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Instead, make your own flashcards relevant to the exam.For example, if you want to study for the computer science section of the Edgenuity Exam, create a flashcard set based on computer science concepts.The internet thus become a great place to find relevant information, especially regarding education and learning. Many websites offer free tests and quizzes to help you learn about certain subjects or topics.You will also find plenty of resources that offer free practice exams.The notes are the most important part of your preparation, and you must make them as comprehensive as possible. The notes are a collection of all relevant information you have gathered over time and can be used to answer any question that may come up in the exam.The notes should contain all the topics discussed during your preparation so that you can simply refer to them for reference when needed.You should also try to include practice questions from previous exams to get a feel of what kind of questions you can expect from Edgenuity exam answers.Another thing that you need to do is to go through the study guide and answer all the questions in it. This will help you know what each question is asking and how to answer it correctly.After going through the study guide and answering all the questions, you should be able to answer them correctly.For this method to work well, you need to understand what each question is asking and how it works so that when you are asked a question, you can easily answer it correctly without any problems at all.The best way to get answers for the Edgenuity exam is by using other peoples answers. These answers are created by others who have taken the same test as you and passed it successfully. The information contained in these answers can help you prepare better for your Edgenuity test.Many websites on the internet offer free exam answers, but they are not always dependable.Ensure you find a good website like Chegg before downloading free exam answers to avoid disappointment.You should go through the questions carefully before downloading them to understand them well enough before going through them again in the actual test.Best Edgenuity Cumulative Exam flashcardsQuizlet is an online tool that makes it easy to create and share flashcards. You can also create personalized flashcards that you can use to study with friends or classmates.Quizlet has many iOS, Android, Windows Phone, and web apps. You can use these apps to study alongside other students in class or even take quizzes online with your friends or classmates.The app has all the flashcards you need to study for your Edgenuity exams. A simple user interface thats easy to use and understand. Search function so you can find any card or topic easily. Share your favorite cards using social media or email.Edge-answers is the most trusted and reliable online app for students of all levels. It is a comprehensive collection of flashcards for the Edgenuity cumulative exam that covers all four sections (Reading Comprehension, Vocabulary and Mechanics, Grammar and Usage, and Writing Skills) in detail.It also provides an interactive practice test to help you test your knowledge before you take the exam. If you read about the differences between comprehensive and cumulative exams, you will notice the latter looks for knowledge. This comes with questions.The exam consists of 150 questions covering various topics such as grammar and vocabulary usage in conversation, idioms, proper punctuation, sentence construction, and spelling errors.The Edgenuity cumulative exam is designed to give you a good sense of what types of questions you will see on the real exam. Its not easy, but it can be done!Reddit is an incredible resource for anyone who wants to take a practice test and is trying to figure out the best way to prepare for the Edgenuity exam.Reddit is a social news aggregation, web content rating, and discussion website. It is a website that allows registered users to submit content, such as text posts or direct links, to the sites front page.Quizizz provides a fun, engaging way to study for exams, quizzes, and tests. Its free and available for both Android and iOS devices.The app features over 10 million questions in various subjects, including Biology, Chemistry, and Physics.If youre looking for an easy way to study for an exam or a test, then Quizizz is the perfect app for you! This is the situation when you want to finish an Edgenuity course fast or want to speed up things.How to use Cumulative Exam Review on Edgenuity1. Open your Cumulative Exam Review tool and select the appropriate course.2. Select the Exam you wish to review from the drop-down list.3. Click on Play, and your exam will begin playing, follow along in the book as you listen and take the questions that appear on the screen; when you are ready, click on Next Question or skip ahead if you need more time to answer a question or do not know the answer (there is any time limit).4. When you have completed your exam click on Submit Exam, this will save all of your answers so that you can review them later in your Cumulative Exam Review Tool as well as print out a copy of your answer sheet if needed (or just print out one page at a time). If the words Edgenuity cumulative exam make your heart race, youre not alone. T This just any test it covers every unit course tackled so far. But before you drown in last-minute panic, heres a heads-up: dont skip number 8 in this article. That one works every single time and could save your grade. Most tips youll find about the cumulative exam on Edgenuity are either obvious or time-consuming. But if youre a busy student juggling work, school, or life, you need quick, actionable wins not fluff. Lets dive into the tips that actually help you pass without wasting your time. Instead of blindly reviewing everything, pull up your old Edgenuity quizzes and homework. Identify the types of questions that tripped you upthose are your weak spots to tackle first.. These weak spots are the most likely to pop up again on the cumulative exam on Edgenuity. For example, if you missed questions on chemical formulas or literary devices before, focus your review there. This targeted approach saves time and boosts your score more than random study. On average, the Edgenuity cumulative exam gives you a set time limit say, 60 minutes for 30 questions. