her because they were impressed with the promising practices she employed during her online teaching. ISA pivoted to online learning during the COVID-19 pandemic, so much of ISA's 2020-2021 school year was online. ISS supports ISAonline by sponsoring Montenarello's income to take the burden off ISA. ISA still employs Montenarello, but ISS provides her income and technical support.

Problem of Practice

As a new pilot program, ISAonline seeks to develop its **competitive advantage** while discovering **enrollment factors** driving parents in Aruba to enroll their child or children in online or blended learning programs. To maintain enrollment, ISAonline seeks to implement **researched-based practices of online or blended learning** to provide the best education to enrolled students. ISAonline must contend with stakeholder and potential customer beliefs and attitudes towards online education and many options for parents in Aruba. The program must ask why parents would choose to send their child to this online program when there are onsite options in Aruba as well as other global, English-language options. Utilizing promising practices is vital in terms of their competitive advantage and for the social and emotional health of the students participating in this program. Also, for post-pandemic vitality, ISAonline needs a sustainable program for students, parents, and school leadership.

Literature Review

Parents in Aruba have many options when it comes to selecting an online program or blended learning option for their child or children. All English-language online learning programs are potential competitors to ISAonline even though it is a home-grown program in Aruba. As a mirror to existing practices, knowledge of other platforms, and to glean ideas from other programs, I completed a review of other online learning programs. After looking at different types on existing online programs, I explored literature about student social and emotional well-being (SEL). Ms. Montenarello sought to discover the social and emotional impacts of online education and how to support students. Finally, I explored literature and resources from Vanderbilt's Center for Teaching about researched-based practices of online education. ISAonline seeks to align to promising practices of online and blended learning to best serve students academically.

Parents in Aruba have many options when selecting an online program or blended learning option for their child or children. ISAonline seeks to align with promising online and blended learning practices to serve students best academically. All English-language online learning programs are potential competitors to ISAonline even though it is a home-grown program in Aruba. I completed a review of other online learning programs to mirror existing practices, gain knowledge of other platforms, and glean ideas from other programs. After looking at different types of existing online programs, I explored literature about student social and emotional well-being (SEL). Ms. Montenarello sought to discover online education's social and emotional impacts and how to support students. Finally, I explored literature and resources from Vanderbilt's Center for Teaching about researched-based online education practices.

Market Analysis

Key Features of K-12 Online Education Programs

Successful online schools have several salient features in common:

Accreditation	Social-Emotional Health	Flexible Schedules
• Cognia • MSA-CESS • WASC • SACS CASI • and more	• Free play time • Extracurriculars or online clubs • Sports	• Fully Online • Blended or hybrid

Figure 1 Salient features of online programs

Accreditation

Online programs and providers highlight their accreditation with an accrediting body including but not limited to the following: Cognia, Middle States Association of Colleges and Schools Commission on Elementary and Secondary Schools (MSA-CESS), the Western Association of Schools and Colleges (WASC), and Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Accreditation is one benchmark of quality that parents look for when choosing an online school. Accreditation signals that the school is legitimate and offers a quality education (Morabito, 2008).

Accreditation is essential in ensuring the quality of education and practices in a school. Accreditation occurs every five years with a review cycle and mid-point check-ins. During the

process, the accrediting body reviews various practices of a school like administrative policies, board involvement, curriculum, student safety, parent involvement, student voice, and other factors specific to an individual school. An accreditation visit brings together all stakeholders in a school to align goals and reflect on areas of strengths and weaknesses. Accreditation is usually a chance for a school to learn about its strengths and weaknesses from an objective source that seeks to support the school and its mission.

Social and Emotional Support

Many providers highlight the importance of socialization and emotional support. Socialization and emotional support are essential in an environment where students may have to learn in isolation without face-to-face time with peers or teachers. To that end, online providers promote many daily schedules, including free play time or extracurriculars. Playfulness leads to healthy friendships and positive social and emotional development (Whitebread, 2017). Playful children also show more emotional resilience (Whitebread, 2017).

Additionally, online programs highlight extracurricular activities. There is a positive relationship between extracurricular activities and adolescent psychological adjustment (Guest, 2009). Students indicated positive experiences in extracurricular activities because they felt connected to the school community and participation increased their self-confidence (Stevens & Peltier, 1994). Students who participate in extracurricular activities also have higher academic achievement levels, contribute to developing a child's character, positively develop a child's social development, and teach children the importance of community participation and involvement (Christison, 2013). Through extracurriculars, students learn skills about self-management, constructive criticism, and leadership (Christison, 2013). Many online schools

have student-led clubs, built-in free play time, and sports affiliations to allow online students to participate.

Flexible Schedules

Online programs comprise courses with at least 80 percent of instruction delivered virtually, while blended or hybrid programs have online education accounting for 30 to 80 percent online (Smith & Brame, 2014). Many online programs offer a module system where students can decide how to structure their day based on either subjects or a mix of different subjects. Some programs offer synchronous classes taught by a teacher online. One of the benefits of online education is the flexibility it allows for a student's schedule. Pearson's Online Academy describes an average third-grade schedule as having an hour live lesson session with a teacher for a particular content area, five hours of lessons in other content areas, one to two hours for extracurricular activities, and an hour of personal free time (Persononlineacademy.com, 2021). K.12.com advises parents of elementary children to schedule four to six hours to coach their students through their day, including live lessons with teachers and course lessons (2021). Students have the opportunity in a K12.com school to work on one subject a day or multiple subjects a day—there is flexibility outside the daily live session schedule with a content teacher because the modules are online (2021). The Florida Global school estimates that students spend three to five hours a week on each course translating to five-to-eight-hour days of school (flvsglobal.net, 2021).

Business Models

There are three different types of business models for online programs or schools. Private schools are tuition-based, where parents must pay out-of-pocket for the program. State or local

governments sometimes subsidize public, tuition-free schools in some countries. Dual-

enrollment programs allow students to complete high school and college-credit courses. Dual

enrollment programs are either private or public.

Major Providers of K-12 Online Education

Stride Company

Pearson

Florida Virtual School

Acellus Academy
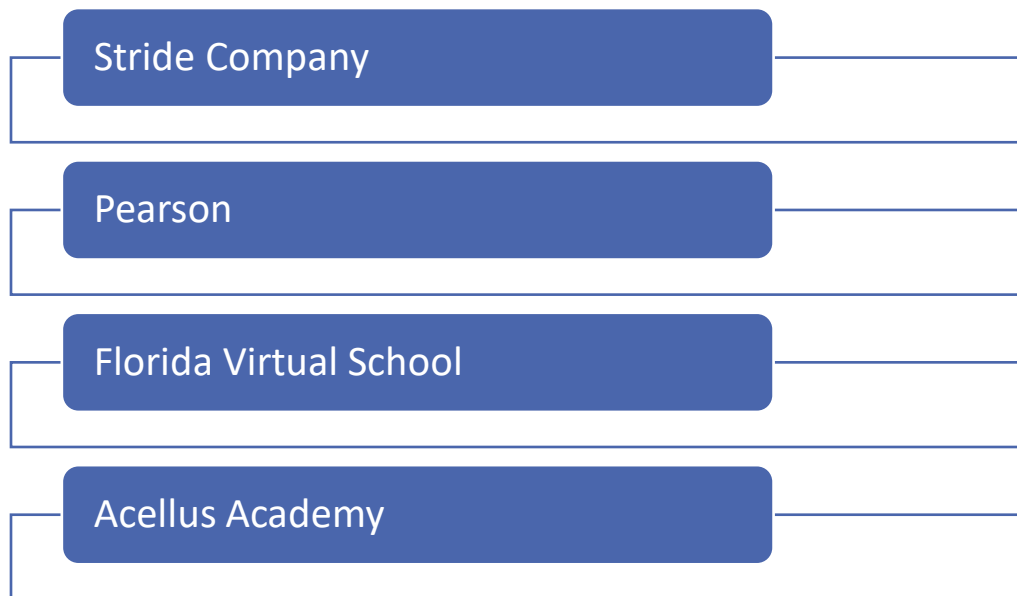
Figure 2 Major online education providers

Stride Company

Model: Public, Private, and Dual Enrollment

  Many online K-12 online programs are available for prospective students in the United

States and worldwide. K-12 began in 2000 as an online provider that boasts an enrollment of

over two million students in their many online schools (K12.com, 2021). Keystone School and

George Washington High School are two well-known Stride schools. Stride has three types of

business models. First, Stride has tuition-free options for states in the United States. When

prospective parents visit the website, they can select their state to see what public, tuition-free

options are available. Not all states have a public, tuition-free option, such as New York state

residents (K12.com, 2021). For US states that do not have a tuition-free opportunity, K12 offers several private, tuition-based programs. These private schools are also available to students who live internationally. Additionally, K12 offers dual enrollment programs allowing students to earn credit for college and their secondary education requirements for a high school diploma (K12.com, 2021).

K12 provides five tuition-based online private school options for international students: K12 Private Academy with Stride Career Prep, Stride Career Prep Flex, The George Washington University Online High School, K12 Private Academy, and The Keystone School (K12.com, 2021). K12 Private Academy and The Keystone School are the only two from Stride that offers an elementary program (K12.com, 2021). Annual tuition for K12 Private Academy is $4,995 for full-time students (K.12, 2021). The Keystone Schools offers an individual course for $500 or a grade-level bundle for $2375 per year (Keystoneschoolonline.com, 2021). Compared to brick-and-mortar private schools, online programs are less costly. The average cost of an international school in Beijing is about $2519 for an annual fee of over $30,000 (Blake, 2018).

Pearson Education

Model: Public and Private

Pearson is a global company with 20,000 employees in over 200 countries and over 176 years in operation with many education products that promote the brand as the world's education leader (Pearson.com, 2021). Pearson has offerings in virtual schools, higher education, English language learning, workforce skills, and assessment and qualifications (Pearson.com, 2021). The Pearson company supports Connections Academy and Pearson Online Academy. Pearson Connections Academy is an online public-school tuition-free for

United States-based students. Interested parents can choose their state to see the Connections Academy for their residence, such as Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Indiana, Iowa, Kanas, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Mexico, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, and Wyoming. Other states have academies in development (Connectionsacedmy.com, 2021). According to a child's residency, connections Academies receive funding through local school districts (Connectionsacedmy.com, 2021). Pearson Online Academy, a tuition-based, private school, is available to United States residents and students worldwide. Pearson Online Academy is a private, tuition-based online school for both students in the United States and located internationally. Annual tuition rates per year are as follows: grades K-5, $5050, grades 6-8, $6,600, and grades 9-12, $7,700 (Pearsononlineacademy.com, 2021).

Florida Virtual School

Model: Public, Private, Charter, Learning Labs, Professional Development, County Virtual Schools

The Florida Virtual School (FLVS), established in 1997, is the United States' first nationwide public online school (*FLVS-Florida Virtual School Grades K-12 Online,* 2021). FLVS developed its learning management system FlexPoint Cloud that has created online schools in Hawaii, Ohio, Texas, and South Carolina aligned to state and national standards (Flvsglobal.net, 2021). FLVS developed the Florida Global School for students outside the US and in the US as a tuition-based, private school. The Florida Global School, marketed as a "turnkey solution" for schools, is a learning management system, teachers with access to global extracurricular

opportunities for students (Flvsglobal.net, 2021).The Global School boasts enrollment from all 50 states in the US and 100 countries (flvsglobal.net, 2021). Students in the elementary school have access to four core subjects and with four specials at $475 per course totaling $3,800 for a 36-week school year (flvsglobal.net, 2021).

Acellus Academy

Model: Private

The Acellus Academy is a private school based in Missouri, United States, operated by the International Academy of Science, founded in 2013 (Acellus Academy, 2021). Acellus is a non-profit organization that serves students who need college readiness, students who seek relief from bullying in in-person schools, students with medical conditions, those who dropped out of school, and students who want to study independently (Acellus Academy, 2021). The school offers over 400 courses and boasts its reach into 6,500 public schools (Acellus Academy, 2021). The Acellus Academy provides a monthly tuition plan of $249 per month or a yearly rate of $2,400 (Acellus Academy, 2021).

Student Demographics and Reasons for Choosing for Online Programs

Homeschooling

The Home School Legal Defense Association (HSLDA) documents many reasons why parents choose to homeschool their children including differentiated instruction, an individualized learning environment, access to quality academic programs, access to learning approaches absent in traditional education, positive social-economic education settings for students, a physically safe environment for students, and parents to align school with their personal values

or beliefs (2020). Further, developing family relationships, thoughtful social interaction between students, a lack of public education in the event of closures due to health and safety events, and minority student protection from racism in public schools or lowered economic standards for minority students are factors that lead to homeschooling (Ray, 2021). For the 2020-2021 school year, 3.7 million children were homeschooled showing an annual increase of two to eight percent in the United States (Ray, 2021). Homeschooling is growing in many countries, not only in the United States (Ray, 2021). According to Onlineschools.org (2021) traditional homeschooling options were limited to paper learning resources sent by mail, but with the advent of online programs, students now benefit from video lessons, interactive lessons, live teacher support. Additionally, online programs offer more support to parents who no longer need to be the sole provider or monitor of a child's education (Onlineschools.org, 2021). Online education is a suitable way for parents to educate their students on their own terms with credentialed teachers, accredited schools, and a flexible schedule.

Giftedness

The National Association for Gifted Children (NAGC) defines gifted students as follows: "Students with gifts and talents perform-or have the capability to perform-at higher levels compared to others of the same age, experience, and environment in one or more domain" (para. 1, n.d.). The NAGC recommends several strategies to support gifted students. Differentiation and modification to learning opportunities are two strategies to help meet the needs of learners by allow multiple pathways to content and learning objectives (*What Is Giftedness?* n.d.). Further recommendations for support include opportunities for learning not congruent with a student's age; instead, students need opportunities for alternative options

such as challenging programs or advanced course work beginning in elementary school (2019).

The NAGC recommends that students of all ethnic and socio-economic statuses access

challenging programs and opportunities (2019). Online programs are one feature of

differentiated educational opportunities to support gifted students in reaching their full

potential academically. Onlineschools.org advocate for additional sources for advanced or

accelerated students (2021). Online education also beneficial to self-motivated students

(onlineschools.org, 2021).

COVID

During the COVID-19 pandemics, many schools worldwide shifted to online education.

Torchia (2021) states that students continue to choose online education options even as

pandemic brick-and-mortar closures subside. Students prefer the flexibility of online classes,

while others cite health and safety concerns in their desire to maintain online enrolment

(Torchia, 2021). Torchia (2021) also notes that students are achieving as good or better in an

online education environment due to smaller class environments, time saved on transportation,

and transition time between classes. Enrollment in Stride K-12 schools grew 71% from 122,000

in 2019 to 170,000 in 2020 (Lieberman, 2020). Despite the growth in online schools, many

parents and students viewed online education negatively during the transition online-based

learning due to COVID restrictions.

Learning Management System (LMS) Platforms

There are many popular learning management systems (LMS) available for online programs and

schools with different rates of use. Each LMS has advantages and disadvantages. Different LMS'

have varying degrees of technical support and cost. For those seeking to develop a new online

program or school, one must consider the level of technical competency those in the new program have when selecting and LMS. Also, popular LMS system such as Canvas have many users so there are support groups and support threads online. Choosing a lesser known LMS is a potential disadvantage if there are less users and less data about usage or fixes.

LMS	Pros	Cons	Special Notes
Canvas	Created for K-5 education, most popular LMS for K-12 education, content creation, standards-based gradebooks, upload and video sharing, mobile-ready, integration with other platforms and Student Information Systems, dashboard	Limited help desk, mobile website can have glitches and lacks all functions of computer website, lack of live monitoring of student work (Google Docs), limitation in quiz formatting, lack of student view for all examples	Free for 500 MB of storage; $22.50 annual subscription
D2L Brightspace	Game-based learning, video assignments, virtual classroom, mobile-based,	Different teacher and student view, gradebook involves many steps, complex	$1-1,250 monthly subscription

	customizable, gradebook	steps for administrators	
Google Classroom	Course creation, effective communication tool, mobile, functions with other Google services like Drive, connects with blended learning, virtual classrooms, customizable	Not available in all countries, suitable for non-academic institutions, many alerts, effective if using other Google products, lack of live chats or videos, lack of direct contact with teachers and students (must use Google Meet)	Free with 100 GB of storage for schools, G Suite $48 annually
Blackboard Learn	Content creation, content management, student engagement, online classroom, calendar, active collaboration, gamification functions	Inflexible grading system, lack of ease in navigation	$2500 year

Schoology	Blended learning, part of PowerSchool Unified Classroom, over 20 million users, content creation, parent accessibility, communication and collaboration, mobile, third-party software integration	Clunky third-party integration, gradebook inflexibility, not customizable, does not work well with Apple products, lack of ease in navigation	$10 monthly
Edmodo	Biggest K-12 platform, collaboration, 87 million users, community network and communication, ease of use, tracks assignments and progress, works with other apps, robust helpdesk	Mobile app lacks desktop features, website or app is often down due to upgrades, difficulty in uploading documents, lacks direct communication with students	$1-2,500 annually

Moodle	Open-source, customizable, customizable dashboard, online classes, quizzes, exams, integration, collaboration, mobile, integration with other platforms like Google, Microsoft, and more	Users need more technical skills, no 24/7 help desk	Free version, $80-500 annual subscription, quote option
Neo LMS	Gradebook, content creation, customizable with logo and colors, gamification, mobile, intuitive layout for students	Long set up time for lesson schedule and assignments, complex layout	Free basic plan, other plans starting at $.05

Figure 3 Comparison of LMS platforms

(*Best LMS for Schools in 2021: Key Features of the Top Learning Management Systems,* 2021, *Best Learning Management Systems*, 2021)

Student Social and Emotional Well-being

I founded my literature review on student social and emotional well-being on research based in

K-12 education and policy papers that advocated for mental health advocacy in education

because of COVID-19 restrictions on face-to-face instruction. CASEL.org defines social and

emotional learning (SEL) as "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, fell and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (2022, para. 2). As schools transitioned to online education due to COVID-19, many researchers looked at the social and emotional impacts of online education on students. They offered recommendations about how to support students in an online learning environment. Also, before COVID-19, student social emotional well-being was a topic of interest to support the best student outcomes as research shows that a student's social emotional well-being affects many aspects of their learning outcomes. Following are the dimensions of students' social emotional well-being.

Access to School Counselors

Savitz-Romer and Nicola (2022) advocate for access to school counselor for students in K-12 education programs as access improves academics, social-emotional health, and success in college. Savitz-Romer and Nicola (2022) explain that those students who are in greatest need of a school counselor have the least access to a counselor. The authors also show that counselors who implement a program focusing on academic, social-emotional, and postsecondary areas are the most effective for students (Savitz-Romer & Nicola, 2022). In a meta-analysis of counseling programs and counselors, Whiston and Sexton (1998) found that for the most part, counseling programs positively impacted students, but could not say that all counseling programs were impactful as not all activities were the same in all settings. The activities and counselors are a variable that impact the success or effectiveness of programs aim at promoting SEL in students. To that end, Savitz-Romer & Nicola, 2022, identified strategies for

effective counselors as counselors who teach study skills, support struggling students, and students who face barriers to coursework, conduct individual and group counseling, and implement school-wider programs focusing on suicide prevention, substance-abuse issues, relationship, and diversity, equity, and inclusivity development. Borders and Drury (1992) posit that school counseling programs have both an educational and personal developmental impact on students that affect a student at school and outside of a classroom setting. All students in education settings need access to highly qualified counselors and programs (Borders and Drury, 1992).

Environment

The National Center on Safe Supportive Learning Environments defines a school environment as "its facilities, classroom practices, school-based health supports, and disciplinary policies and practices" (2022, para. 1). Hough and Witte (2021) recommend that schools develop a comprehensive system to monitor student well-being as a response to changing learning environments during the COVID-19 pandemic which includes a referral system for services, the use of well-being assessments in a larger support for students, and student surveys to measure student mindsets and serve as screeners to monitor students. The authors explore the idea of holistic education citing Maslow's Hierarchy of Needs in developing a learning environment of student that includes mental health, social systems, and learning environments (Hough and Witte, 2021). A focus of Hough and Witte (2021) include online education due to pandemic-era education modifications where they recommend that educators use assessments like the Social-Emotional Learning (SEL) framework and culture climate surveys to evaluate students. Hough and Witte (2021) cite EDInstruments at Brown

University, created by the Anneberg Institute, as a repository of instruments to measure students' skills and social awareness to match to a well-being framework. Further, the Michigan Department of Education recommends the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework of SEL in schools. CASEL's school guide (Schoolguide.casel.org) identifies ten indicators for implementation in schools: explicit instruction, integration within academic instruction, student voice and engagement, supportive school and classroom climates, highlight on SEL, supportive student discipline, a continuum of supports, real partnerships with families, community partnerships and a system of continuous improvement for SEL in schools. CASEL has school guide portal where educations can create a free account and gain access to their evidence based SEL plan for schools. CASEL has a three-dimension framework for developing a SEL program: organize, implement, and improve (2022). Within each dimension of the framework, there are additional steps with resources like research, videos, and other articles. Educators can start to develop their school's SEL plan and team with the resources from the CASEL website.

School Counseling Programs

Whiston and Sexton (1998) identified activities in a school counseling program that support students' socially, academically, physically, emotionally. Whiston and Sexton (1998) identify four components of a school counseling program: guidance curriculum, individual planning, responsive services, and system support. A guidance curriculum is a curriculum that includes plans, goals, aims, how students should demonstrate in their learning, as well as grade level standards and practice (Gysbers and Henerson, 1994). Whiston and Sexton (1998) identified that elementary programs focused on self-esteem and self-concept themes, but the

programs had more an effect of students' academic achievement than self-esteem which were

not affected positively or negatively. A program focusing on study skills may increase students'

academic scores (Carnes and Carnes,1991; Whiston and Sexton 1998).

Carnes and Carnes (1991) argue that learning self-efficacy rather than traditional study

methods of outlining, underlining, summary writing, and asking questions is more effective in

student achievement. Further, Carnes and Carnes (1991) focus on metacognition in students as

means to self-monitor their learning as well as learning styles in terms of how students prefer

to engage with curriculum. In their study of 118 fourth grade students in public elementary

schools, Carnes and Carnes (1991) promoted study skills through three components of a

counselor-facilitated study skill unit, "(a) to have a positive attitude, (b) to know your goal, and

(c) to know yourself" (p 343). In this unit, student reflected on their strengths and weaknesses

while creating personal goals for themselves. The counselor used environmental, emotional,

sociological, and physical stimuli with students in supporting student goals by having students

create a plan for home-based study to improve their academic outcomes (Carnes and Carnes,

1991). When students met with the counselor and reviewed their goals based on their

academic test scores, students increased their test scores. Carnes and Carnes (1991) argue that

the academic conference with the counselor, where students identified their academic goals

may have improved student competencies in study areas they identified as areas of growth.

Individual planning activities focus on career readiness as well as personal and academic

goals (Whiston and Sexton, 1998). The authors citing Kush and Cochran, 1993; Palmer and

Cohran, 1988, show that programs that offer support to parents in assisting their children

showed improvement in students' career development (Whiston and Sexton, 1998). Kush and

Cochran (1993) used a career planning program, The Partner Program, to teach parents how to assist their child in their career awareness and preparation using workbooks focusing on self-exploration, interests, values, and goal setting to facilitate discussion with their child. Students who participated in the Partners Program (with their parents) showed improvements in career readiness and an increased sense of agency (Kush and Cochran, 1993). When parents had a roadmap to help their children in terms of how to develop their child's career-readiness, there were improvement in student outcomes. Further, citing Kerr and Ghrist-Priebe (1988), academically gifted students benefited from a one-day career workshop exploring values, interests, and other career-related needs as they were more likely to have discussed career options with others as opposed to those students who did not engage in conversations about careers who did not participate in career-related workshops (Whiston and Sexton, 1998).

Additionally, responsive services aim to assist students who need support with their physical, emotional or academic well-being (Whiston and Sexton, 1998). These services support students in a reactive manner after a problem is already present, not as a preventative support. Whiston and Sexto (1998) show that training students in social skills is an effective counseling intervention in helping students with behavior problems, learning disabilities, gifted students, and students with disabilities.

Finally, the last component of a school counseling program includes system support which include program evaluation of the counseling program itself with the use of iterative development of activities, and reflection of the program. Whiston and Sexto (1998) explored studies that surveyed students about the effectiveness of their counseling program as having evidence of effectiveness helps a school improve or adapt their existing programs.

Student Voice

Simmons, Graham, and Thomas (2014) citing Davies (2013) argues that students' participation in school has changed from attending to decision-making in their school environments to "involvement in formal and informal decision-making about matters relating to curriculum, culture and governance, and engagement with the community (p 130). The authors found that students focused on four components of well-being at school: improved pedagogy, school environment, relationships, and opportunities to have a say (Simmons, Graham, and Thomas, 2014). In terms of pedagogy, students cited school resources like a library, lounge areas, and other physical locations as supports to learning while also citing learning out of the classroom, and lessons for future learning (connected to post-secondary success) as beneficial practices for their academic well-being (Simmons, Graham, and Thomas, 2014). School environments that support student well-being include places of respectful language, positive attitudes, support physical features such as a nurse's office, classrooms, and other amenities, and other features for some like security guards, and a desire for outside natural spaces for play (Simmons, Graham, and Thomas, 2014).

Students cited supportive adults, relationships with others based on respect and relationships with equity as the type of relationships that support well-being (Simmons, Graham, and Thomas, 2014). Anderson and Graham (2015) show that relationships between student and staff encourage students' sense of belonging to the school community. Allowing students to grow relationships within the school community allow for students to feel safe.

Lastly, students reported that having a say in school procedures, decisions, rules support students at school as they want others to know what they need (Simmons, Graham, and

Thomas, 2014). Simmons, Graham, and Thomas (2014), show that students are aware of power and authority in schools, and students who feel like they have a say in issues feel less disenfranchised in their educational environments. Anderson and Graham (2015) further show that students identify having a say at school improves their well-being because it allows students to feel like they have freedom of speech, choices, and a say in school policies. Further, the authors show that when students feel they have a say at school, they feel recognized and respected (Anderson and Graham, 2015).

Online and Blended Learning Practices

I anchored my literature review in online and blended practices on a 2014 guide from Smith and Brame through Vanderbilt University's Center for Teaching. Brame and Smith (2014) identified six elements that make online and blended learning successful: learning-centered education, collaborative and interactive learning, metacognitive awareness, increased flexibility, immediate feedback, and multimodal content for those seeking to develop courses or practices in their instruction. For this project, I merged multimodal content which Blaine and Smith (2014) identify as such mediums as "videos, podcasts, screencasts, video conferencing, and presentation software" into the collaborative and interactive learning category, as ISAonline uses multimodal contents in their interactive platforms and to collaborate (para. 13). Based on emergent themes, I added COVID as a new topic in best and promising practices for online and blended learning. As this anchor text was published before 2019, the researchers did not include any information or guidance on COVID-related practices.

Learning-Centered Education

Blaine and Smith (2014) define learning-centered education as an approach that "acknowledges what students bring to the online classroom—their background, needs, and interests—and what they take away as relevant and meaningful outcomes." A successful online instructor is not adamant about maintaining control of the learning process, rather, the learner takes an active role in determining how they learn (Brame and Smith, 2014; Palloff and Pratt, 2013). Pinchot and Paullet (2021) showed the success of student's choice in assignments and how to best demonstrate their learning. When given the chance, students chose a variety of different assignments when working towards a learning objective by demonstrating their learning through writing, audio and visual assignments, and other forms of presentations (Pinchot and Paullet, 2021). Student choice in their outcomes is a flexibility that is often missing in face-to-face learning where a variety of learning products is not always available to individual students. In explaining learning-centered education, Bilimoria and Wheeler (1995) identify six strands of leaning centered organization: self-directed, coparticipation in knowledge creation, experience-based learning, learning context, inputs, and process, relational learning, and lifelong learning.

Collaborative and Interactive Learning

Citing Means et al (2010) and Schutte (1996), Blaine and Smith (2014) argue that when students collaborate, online instruction is more effective. Schutte (1996) found that students relied on each other when not in a traditional classroom environment because they were unable to ask questions to their teacher face-to-face, so students used each other as resources. A lack of immediate access to a teacher is also a disadvantage of online learning. Further, Schutte recommended structuring real-time collaboration for virtual students to advance online

learning success. Blaine and Smith (2014) recommend several ways for students to collaborate: synchronous and asynchronous discussions, along with small-group assignments to allow for all students to have a voice. Further, Yates, Starkey, and Egerton (2021) define collaboration as "sharing and accessing an array of content, artefacts, and information" (p. 60) without the traditional confines of a shared space.

Metacognitive Awareness

Chick (2013) defines metacognition as "the process used to plan, monitor and assess one's understanding and performance" (para. 1). Metacognitive practices and strategies improve student outcomes in their learning and shows in outcomes like reading, writing, collaboration, and test scores (Chick, 2013). Citing Dunning, Johnson, Ehrling, and Kruger (2003), Chick, 2013), argues that students who do not practice metacognitive practices cannot recognize errors in their academic or peer social skills and often do not understand when they or others are correct or incorrect. Metacognitive practices and strategies increase awareness in oneself and in others—one aims of educating the whole child beyond simple academics. Blaine and Smith (2014) argue that learners understand what behavior support their learning as online and blended learning requires more independence. Students enrolled in online learning need to reflect on procedures and habits that can either add to their success or derail their success. Citing Bransford, Brown & Cocking (2000), Blaine and Smith (2014) state that metacognition is a vital component in student success. Wolters, Pintrich, and Karabenick (2005) discuss metacognitive self-regulation behaviors when learners develop their own goals, strategies, and meanings from their learning.

Increased Flexibility

Flexibility with online or blended learning allows for learners the ability of geographic autonomy rather than having to be in one location. Also, learners can decide when they want to learn (Blaine and Smith, 2014). Allowing students to have more control over their schedules and location, students can participate more in their learning if other events in their life prohibit them from a conventional school-time schedule. Watson (2007) suggests that in addition to flexibility, online learning befits younger digital natives based on daily use and comfort with technology. Online learning allows for learners to use the same type of technology that they use for communication, entertainment, and discovery (Watson, 2007). Watson (2007) also explains how students have expanded opportunities in courses and learning opportunities that transcend potentially limiting geographic locations.

Immediate Feedback

Hattie and Timperely (2007) define feedback as "any information provided by agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one's performance or understanding" (p. 102). Blaine and Smith (2014) argue that online learners have easier access to teachers and feedback through online communication platforms or technologies. There are others who argue that online education limits teacher feedback as teachers are not face-to-face. Hattie and Timperly (2007) argue that feedback is the most important factors in student learning as it addresses learnings performance and understanding. Hattie and Timperely (2007) use a three-question feedback model to increase student understanding and learning after completing a task: (1) Where am I going? (2) How am I going? (3) Where to next? Hattie and Timperely (2007) recommend using these three questions to reduce the gap between student performance and understanding. Researchers believe that by reflecting on these questions,

students can discover gaps in their performance and desired outcomes. The questions provide a framework for students to map their learning and what they need to develop in terms of their skills and comprehension. These feedback questions are related to self-regulation metacognition techniques because feedback is both teacher and student generated.

COVID-19 Practices

Online and blended learning became necessary for many learners during the pandemic beginning in 2019 or 2020. Students were affected differently around the world based on their location during the global spread of COVID-19. As practices developed for pandemic-era education, students experienced learning during a truly unique time. Many strategies and protocols that were already in place were called upon as face-to-face learning transitioned to remote. Morgan (2020) recommended the following practices for educators in response to COVID-19: ensure equity, communicate expectations clearly, provide student-centered learning, use free high-quality resources, respond to the emotional toll of the pandemic. Further, Snelling and Fingal (2020) recommended the following practices during COVID related learning: ensure digital equity, practice digital learning, provide clear expectations to parents and staff, plan for the possibility of going online, make sure teachers and learning have all needed resources, maintain daily schedules, practice engaging online learning strategies beyond busy work, foster independent learning activities, address students' social and emotional health, and select technological tools that are success with students. While many students have or are returning to face-to-face learning, many families decided to continue with online learning.

Conceptual Framework

I looked for frameworks that evaluated online education programs and used Diane M. Billings' framework evaluating five dimensions of outcomes and practices in web-based courses in nursing in this project. The five dimensions of Billings' (2000) nursing framework are as follows: faculty support, use of technology, student support, outcomes, and educational practices. I adapted the framework for an online K-12 educational setting and modified one of the dimensions. Due to the size of the pilot program with a single teacher, I changed faculty support to COVID-19-related practices. The dimensions of the Billings' framework aligned with the three strands of my literature review. Use of technology, educational practices, and outcomes connected to the promising practices strand of my literature review. Further, the student support dimension is related to my literature review's promising online education practices and social and emotional research. The outcomes dimension of the framework aligned all aspects of my literature review with a focus on the market analysis.
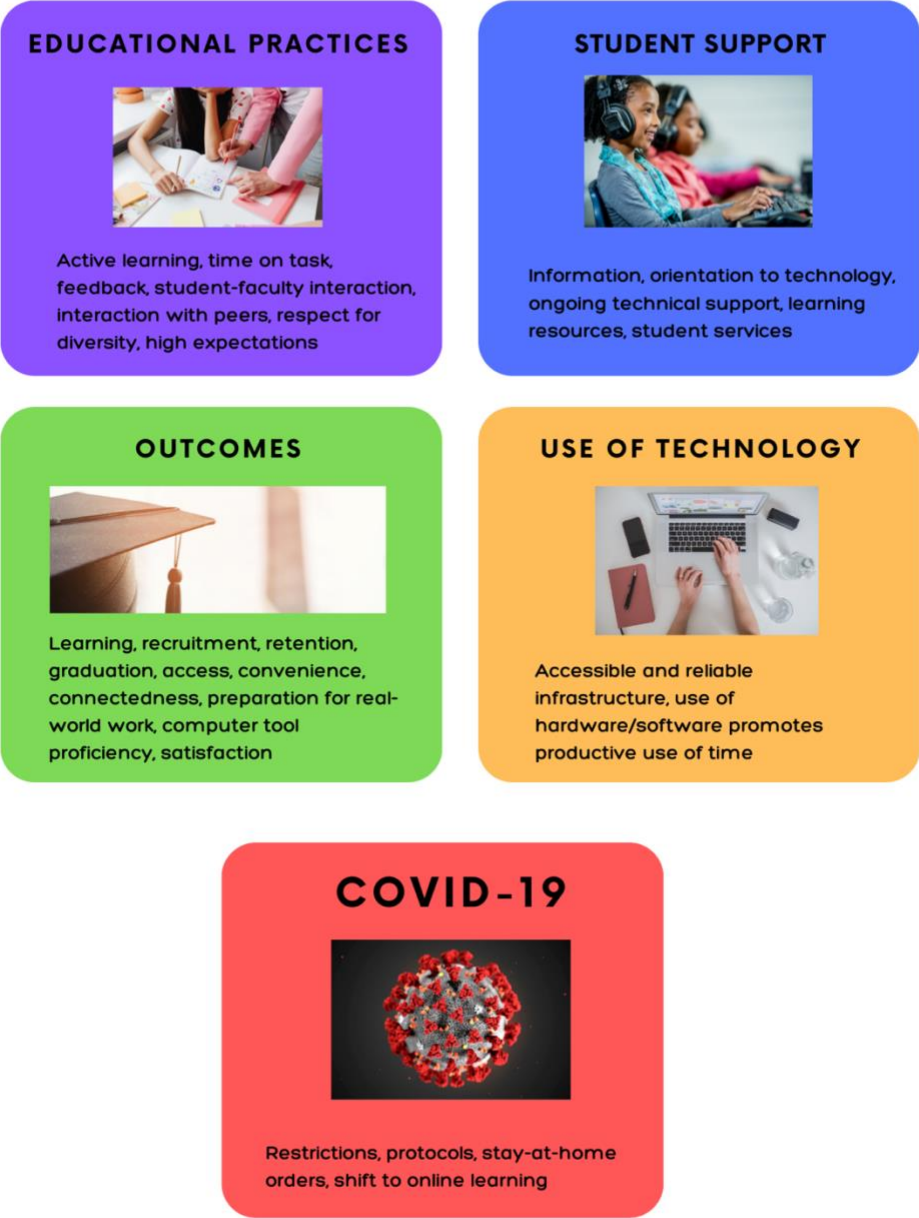
Figure 4 Online education framework

Project Questions

1. How do parents believe online education has affected their children?

2. What are the main factors that drive parents in Aruba to consider online or blended options for their child or children?

3. What types of online educational practices do parents believe are the most effective or promising for their child or children?

Project Design

To identify the perceptions of parents who had children enrolled in online education programs in Aruba, Ms. Montenarello arranged for collaboration between ISAonline and EduCampus Aruba. EduCampus Aruba is a government-backed education service that provides parents in Aruba a list of potential online education options for students as well as a physical learning space for students. EduCampus was interested in partnering with ISAonline to collect perceptions about the parents in the program. Currently, 130 families participate in an EduCampus program which includes all online programs available to students in Aruba, which includes ISAonline. Students who participate in online programs can access in-person facilities provided by EduCampus Aruba. Ms. Montenarello and I decided that the EduCampus Aruba parent population would provide a more accurate and valid view of parent perceptions of online education than our first two proposed populations: the ISAonline parents and the ISA parents. The first population we considered studying included those parents in the ISAonline pilot program. As there were only three students in the first term, we believed that there would not be enough data to get a complete picture of perceptions. Then we considered studying the parents of the International School of Aruba. Still, we decided against this as those parents' only experience with online education was during COVID lockdowns, where students had no choice in participating in online education. Also, ISAonline does not seek to recruit students from ISA's onsite student population. Those parents whose children are part of the EduCampus Aruba population represent parents and their children who chose online education for various reasons.

Ms. Montenarello was the bridge between my investigation and the parents of EduCampus Aruba as I conducted a mixed-methods survey by email (appendix A). I sent my recruitment email, survey link, and follow-up emails to Ms. Montenarello, who forwarded the information to Ms. Stephanie Croes. Then, Ms. Croes sent out the information to her list of parents. I sent the introduction email and survey link to Ms. Montenarello on March 25th, and she sent it to Ms. Croes the same day. I started receiving responses the following day. We sent out a reminder email a week later with a closing date of April 15th. I did not directly contact the population before they chose to participate in my survey. If they so decided, participants were entered into a drawing to win one of three $25 Amazon gift cards. When the survey closed, 40 families participated in the survey.

The survey served to collect both quantitative and qualitative data. I developed the survey based on Billings' framework as well as feedback from Ms. Montenarello. I asked demographic questions about the parents to discover their native language, passport country, the number of children enrolled in online education programs in Aruba, the age of their children enrolled, as well as competencies with technology. These demographic questions allowed us to get an idea of the families. We wanted to see if there were barriers to online education based on parent competency or familiarity with technology.

I also asked four open-ended questions. One of the questions Ms. Montenarello wanted to focus on was the social-emotional change for students enrolled in online education. The addition of the social-emotional change question supported the project question about how online education changed students.

Open-Ended Question	Number of Responses
Question 8: What led you (caused you) to enroll your child in an online learning program?	23
Question 16: What do you perceive as the strengths in your child's online learning experience?	23
Question 18: What do you perceive as the weaknesses in your child's online learning experience?	19
Question 19: Please explain how your child's social and emotional well-being changed since enrolling in an online program.	11

Figure 5 Open-ended questions from survey

After collecting the survey responses, I put all responses in a table and started to code the responses based on the themes of Billings' framework. I developed codes aligned to the five dimensions in the framework as follows: education practices (5), student support (4), outcomes (5), and use of technology (4). As only one teacher is in the pilot program, I replaced faculty support for a COVID theme and code. I then added another column to my coding table and aligned each response to a project question. Adding the project question column allowed me to connect the responses to the questions as the survey questions were not the same as the project questions.

	Educational Practices Theme	Student Support Theme	Outcomes Theme	Use of Technology Theme	COVID Theme

Codes	Language	Special education needs	Curriculum	Schedule flexibility	COVID
➡️	Activities		Dissatisfaction with prior education	Portability	
	Subject variety	Bullying		Screen time	
➡️	Student-teacher interaction	Socializing	Price	Frustration	
	Self-pacing	Emotional well-being	Learning difficulties		
			Self-sufficiency		

Figure 6 Codes and themes from open-ended responses

After coding the responses, I aligned the data to my project questions in an alignment table. The alignment showed how my survey responses answered the project questions. I identified the themes and codes for each project question that aligned with each survey response.

Alignment Table: Project Questions, Themes, and Codes

Project Questions	Themes	Codes

PQ1: How do parents believe online education has affected their children?	Outcomes Educational Practices Student Support Use of Technology	Curriculum Self-sufficiency Activities Self-pacing Language Student-teacher interaction Subject Variety Bullying Emotional well-being Socializing Schedule Flexibility Screen Time Frustration
PQ2: What are the main factors that drive parents in Aruba to consider online or blended options for their child or children?	Educational Practices Student Support Outcomes COVID Use of Technology	Activities Student-teacher interaction Language Subject Variety Emotional well-being Special education needs Socializing Bullying Dissatisfaction with prior education Price Learning difficulties Curriculum Self-sufficiency COVID Portability Schedule Flexibility
PQ3: What types of online educational practices do parents believe are the most effective or promising for their child or children?	Educational Practices Use of Technology COVID Outcomes	Activities Student-teacher interaction Language Portability Schedule Flexibility Screen Time COVID Self-sufficiency Curriculum

Figure 7 Theme and code alignment to project questions

After identifying the themes and codes for each project question, I coded the responses again. I made a table where I entered the survey responses for each project question and color-coded them. My new table gave me a visual of how many responses correlated to each theme

and code. I could look at the table with the responses and identify the themes and which were more prevalent. I was surprised by how little COVID was mentioned compared to all other themes in my responses.

Findings

Demographics and context

Most parents who completed the survey indicated that their native language is Papiamento, with 53.33% of the 30 respondents answering this question. 83.33% of parents (25 of 30) have

access to reliable, high-speed internet, and 73.33% were either extremely or somewhat

comfortable helping their child with technology. Only 6.67% (2 out of 30) of parents needed

help when beginning their child's online learning program. Most children, 65.52%, spent 4-6

hours a day learning online, while 20.69% spent 1-3 hours and 13.79% spent 7-9 hours a day.

Most parents felt that the amount of time their child spent learning online was adequate, with

55.17%, while 20.69% believed the time was somewhat adequate. Only 10.43% thought the

time their child spent learning online was somewhat inadequate. 13.79% were neutral about

the time their child spent learning online.
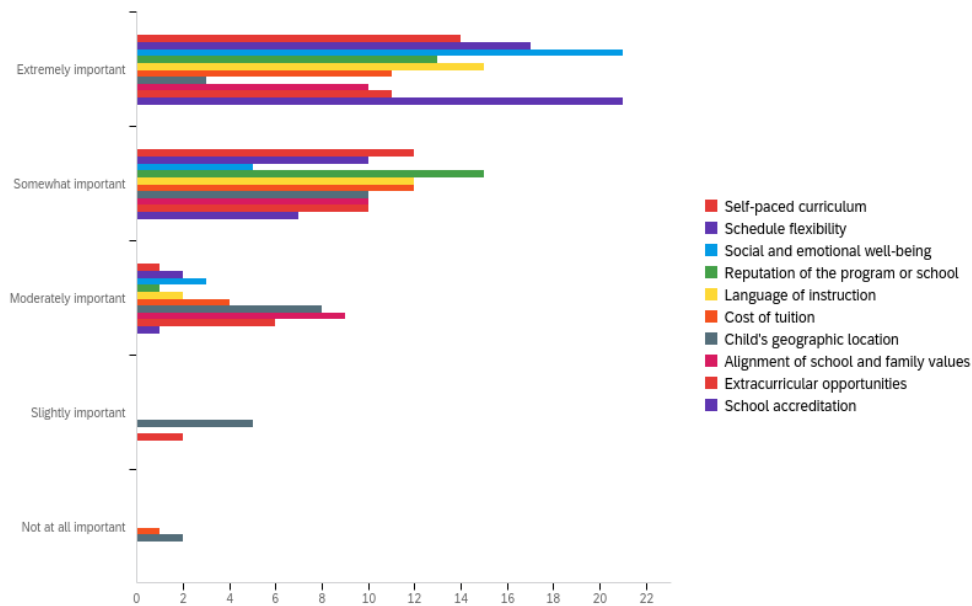
Figure 8 Please indicate your agreement with the following statements about your reasons for enrolling in online education.

In understanding the reasons for enrolling their child in an online learning program,

respondents identified the following factors as extremely important:

- 72.41% for **social and emotional well-being** and **school accreditation**
- 58.62% for **schedule flexibility**
- 51.85% for a **self-paced curriculum**

Project Question 1: How do of parents perceive online education has affected their students in terms of who are currently enrolled in online education for their child or children?

Finding 1

Overall, parents believe that online learning has positively impacted their child or children in terms (1) outcomes, and (2) student support, but there were mixed feelings about (3) use of technology, and (4) educational practices.

Finding 1a: Outcomes

"She can work at her own pace, which is much higher than the average. She is advancing and developing her skill quicker"

Parents believed that online learning allowed their children to study a curriculum that was best for their child or children. These curriculums often had aspects of learning that were lacking in other schools, as some parents explained that their children learned more information in their online learning program. Some parents identified key areas like writing or critical thinking that improved due to the curriculum of their online program.

"He is experiencing more success in learning and made friends very quick and gain more self-confidence"

Additionally, parents identified self-sufficiency as an area of improvement. Many parents used the word independence in the survey responses in describing how their child improved. Some parents explained that their children learned how to ask for help from their teacher when they needed help—students took more initiative in their learning. However, there were several negative responses to the outcomes theme as well. Some parents explained that their children became lazy during online learning, while another explained that their child does not ask for help when they need it from their teacher. One parent wondered if their child was on the level they should be in terms of their education. The three responses representing adverse outcomes were three in a total of 18 coded responses for about 17% negative responses.

Finding 1b: Educational Practices

"I have found that the online curriculum and activities are much better than in person. My child has been learning a lot of information since he started online"

Parents identified activities, self-pacing, language, student-teacher interactions, and subject variety as areas of improvement in their child or children. One parent said that their child's online activities improved because of learning online. In contrast, another noted that online learning allowed their child to participate in other activities that were not part of their child's online learning. Parents said that a benefit was the ability of their child to learn at their own pace, while another cited student-teacher interaction benefit.

