

# Looking Forward



## *Report for Stakeholders - 2017*

This fall the JVLA will start our tenth year of service to our member schools. **Here is a brief look back and ahead.**

## From the Executive Director



Dear Stakeholders,

JVLA's journey continues. We are entering our 10th year of service to member schools due in no small part to our teachers, school leaders, benefactors, parents, and – of course – our students. Thank you.

We complete this school year and enter the next strong and with great purpose. At the time of the writing of this report, JVLA's membership includes 68 schools from all corners of the continental United States, Puerto Rico, Newfoundland, and Mexico. Over 47,000 students attend these schools, and though we touch but a fraction, we are humbled to be entrusted to support them with their learning and personal growth.

When we started JVLA nearly a decade ago, online and blended learning were relatively new concepts. There was no roadmap which in some ways was likely a blessing. We developed a sound plan and got to work, recognizing from the beginning that there would be much to learn along the way if we paid attention. We have tinkered with and refined almost all aspects of our work, and we've devised a pedagogical approach – *The JVLA Way* – to guide our efforts.

Still we are called ever forward. The following report recaps the 2016-17 school year, and it introduces our ***Go Forth and Learn*** vision. Know that the student and teacher programs our member schools value will remain in place. The intention of *Go Forth and Learn* is to coalesce our efforts. It provides energy and focus to our mission of service to schools as they look to provide the best, most sustainable educational experience for their students.

Ad Majorem Dei Gloriam,

A handwritten signature in white ink that reads "Jeff".

Jeff Hausman  
Executive Director and Founder

# Looking Back

## 2016 in Review



### DUAL CREDIT

JVLA and Creighton University established a dual credit relationship to add more value to our Advanced Placement offerings.

[– Learn more.](#)

*It's so great to have JVLA as a resource.*

Ken Bostdorff  
Regis High School  
Aurora, CO

### MEMBERSHIP MODEL

JVLA's Board of Trustees approved a new school membership model.

### EXPLORING COLLABORATIVE BLENDED LEARNING MODEL

Thanks to the leadership of Seattle Prep, in 2016 JVLA began to explore a school-to-school blended classroom model involving multiple partners. Those partners include Seattle Prep, Verbum Dei, Seattle University, and Red Cloud High School (2017).

[– Learn more.](#)

### MEXICO MEMBER

Instituto Lux became JVLA's first partner school outside the United States and Canada.

[– Learn more.](#)

### JVLA'S LEARNER SKILLS INITIATIVE

Through their online experience, JVLA wants students to mature as thoughtful, independent learners. In 2016, we introduced a number of resources to help students reflect on their learning.

[– Learn more.](#)

*The course helped to generate new ideas. There were plenty of excellent articles, videos, and discussions with the facilitator and other teachers in the course.*

James Zucker  
Loyola High School  
Los Angeles, CA

### SEEKING BALANCE WITH OUR PD

*Teachers find value in our professional development.*

To meet their needs, in 2016 JVLA greatly expanded the number and frequency of our offerings. Due to the large number of courses, on occasion we had only two or three participants register for a course. We chose to honor our commitment to offer the courses, however participants did not reap the full benefit of our collegial model. Moving forward we will be requiring a minimum of five participants to insure the best possible experience.

[– Learn more.](#)

# Looking Forward

## Go Forth and Learn



### The Big Question

How can we **capitalize on the power of the online environment** to build **authentic learning experiences** where students explore and construct a richer, more complete understanding of course concepts through the **exchange of perspective**?

#### JVLA's Distinct Advantages

- ❖ JVLA students are geographically, ethnically, racially, and socioeconomically diverse.
- ❖ Our member schools' Catholic identity provides rich soil for meaningful dialogue.
- ❖ Our classrooms are not bound by elements of time and physical space.

## Go Forth and Learn

The interchange of ideas will be more effective if each **school STUDENT** is *inserted into the concrete reality* of the region in which **HE/SHE** is located and is engaged in an *ongoing exchange of ideas and experiences with other schools STUDENTS*.



Adapted from the International Commission on the Apostolate of Jesuit Education's *Go Forth and Teach* [Section 9.2 (149)]

# Looking Forward

## Go Forth and Learn



### Why It Matters

Because the Internet has the *capacity* to strengthen education, HOWEVER...

- Learning is inherently difficult while human nature wants to make it easy.
- Confirmation bias exists and the search constructs of the Internet favor it.
- Those seeking knowledge must *learn* to consider alternative points of view rather than fall victim to propaganda.

### The Components of Go Forth and Learn

**The JVLA Way** - Our pedagogical approach that is rooted in Backward Design and Ignatian practice (IPP), and focuses on principles of Engagement (Behavioral, Cognitive, and Emotional), Communication, and Assessment.

**Learner Skills Initiative** - Inventories, tutorials, resources, and communications designed to help students focus on their metacognition and the essential skills needed to succeed as independent learners.

**Simple Design Integrity** - Our efforts to utilize a simple set of technology tools and curriculum design elements to 1) insure students' cognitive attention remains on learning, and 2) optimize the JVLA Way.

**Communications** - Communications strategies to reinforce *Go Forth and Learn*.

**Teacher Training** - Designed for JVLA teachers, a blended training program culminating in a summer institute to work collaboratively with teachers to explore, design, and deploy specific strategies to 1) improve engagement, communication, and assessment, and 2) capitalizes on the power of the online environment to foster a rich diversity of thought and sharing.

### Special Thanks

JVLA's model depends on good teachers practicing good pedagogy. To that end, teacher training is critical. This is the first year for our on-site Summer Teacher Institute, and we want to express our gratitude to the benefactors who have made this possible. You are making a profound impact. Special thanks to Scott and Cindy Heider for their early and significant investment which inspired the generosity of others.

# Looking Forward The People



## JVLA Teachers and Moderators

Dr. Steve Brock

Bro. Guy Consolmagno, S.J.

Eileen Diaz

Wilma Giol

Taiko Haessler

Caroline Howard

Matt Kubus

Dennis Kukuk

Dan LaVallee

Joe LeRoy

Peggy Martin

Emma Mueller

Steve Nicollerat

Joe Ptak

Tim Reilly

Ted Remus

Lesley Shifrin

Aaron Tague

Chingling Tai

Brian Tittl

Juan Carlos Vega

James Zucker

### SUMMER REMEDIATION

Sherry Annee

Ruston Broussard

Joe Cavanaugh

Kitty Hooper

Dennis Moller

Kevin Mortensen

Rex Ovalle

Kate Schulte

### PD MODERATORS

Megan Clarke

Kimberly Haag

Raul Jimenez

Joe LeRoy

Justin Manwell

James Zucker

## Board of Trustees

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Trip Norkus, Houston, TX

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Susanne Shore, Omaha, NE

Susan Sullivan, Omaha, NE

Seamus Walsh, Phoenix, AZ

## JVLA Leadership

Jeff Hausman, Executive Director and Founder

Dr. Stephen Haessler, Chief Academic Officer

Jasminne Mendez, Director of Learning Strategies

## **Br. Guy Consolmagno, S.J.** President, Vatican Observatory Foundation

“Being able to share my passions for Science and Faith with the students in my JVLA Astronomy course has been a blessing for me.”





## OUR MISSION

The Jesuit Virtual Learning Academy provides Jesuit and Catholic secondary schools **online and blended** student coursework, teacher professional development, and collaboration opportunities. Our desire is to be a resource for schools as they look to provide the best, most sustainable educational experience for their students.

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