"Not enough attention paid towards my child, he was working on the wrong program, and it was not identified until I called a meeting"

While there were positive indications of educational practices, 50% of the responses, six out of 12, indicated harmful educational practices in their child's online learning. One parent said that their child was in the wrong program, while another cited isolation as a negative because of a lack of activities because of being online. Another parent said that despite getting help from the teacher, their child could not finish assignments due to struggles with writing. In contrast, another parent expressed concern for general education practices in their child's program. The parent concerned with the general education practices cited skepticism in their child's preparation in their education and job orientation post-secondary school.

Finding 1c: Student Support

"Also, she was bullied in middle school and in the beginning of high school. In an online program she feels safe."

Parents also identified bullying, emotional well-being, and socializing are areas of improvement in their child or children. While there were five responses out of 25 (20%) that

identified adverse effects, including a lack of focus, discipline, and a lack of vocal expression, 20

replies identified positive impacts in the student support theme. One parent explained that

their child felt safe in an online program because they were no longer bullied. One parent said

their child no longer had to worry about social issues at school. Another parent said that their

child's emotional well-being improved, and bonding with their mother gave the child more

freedom. Other parents indicated that their children were happier and changed in positive

ways. At the same time, other positive changes included less pressure on students, less trouble

due to high energy levels, and increased motivation as other aspects of improved well-being.

Other parents indicated that their child's socializing either stayed the same or improved. One

parent said their child already had the skills to develop and maintain friends online, while

others said online education helped students make new friends. Another parent indicated that

online learning helped their child develop oral communication skills in social settings.

Finding 1d: Use of Technology

"She can work at her own pace, which is much higher than the average."
"I would say spending too much time in front of a computer."

While parents identified schedule flexibility as an area of improvement in their child or

children, they also identified screen time and frustration as adverse effects of online education

on their child or children. Three out of six responses (50%) indicated negative effects of

technology. The three positive responses indicated that their children have flexibility in

schedules, a lack of pressure due to the self-paced nature of the program, or flexibility outside

of traditional school. Parents reported technology concerns: a lack of conventional pencil-to-

paper skills, frustration with taking online quizzes and having to retake them, and too much

time in front of a computer—screen time.

Project Question 2: What are the main factors that drive parents in Aruba to consider online or blended options for their child or children?

Finding 2

Factors that led parents to enroll their child or children in online learning programs included the following themes: (1) educational practices, (2) student support, (3) outcomes, (4) COVID, and (5) use of technology.
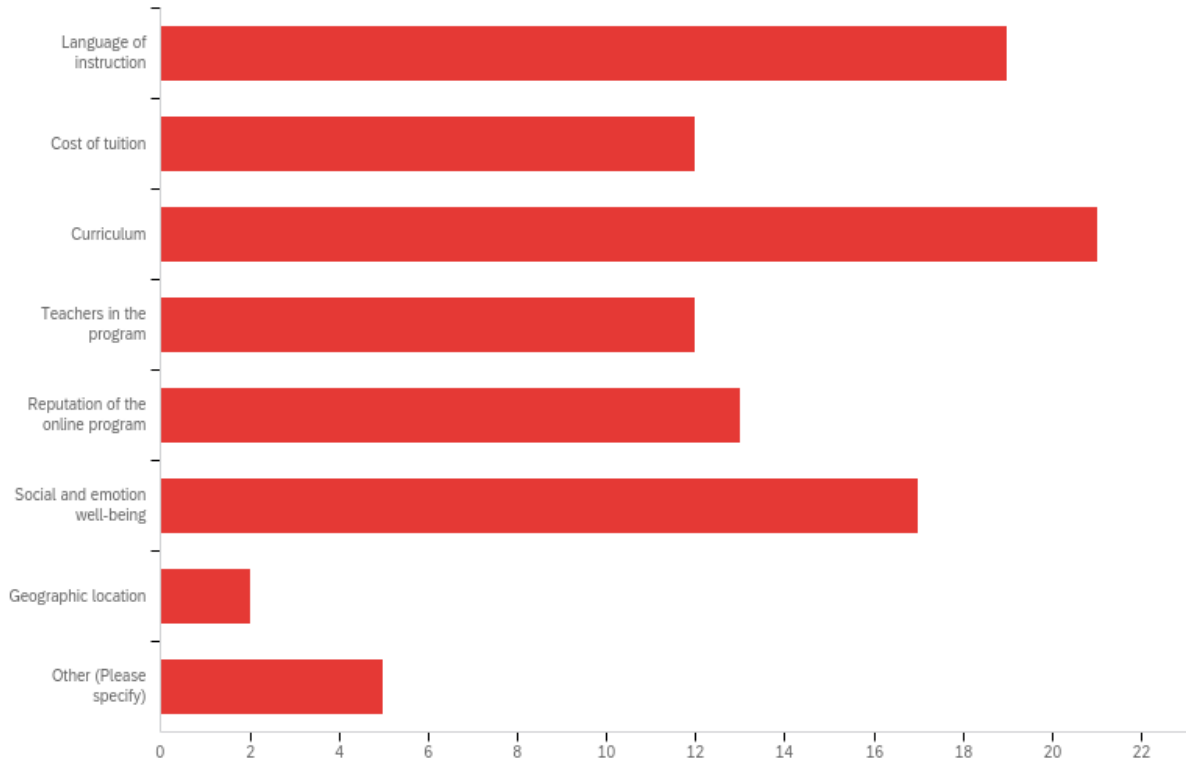
*Figure 9 What are the most important factors in choosing an online education program for your child?*

Finding 2a: Educational Practices

"Instruction language. My children are fluent in English."

Parents identified activities, student-teacher interactions, the language of instruction and subject variety factors leading to enrolling their child or children in online education programs. Parents identified activities, student-teacher interactions, language of instruction and subject variety factors leading to enrolling their child or children in online education programs. The second most popular survey response when asked about the factors leading parents to enroll their child in an online learning program was language of instruction with 18.81% of respondents. Four parents indicated that they wanted an English-language curriculum for their child and online education programs offered that option. Another parent indicated that the sport and education programs associated with online learning was best for

their child. Further, another parent indicated that their child's previous school lacked student-teacher interactions. The activities that they parents cited in the educational practices theme may refer to the Educampus activities that are available to students in Aruba.

Finding 2b: Student Support

<div align="center">"My child was in a depression and my child is an introvert person."</div>

The following factors in the student support theme drive parents to enroll their children in online learning programs: Emotional well-being, special education needs, socializing, and bullying. When asked about the factors leading parents to enroll their child in an online learning program, the third most popular survey response was social and emotional well-being, with 16.83% of respondents. Autism, ADD, depression, introversion, feelings of being drained, and not being happy at a prior school are factors parents cited as reasons for choosing online education for their child. The parent of the child with autism indicated that her child's psychologist recommended her current online school. The child spoke English, so online education was a fit for her child.

Finding 2c: Outcomes

<div align="center">"Freedom of geographical location, time-schedule, subject variety- decline of public-school education."</div>

Factors in the outcome theme that drove parents to enroll their children in online education programs include the following: dissatisfaction with prior education, price, learning difficulties, curriculum, and self-sufficiency. When asked about the factors leading parents to enroll their child in an online learning program, the top survey response was curriculum, with 20.79% of respondents. Several parents expressed grievances with the local education system in Aruba as a reason to seek an online option. Also, some parents sought online programs due

to their affordability. Online education programs are often cheaper than brick-and-mortar

schools like private or international schools. Some parents also indicated their children were

unhappy at their prior school. Another parent expressed that previously, their child was in a

class of 30 with one teacher instructing the child.

Finding 2d: COVID

> "Covid prevented my child from going to school for a long time and previously we had a lot of
> grievances concerning our local education system"

> "When covid 19 spread, we didn't want that our daughter be in large groups of kids, and we
> didn't feel safe enough with the preventive measures at school. Because of that she started
> with an online school, the K12 platform, for a year and a half. When we realized there where
> better options available, we choose ISA online."

COVID accounted for part of four responses as factors driving parents to online

education programs. Only one respondent indicated COVID as the only factor, while other

parents coupled COVID with other issues that caused them to seek online programs. One

parent said that due to the pandemic, they did not want their child in close contact with others,

but the option of ISAonline allowed them to enroll in an online program. Still, another parent

said that the pandemic and wanting to learn without the time and geographic constraints were

drivers.

Finding 2e: Use of Technology

> "Freedom of time schedule, freedom of location, class retake possibility"

Parents cited portability and schedule flexibility in open-ended questions as two factors

in the use of technology theme that drove parents to enroll their children in online programs.

Surprisingly, the least popular choice in factors leading parents to enroll their child in an online

learning program was a geographic location, with 1.98% or only two respondents who

answered the question. Parents wanted geographic flexibility than face-to-face instruction does not allow for students. Also, parents indicated that they wanted a program where students had the option to set their schedule when learning during the day. Another parent said that they wished for a digital platform for their child.

Project Question 3: What types of educational practices do parents whose child are in online or blended learning schools, or potential parents of online students believe are the most effective or promising for their child or children?

Finding 3

Parents identified teacher communication, teacher feedback, a mix of content delivery modes, interactive platform, real-time classes with a teacher, and collaboration with other students as practices that they believed are most effective in online or blended learning education.
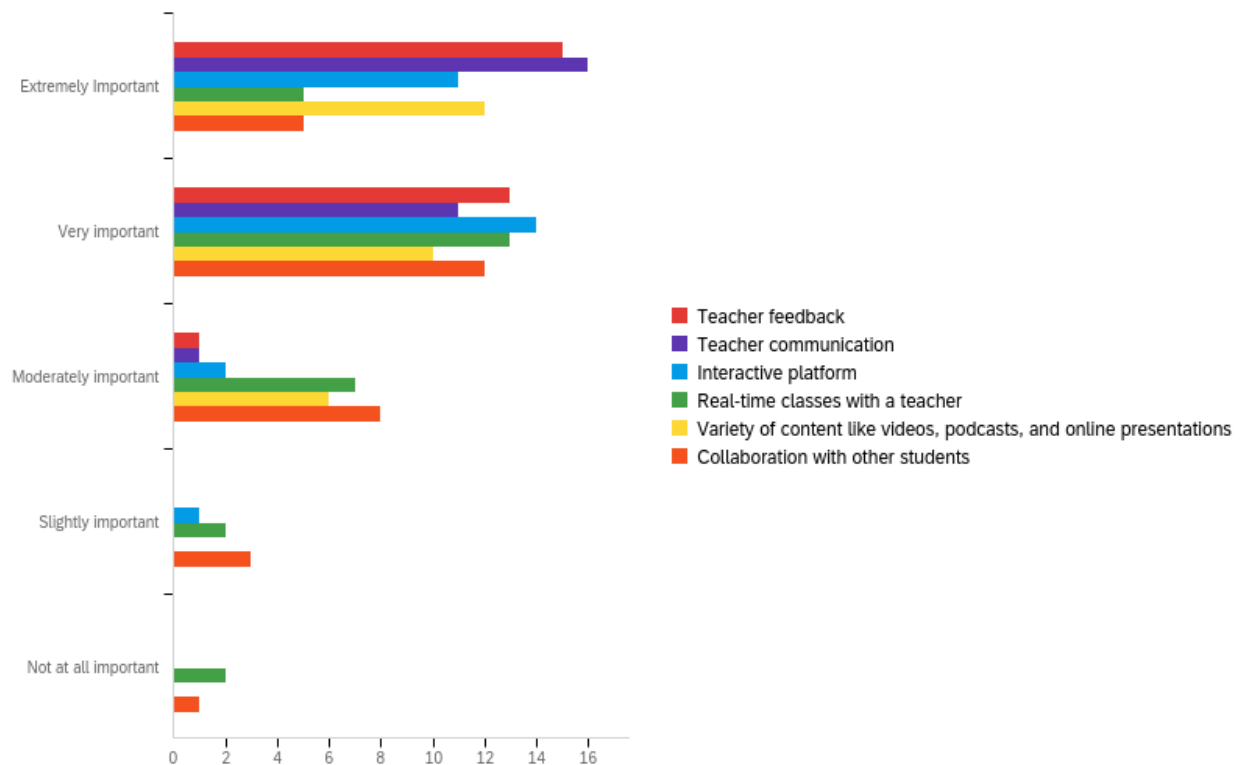
Figure 10 In your opinion, how important are the following educational practices in online education.

In the parent survey, when asked which educational practices were "extremely important" the top three practices were as follows: 57.14% for **teacher communication,** 51.72% for **teacher feedback,** and 42.86% for **a variety of content like videos, podcasts, and online presentations**. For the practices parents believed were "very important," the top three responses were:

- 50% for **an interactive platform**
- 48.83% for **teacher feedback** and **real-time-time classes with a teacher**
- 41.38% for **collaboration with a teacher other students**

In the open-ended survey responses, parents indicated that one of the strengths of their child's online education program was teacher feedback and attention. Some parents complained that one issue that led to dissatisfaction with their previous school was large class sizes.

"His teacher is amazing. She makes a lot of follow up so my child feels that someone is measuring and evaluating his work."

Recommendations

1. Seek accreditation for ISAonline independent of ISA

Parents in the survey cited school accreditation as one of the most important reasons for choosing their current online education. In the market analysis, many online schools and programs advertise their accreditation to signal parents that a school is a place of credible learning and instruction. Having an accredited school is a significant competitive advantage. As ISAonline began as a pilot program of ISA and ISS, it is quickly aligning itself more with local

government and non-profit partners—Educampus and Commandeur's Bay Academy—ISAonline

moves further from ISA proper. Cognia accredits ISA, which extends to ISAonline as it is under

ISA's governance.

Seeking independent accreditation would further drive the school towards academic

excellence and signal to parents that it is developing as a school to stand on its own. Cognia

states that accreditation is "the launchpad for school improvement" (para. 2). Cognia has

standards for accreditation for different education programs, including digital learning. As

ISAonline grows as a school from grade 3 during the 2021-2022 school year to grades 2-8 for

the 2022-2023 school year, the school must have a framework of continuous improvement that

one receives from accreditation that is solely focused on itself. By maintaining accreditation

with ISA, ISAonline is not receiving individualized feedback as a unique independent program or

school separate from ISA. ISAonline runs the risk of getting lost in the details of ISA, and

teachers and administrators at ISA do not have the institutional knowledge of ISAonline. The

cost and time needed to seek accreditation are significant. ISAonline may seek accreditation

independently after a few years of successful operation and depending on growth. Currently,

ISAonline will grow by 300% from 3 to 12 students—tentatively. With continued growth and

enrollment, ISAonline will become a truly unique school independent of a brick-and-mortar

school.

2. **Arrange for student access to a school guidance counselor**

In the survey, 72.41% of parents said that their child's social and emotional well-being was a

very important in choosing their current online learning program. Currently, ISAonline checks in

with students in the morning and adjusts lessons or support depending on student feedback. As

ISAonline expands, adding more students in more grades in their elementary offers and adding middle school, access to a counselor is critical to further support student social and emotional well-being. Savitz-Romer and Nicola (2022) showed that access to a school counselor improves social and emotional health and academic and post-secondary success. With the addition to middle school, post-secondary success is a new factor that ISAonline must consider.

ISAonline has many established partners like ISA, Educampus, and Commandeur's Bay Academy, which may have these resources already. ISAonline could arrange for ISA's counselor to develop relationships with ISAonline students if Educampus or Cammandeur's Bay does not have a dedicated counselor. If there is self-harm or risk of suicide, students need a counselor for support. If an ISAonline teacher has a severe social or emotional health concern, they may not feel qualified to deal with a situation or potential crisis.

3. **Develop a social and emotional wellness team and plan**

Parents identified emotional well-being, special needs support, socializing, and bullying issues as reasons for enrolling their students in online learning programs. These student support issues are complex, and Savitz-Romer and Nicola (2022) explained that effective counseling programs include academic, social-emotional, and postsecondary support areas. As Whiston and Sexton (1998) cautioned, not all counseling programs are equal as activities differ, affecting the effectiveness of each program.

ISAonline should develop a schoolwide counseling program using CASEL's framework. CASEL states that when SEL programs are "integrated throughout all classrooms with a systemic, schoolwide approach, students can learn and practice SEL through explicit instruction, trusting relationships, and frequent opportunities to express their voice and perspectives"

(para. 1). CASEL's https://schoolguide.casel.org has a free resource for beginning a new

program with videos, rubrics, and planning guides for developing a program. CASEL provides a

three-phase plan: Organize, implement, and improve. Within the organize phase, a school

builds foundational support and creates a plan. In the implement phase, a school strengthens

adult SEL and then promotes SEL for students. Finally, in the improve stage, schools practice

continuous improvement. Creating an account at https://schoolguide.casel.org is free. An

account gives access to videos, and modules of explanation with a rubric for schools attached

as an appendix. The rubric breaks down the three phases and subsections.

4. **Explicitly teach metacognition strategies to support students with extra learning**

    support needs

Parents expressed concerns in student motivation and accountability in the survey. Asking

students to think about their learning by setting goals at then monitoring those goals will help

students evaluate their progress and learning. Goal setting by students also create buy-in with

their academic success. Goals could also include social and emotional dimensions as well.

Reflective practices whereby student reflect on their learning both formatively and with

summative assessments are popular in education. Making sure that students demonstrate their

understanding of why they need to improve or demonstrating how they improved will help to

eliminate students misunderstand.

5. **Promote ISAonline's unique competitive advantage of being "home-grown"**

ISAonline is a unique online education program in Aruba as it is founded in Aruba with

students from Aruba as its intended enrollees. The other programs that EduCampus Aruba list

for parents as options are primarily international or US based. ISAonline was founded with the

intention of helping local students in Aruba. ISAonline needs to start promoting their

uniqueness to local parents. Also, compared to ISA, ISAonline has a comparative tuition price-

point with other online education programs, not the higher cost of the brick-and-mortar

international school. If parents are aware of ISAonline, they may not understand that ISAonline

has a more attainable price-point. Marketing and promotion may take the following forms

during the following school year: an open house at EduCampus or other local venues, parent

information sessions online or in coffee shops around the island, promotion of print or online

advertisements for ISAonline, a promotional video, and Papiamento and English-language

articles about the school for the community and potential parent customers.

Conclusion

To support ISAonline, I used a mixed-survey methods study to discover parent

perceptions of online education in Aruba. By learning about parent perceptions of the market

of online learning programs, beliefs about best or promising online education practices, and

parent views of how online education affects a student's social-emotional health, ISAonline can

affirm their current practices or adjust their existing program. Further research is needed as

there were limitations in this study. First, the survey was only in English, while most

respondents indicated that languages other than English were their first language. I used Microsoft translate for one response, but I am not a native Spanish speaker, so I had to assume that the translation was correct without accounting for the nuance of words.

Further, the number of responses to the open-ended questions was considerably lower than the number of respondents who completed other questions that did not call for an original answer. I believe it was due to a language barrier. Also, follow-up interviews would gather more research about perceptions of online education and practices.

Other areas of inquiry for ISAonline include the faculty support dimension of Billings' original framework as more staff join the team. For the upcoming school year, another teacher is joining the school, so it would benefit ISAonline to seek to understand the new teacher's perceptions of the program and what they suggest as improvements as an end-user. Also, other areas of inquiry to explore include the financial aspects of ISAonline in comparison to the market in Aruba. As ISAonline seeks to grow, more information from local partners in terms of marketing to parents may help the program to develop. This capstone includes one framework to view perceptions and evaluation of an online program that may guide the assessment of other pilot programs in the future.

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Appendix A: Survey

Consent

VANDERBILT **V** UNIVERSITY®

Dear Participants,

This survey seeks to understand perceptions of online learning in Aruba. Participation in the survey is voluntary and your response will be kept confidential. Feel free to skip any question you do not wish to answer. For your time, you will also have the chance to win a gift card. If you have any questions about the project, please contact the Principal Investigator, Laura Bell, via email at Laura.s.bell@vanderbilt.edu.

○ I AGREE to proceed

○ I DO NOT agree to proceed

Default Question Block

What language do you consider your native language?

○ Dutch

○ Spanish

○ English

○ Papiamento

○ Other (Please specify)

☐

Do you have access to a reliable, high-speed internet connection at home?

○ Yes

○ Sometimes

○ No

How much technological help did your family need when beginning online education?

○ A little

○ A moderate amount

○ A lot

Please rate your comfort level helping your child with technology for their online learning?

○ Extremely comfortable

○ Somewhat comfortable

○

○ Neither comfortable nor uncomfortable

○ Somewhat uncomfortable

○ Extremely uncomfortable

What are the most important factors in choosing an online education program for your child? (Please select all that apply.)

☐ Language of instruction

☐ Cost of tuition

☐ Curriculum

☐ Teachers in the program

☐ Reputation of the online program

☐ Social and emotion well-being

☐ Geographic location

☐ Other (Please specify)

In your opinion, how important are the following educational practices in online education.

	Extremely Important	Very important	Moderately important	Slightly important	Not at all important
Teacher feedback	○	○	○	○	○
Teacher communication	○	○	○	○	○
Interactive platform	○	○	○	○	○
Real-time classes with a teacher	○	○	○	○	○
Variety of content like videos, podcasts, and online presentations	○	○	○	○	○
Collaboration with other students	○	○	○	○	○

What led you (caused you) to enroll your child in an online learning program?

How many children do you have enrolled in an online education program?

○ 1

○ 2

○ 3

○

More than 4

What is your child's passport country?

◯ Aruba

◯ The Netherlands

◯ USA

◯ Venezuela

◯ Canada

◯ Other (Please specify)

[   ]

What is the age range(s) of your child or children enrolled in online education programs? (Please select all that apply.)

☐ 5-7

☐ 8-10

☐ 11-13

☐ 14-18

☐ 19 +

Please indicate your agreement with the following statements about your reasons for enrolling in online education.

	Extremely important	Somewhat important	Moderately important	Slightly important	Not at all important
Self-paced curriculum	◯	◯	◯	◯	◯
Schedule flexibility	◯	◯	◯	◯	◯
Social and emotional well-being	◯	◯	◯	◯	◯
Reputation of the program or school	◯	◯	◯	◯	◯
Language of instruction	◯	◯	◯	◯	◯
Cost of tuition	◯	◯	◯	◯	◯
Child's geographic location	◯	◯	◯	◯	◯
Alignment of school and family values	◯	◯	◯	◯	◯
Extracurricular opportunities	◯	◯	◯	◯	◯
School accreditation	◯	◯	◯	◯	◯

How many hours a day does your child spend learning online?

◯ 1-3

73

○ 4-6

○ 7-9

○ More than 10

Do you feel that the amount of time your child spends each day on their online education is adequate (enough)?

○ Adequate

○ Somewhat adequate

○ Neither adequate nor inadequate

○ Somewhat inadequate

○ Very inadequate

Do you feel that your child is learning as much content and skills as they did when they were in a traditional classroom setting?

○ Learning MORE content and skills

○ Learning the SAME amount of context and skills

○ Learning LESS content and skills

What do you perceive as the strengths in your child's online learning experience?

_____

What are some challenges of online education for your child's learning. (You may select more than one.)

☐ Technology hardware issues

☐ Internet connectivity

☐ Communication with teachers

☐ Student motivation

☐ Lack of in-person interaction with peers

☐ Amount of feedback from teachers in program

☐ Social and emotional well-being

☐ Lack of a fixed schedule or structure

☐ Other (Please specify)

_____

What do you perceive as the weaknesses in your child's online learning experience?

_____

Please explain how your child's social and emotional well-being has changed since enrolling in an online program.

_____

Please enter your email address in the space below.

_____

End of Survey

Thank you again for your participation. I am raffling three $25 Amazon gift cards to all participants. Indicate below if you would like to be entered for an opportunity to win one of the three Amazon gift cards.

○ I would like to be entered in the drawing.

○ I would not like to be entered in the drawing.

Based on the above responses, I may reach out to conduct a brief follow up interview to learn more about your experiences about online education in Aruba. If you would like to opt out of being contacted again, check below to be removed from list.

☐ I would like to opt out of future contact.

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Appendix B: Code Book for Open-Ended Survey Questions

Coding Matrix Key

	Educational Practices Theme	**Student Support Theme**	**Outcomes Theme**	**Use of Technology Theme**	**COVID Theme**
Codes	Language	Special education needs	Curriculum	Schedule flexibility	COVID
	Activities		Dissatisfaction with prior education	Portability	
	Subject variety	Bullying		Screen time	
	Student-teacher interaction	Socializing	Price	Frustration	
	Self-pacing	Emotional well-being	Learning difficulties		
			Self-sufficiency		

Q8 - What led you (caused you) to enroll your child in an online learning program?

CODES	THEME	SURVEY ANSWER	PROJECT QUESTION
Activities	Educational Practices	is more conviniend for there sport and educations program	PQ2 PQ3
Emotional well-being	Student Support	My child was in a depression and my child is an introvert person.	PQ2
Dissatisfaction with prior education Price	Outcomes	Lack of good schools without a hefty price tag	PQ2
Dissatisfaction with prior education	Outcomes	Dissatisfaction regular schoolprogram	PQ2
Activities Student-teacher interaction	Educational Practices	The quality of the offered physical and online education of his former school, the attitude of the teachers, the lack of	PQ2 PQ3

		involvement of the teachers	
Learning difficulties	Outcomes	He had some problems learning in a regular class room	PQ2
COVID Dissatisfaction with prior education	COVID Outcomes	Covid prevented my child from going to school for a long time and previously we had a lot of grievances concerning our local eduction system	PQ2
Portability Schedule Flexibility Dissatisfaction with prior education	Use of Technology Outcomes	Freedom of geographical location, time-schedule, subject variety- decline of public school education	PQ2 PQ3
Special education Needs	Student Support	My kid has ADD	PQ2
COVID Portability	COVID Use of Technology	The pandemic and the wish to have education any time and any where.	PQ2 PQ3
Language	Educational Practices	Instruction language. My children are fluent in English.	PQ2 PQ3
Emotional well-being Dissatisfaction with prior education	Student Support Outcomes	The emotional well being of my child. He was not happy at his prior school.	PQ2
Dissatisfaction with prior education	Outcomes	not to have him caged in a classroom of 30 kids and one person speaking to him all day.	PQ2
COVID	COVID	When covid 19 spread, we didn't want that our daughter be in large groups of kids, and we didn't feel safe enough with the preventive measures at school.	PQ2

		Because of that she started with an online school, the K12 platform, for a year and a half. When we realized there where better options available, we choose ISA online .	
Curriculum Activities	Outcomes Educational Practices	personal situation with my child in his in person School. however I have found that the online curriculum and activities are much more better than in person. my child has been learning a lot of information since he started online	PQ1 PQ2
Language Socializing	Educational Practices Student Support	English instruction language, self-paced curriculum and the opportunity to combine a social environment with other students and online learing.	PQ3
Language	Educational Practices	The main reason was the Instruction language.	PQ2
Dissatisfaction with prior education	Outcomes	Unhappy with regular educational system in Aruba	PQ2
Subject Variety	Educational Practices	Because there was schools here offering the study my child was interested in	PQ2
Activities Bullying Emotional well-being Curriculum Schedule Flexibility	Educational Practices Student Support Outcomes Use of Technology	The highschool my daughter had to attend next doesn't leave much room for extra activities. My daughter wants to continue her studies in the arts. With the online program she can manage to attend other programs after school without	PQ1 PQ2

CODES	THEME	SURVEY ANSWER	Project Question
		feeling drained everyday. Also, she was bullied in middleschool and in the beginning of highschool. In an online program she feels safe. In the end, the decision wak more about her mental health.	
COVID	COVID	covid	PQ2
Curriculum	Outcomes	For better education and the quality	PQ2
Language Special Education Needs	Educational Practices Student Support	The school on the Island is not prepared to handle an autism child with high IQ, so his psychology recommended this school. And since he speak English like his first language. We in roll him.l	PQ2 PQ3

Q16 - What do you perceive as the strengths in your child's online learning experience?

CODES	THEME	SURVEY ANSWER	Project Question
Self-sufficiency	Outcomes	More independent.	PQ1
Portability	Use of Technology	Portable learning.	PQ3
Self-sufficiency	Outcomes	Confiansa en si mismo (Confident in himself) (translated using Microsoft Translator)	PQ1
Self-sufficiency Portability	Outcomes Use of Technology	Ability to work on digital platform and the push to be more independent	PQ2 PQ3
Self-pacing	Educational Practices	He goes in his own pace, not depending on other distractions	PQ1
Self-pacing	Educational Practices	He can learn on his own speed	PQ1
Languages Emotional well-being	Educational Practices Student Support	Improved a lot on language, emotional well-being	PQ1
Self-sufficiency	Outcomes	Independent learning	PQ3

Schedule Flexibility	Use of Technology	Not being limited by the speed, slower of faster, of a collective classroom	PQ3
Self-sufficiency Student-teacher interaction	Outcomes Educational Practices	Independence, flexibility, some teachers reach out weekly to students to offer help	PQ3
Self-sufficiency	Outcomes	He is more confidence and he wants to learn.	PQ1
Self-sufficiency Emotional well-being	Outcomes Student Support	independancy , bonding with mother, more freedom	PQ1
Schedule Flexibility Self-sufficiency	Use of Technology Outcomes	She can work at her own pace, which is much higher than the average. She is advancing and developing her skill quicker.	PQ1 PQ2
Student-teacher interaction	Educational Practices	His teacher is amazing. she makes a lot of follow up so my child feels that someone is measuring and evaluating his work.	PQ1 PQ3
Schedule Flexibility	Use of Technology	The self-paced curriculum option	PQ3
Self-sufficiency	Outcomes	A better learning achievement, more independance to learn	PQ3
Self-sufficiency	Outcomes	The independence from working online compared allows my child to be able to proceed faster in their studies compared to traditional schools	PQ3
Schedule Flexibility	Use of Technology	Flexiblity	PQ3
Schedule Flexibility	Use of Technology	He can work on his own pace	PQ3
Curriculum	Outcomes	Her writing skills has improved drastically and her critical thinking. Not that she couldn't write before, but now she gets meaningful assignments that stimulates her way of thinking.	PQ1

CODES	THEME	SURVEY ANSWER	Project Question
Curriculum	Outcomes	solid program, good content and ability to monitor	PQ3
Curriculum	Outcomes	Understands more	PQ1
Self-sufficiency	Outcomes	His motivation on doing his homework by himself.	PQ1

Q18 - What do you perceive as the weaknesses in your child's online learning experience?

CODES	THEME	SURVEY ANSWER	Project Question
Subject Variety	Educational Practices	My child has to do some subjects so he can finish his school. But some subjects are boring for him.	PQ1
Student-teacher interaction	Educational Practices	Not enough attention paid towards my child, he was working on the wrong program and it was not identified until I called a meeting...	PQ1 PQ3
Screen time	Use of Technology	More screentime	PQ3 (negative)
Student-teacher interaction	Educational Practices	Direct feedback from teachers	PQ3
Self-sufficiency Screen time	Outcomes Use of Technology	Some time he will be lazy He never uses pencils and paper anymore	PQ1 (negative) PQ3 (negative)
Socializing	Student Support	Lack of vocal expression practice	PQ1 (negative)
Activities	Educational Practices	If not combined with extra-curricular activities or some in class activities it can be isolating.	PQ1 (negative)
Socializing Frustration	Student Support Use of Technology	Social interaction He gets frustrated when he has to keep retaking quizes.	PQ1 (negative)
Self-sufficiency Student-teacher interaction	Outcomes Educational Practices	when its not easy , he doesnt feel free to ask for help. he prefers to get a bad score than ask for help	PQ1 (negative) PQ3 (negative)

CODES	THEME	SURVEY ANSWER	Project Question
Screen time	Use of Technology	I would say spending too much time in front of a computer.	PQ1 (negative)
Screen time	Use of Technology	social media distraction.	PQ3 (negative)
Curriculum	Outcomes	Thinking being on the level needed	PQ1 (negative)
Emotional well-being	Student Support	Loses focus sometimes, no pressure sometimes	PQ1 (negative)
Emotional well-being	Student Support	She needs more self discipline. She can get distracted easily.	PQ1 (negative)
Emotional well-being	Student Support	motivation and dedication	PQ1 (negative)
Student-teacher interaction	Educational Practices	Struggles with essays sometimes but gets help from the teachers online and is able to complete assignment	PQ1 (negative) PQ3

Q19 - Please explain how your child's social and emotional well-being has changed since enrolling in an online program.

CODES	THEME	SURVEY ANSWER	Project Question
Socializing	Student Support	He has a small circle of friends and they do some activities together after school.	PQ1
Emotional well-being	Student Support	Its a new school, and he is in puberty so its hard to say.	PQ1
Self-sufficiency	Outcomes	He has turned into a motivated student	PQ1
Self-sufficiency	Outcomes	He tries and when it doesn't work out he asks for help. Own initiative, more creative	PQ1
Emotional well-being	Student Support	He has change his in manny ways	PQ1
Emotional well-being	Student Support	He is much happier	PQ1
Emotional well-being	Student Support	Less peer pressure in deteriorating study	PQ1

		motivation, the child fares better with higher results	
Schedule Flexibility	Use of Technology	No stress to work on schedules provided for a collective.	PQ1
Socializing	Student Support	My child has become used to online socializing with friends.	PQ1
Socializing Self-sufficiency	Student Support Outcomes	He is experiencing more succes in learning and made friends very quick and gain more self confidence.ly	PQ1
Emotional well-being Socializing	Student Support	my child is very very very energetic. seeks a lot of attention and can happen in a negative way, he used to be angry everyday at his old traditional school and ths has changed dramatically , he is not angry anymore he comes home peacefully , still some social abilties need some work but as parents we are content.	PQ1
Emotional well-being	Student Support	I think my son has improved a lot emotionally and academically.	PQ1
Student-teacher interaction Curriculum	Educational Practices Outcomes	As a parent I'm not convinced that thourgh the online platform there's enough attention dedicated to awareness and importance of an education in general and I'm not sure there's attention to help students decide which future field of study to choose from in connection with job orientation	PQ1
Emotional well-being Self-sufficiency	Student Support Outcomes	Her emotional well being has changed considerably cause she is more motivated to work more	PQ1

		independant than in her traditional school.	
Socializing	Student Support	She's become more talkative in social settings Has improved	PQ1
Socializing Emotional well-being	Student Support	Emotionally he is happy that he is studying what he likes. Socially he does not have many interactions with other classmates/teachers	PQ1
Self-sufficiency Emotional well-being	Outcomes Student Support	She is more focused on what she wants to do and spends less time on social issues. She spends more time taking care of herself now and spends time only with people she feels safe with.	PQ1
Socializing Emotional well-being	Student Support	Better social and emotional wellbeing, on campus students are focused and well mannered	PQ1
Emotional well-being	Student Support	He is more at peace and relax. Not having anxiety or feeling sick before going to school. I've seen a mayor change. And he is happy.	PQ1
Emotional well-being	Student Support	More mature	PQ1

Alignment Table: Project Questions, Themes, and Codes

Project Questions	Themes	Codes
PQ1: How do parents believe online education has affected their children?	Outcomes Educational Practices Student Support Use of Technology	Curriculum Self-sufficiency Activities Self-pacing Language Student-teacher interaction Subject Variety Bullying Emotional well-being Socializing Schedule Flexibility Screen Time Frustration
PQ2: What are the main factors that drive parents in Aruba to consider online or blended options for their child or children?	Educational Practices Student Support Outcomes COVID Use of Technology	Activities Student-teacher interaction Language Subject Variety Emotional well-being Special Education Needs Socializing Bullying Dissatisfaction with prior education Price Learning difficulties Curriculum Self-sufficiency COVID Portability Schedule Flexibility
PQ3: What types of online educational practices do parents believe are the most effective or promising for their child or children?	Educational Practices Use of Technology COVID Outcomes	Activities Student-teacher interaction Language Portability Schedule Flexibility Screen Time COVID Self-sufficiency Curriculum

PROJECT QUESTION with Qualitative Evidence

Key: Educational Practices, Student Support, Outcomes, COVID, Use of Technology

Project Questions	PQ1: How do parents believe online education has affected their children?

personal situation with my child in his in person School. however I have found that the online curriculum and activities are much more better than in person. my child has been learning a lot of information since he started online

The highschool my daughter had to attend next doesn't leave much room for extra activities. My daughter wants to continue her studies in the arts. With the online program she can manage to attend other programs after school without feeling drained everyday. Also, she was bullied in middleschool and in the beginning of highschool. In an online program she feels safe. In the end, the decision wak more about her mental health.

More independent.

(Confident in himself) (translated using Microsoft Translator)

He is more confidence and he wants to learn.

independancy , bonding with mother, more freedom

She can work at her own pace, which is much higher than the average. She is advancing and developing her skill quicker.

Her writing skills has improved drastically and her critical thinking. Not that she couldn't write before, but now she gets meaningful assignments that stimulates her way of thinking.

His motivition on doing his homework by himself.

Some time he will be lazy (Negative)

when its not easy , he doesnt feel free to ask for help. he prefers to get a bad score than ask for help (Negative)

Thinking being on the level needed (Negative)

He has turned into a motivated student

He tries and when it doesn't work out he asks for help. Own initiative, more creative

He is experiencing more succes in learning and made friends very quick and gain more self confidence.ly

As a parent I'm not convinced that thourgh the online platform there's enough attention dedicated to awareness and importance of an education in general and I'm not sure there's attention to help students decide which future field of study to choose from in connection with job orientation

Her emotional well being has changed considerably cause she is more motivated to work more independant than in her traditional school.

She is more focused on what she wants to do and spends less time on social issues. She spends more time taking care of herself now and spends time only with people she feels safe with.

personal situation with my child in his in person School. however I have found that the online curriculum and activities are much more better than in person. my child has been learning a lot of information since he started online

The highschool my daughter had to attend next doesn't leave much room for extra activities. My daughter wants to continue her studies in the arts. With the online program she can manage to attend other programs after school without feeling drained everyday. Also, she was bullied in middleschool and in the beginning of highschool. In an online program she feels safe. In the end, the decision wak more about her mental health.

He goes in his own pace, not depending on other distractions

He can learn on his own speed

Improved a lot on language, emotional well-being

His teacher is amazing. she makes a lot of follow up so my child feels that someone is measuring and evaluating his work.

My child has to do some subjects so he can finish his school. But some subjects are boring for him. (Negative)

Not enough attention paid towards my child, he was working on the wrong program and it was not identified until I called a meeting... (Negative)

If not combined with extra-curricular activities or some in class activities it can be isolating. (Negative)

when its not easy , he doesnt feel free to ask for help. he prefers to get a bad score than ask for help (Negative)

Struggles with essays sometimes but gets help from the teachers online and is able to complete assignment (Negative)

As a parent I'm not convinced that thourgh the online platform there's enough attention dedicated to awareness and importance of an education in general and I'm not sure there's attention to help students decide which future field of study to choose from in connection with job orientation (Negative)

The highschool my daughter had to attend next doesn't leave much room for extra activities. My daughter wants to continue her studies in the arts. With the online program she can manage to attend other programs after school without feeling drained everyday. Also, she was bullied in middleschool and in the beginning of highschool. In an online program she feels safe. In the end, the decision wak more about her mental health.

Improved a lot on language, emotional well-being

independancy , bonding with mother, more freedom

Lack of vocal expression practice (Negative)

Social interaction (Negative)

Loses focus sometimes, no pressure sometimes (Negative)

She needs more self discipline. She can get distracted easily. (Negative)

motivation and dedication (Negative)

He has a small circle of friends and they do some activities together after school.

Its a new school, and he is in puberty so its hard to say.

He has change his in manny ways

He is much happier

Less peer pressure in deteriorating study motivation, the child fares better with higher results

My child has become used to online socializing with friends.

He is experiencing more succes in learning and made friends very quick and gain more self confidence.ly

my child is very very very energetic. seeks a lot of attention and can happen in a negative way, he used to be angry everyday at his old traditional school and ths has changed dramatically , he is not angry anymore he comes home peacefully , still some social abilties need some work but as parents we are content.

I think my son has improved a lot emotionally and academically.

Her emotional well being has changed considerably cause she is more motivated to work more independant than in her traditional school.

She's become more talkative in social settings

Has improved

Emotionally he is happy that he is studying what he likes. Socially he does not have many interactions with other classmates/teachers

She is more focused on what she wants to do and spends less time on social issues. She spends more time taking care of herself now and spends time only with people she feels safe with.

Better social and emotional wellbeing, on campus students are focused and well mannered

He is more at peace and relax. Not having anxiety or feeling sick before going to school. I've seen a mayor change. And he is happy.

More mature

The highschool my daughter had to attend next doesn't leave much room for extra activities. My daughter wants to continue her studies in the arts. With the online program she can manage to attend other programs after school without feeling drained everyday. Also, she was bullied in middleschool and in the beginning of highschool. In an online program she feels safe. In the end, the decision wak more about her mental health.

She can work at her own pace, which is much higher than the average. She is advancing and developing her skill quicker.

He never uses pencils and paper anymore (Negative)

He gets frustrated when he has to keep retaking quizes. (Negative)

I would say spending too much time in front of a computer. (Negative)

No stress to work on schedules provided for a collective.

Key: Educational Practices, Student Support, Outcomes, COVID, Use of Technology

Project Questions	PQ2: What are the main factors that drive parents in Aruba to consider online or blended options for their child or children?

is more conviniend for there sport and educations program

The quality of the offered physical and online education of his former school, the attitude of the teachers, the lack of involvement of the teachers

Instruction language. My children are fluent in English.

personal situation with my child in his in person School. however I have found that the online curriculum and activities are much more better than in person. my child has been learning a lot of information since he started online

The main reason was the Instruction language.

Because there was schools here offering the study my child was interested in

The highschool my daughter had to attend next doesn't leave much room for extra activities. My daughter wants to continue her studies in the arts. With the online program she can manage to attend other programs after school without feeling drained everyday. Also, she was bullied in middleschool and in the beginning of highschool. In an online program she feels safe. In the end, the decision wak more about her mental health.

The school on the Island is not prepared to handle an autism child with high IQ, so his psychology recommended this school. And since he speak English like his first language. We in roll him.l

My child was in a depression and my child is an introvert person.

My kid has ADD

The emotional well being of my child. He was not happy at his prior school.

The highschool my daughter had to attend next doesn't leave much room for extra activities. My daughter wants to continue her studies in the arts. With the online program she can manage to attend other programs after school without feeling drained everyday. Also, she was bullied in middleschool and in the beginning of highschool. In an online program she feels safe. In the end, the decision wak more about her mental health.

The school on the Island is not prepared to handle an autism child with high IQ, so his psychology recommended this school. And since he speak English like his first language. We in roll him.l

Lack of good schools without a hefty price tag

Dissatisfaction regular schoolprogram

He had some problems learning in a regular class room

Covid prevented my child from going to school for a long time and previously we had a lot of grievances concerning our local eduction system

Freedom of geographical location, time-schedule, subject variety- decline of public school education

The emotional well being of my child. He was not happy at his prior school.

not to have him caged in a classroom of 30 kids and one person speaking to him all day.

Unhappy with regular educational system in Aruba

The highschool my daughter had to attend next doesn't leave much room for extra activities. My daughter wants to continue her studies in the arts. With the online program she can manage to attend other programs after school without feeling drained everyday. Also, she was bullied in middleschool and in the beginning of highschool. In an online program she feels safe. In the end, the decision wak more about her mental health.

For better education and the quality

Covid prevented my child from going to school for a long time and previously we had a lot of grievances concerning our local eduction system

The pandemic and the wish to have education any time and any where.

When covid 19 spread, we didn't want that our daughter be in large groups of kids, and we didn't feel safe enough with the preventive measures at school. Because of that she started with an online school, the K12 platform, for a year and a half. When we realized there where better options available, we choose ISA online .

Covid

Freedom of geographical location, time-schedule, subject variety- decline of public school education

The pandemic and the wish to have education any time and any where.

The highschool my daughter had to attend next doesn't leave much room for extra activities. My daughter wants to continue her studies in the arts. With the online program she can manage to attend other programs after school without feeling drained everyday. Also, she was bullied in middleschool and in the beginning of highschool. In an online program she feels safe. In the end, the decision wak more about her mental health.

Ability to work on digital platform and the push to be more independent

She can work at her own pace, which is much higher than the average. She is advancing and developing her skill quicker.

Key: Educational Practices, Student Support, Outcomes, COVID, Use of Technology

Project Questions	PQ3: What types of online educational practices do parents believe are the most effective or promising for their child or children?

is more conviniend for there sport and educations program

The quality of the offered physical and online education of his former school, the attitude of the teachers, the lack of involvement of the teachers

Instruction language. My children are fluent in English.

English instruction language, self-paced curriculum and the opportunity to combine a social environment with other students and online learing.

The school on the Island is not prepared to handle an autism child with high IQ, so his psychology recommended this school. And since he speak English like his first language. We in roll him.l

Independence, flexibility, some teachers reach out weekly to students to offer help

His teacher is amazing. she makes a lot of follow up so my child feels that someone is measuring and evaluating his work.

Not enough attention paid towards my child, he was working on the wrong program and it was not identified until I called a meeting...

Direct feedback from teachers

when its not easy , he doesnt feel free to ask for help. he prefers to get a bad score than ask for help (Negative)

Struggles with essays sometimes but gets help from the teachers online and is able to complete assignment

Freedom of geographical location, time-schedule, subject variety- decline of public school education

The pandemic and the wish to have education any time and any where.

Portable learning.

Ability to work on digital platform and the push to be more independent

Not being limited by the speed, slower of faster, of a collective classroom

The self-paced curriculum option

Flexiblity

He can work on his own pace

More screentime (Negative)

He never uses pencils and paper anymore (Negative)

social media distraction. (Negative)

The pandemic and the wish to have education any time and any where.

Freedom of geographical location, time-schedule, subject variety- decline of public school education

Independent learning

Independence, flexibility, some teachers reach out weekly to students to offer help

A better learning achievement, more independance to learn

The independence from working online compared allows my child to be able to proceed faster in their studies compared to traditional schools

solid program, good content and ability to monitor

Some time he will be lazy (Negative)

when its not easy , he doesnt feel free to ask for help. he prefers to get a bad score than ask for help (Negative)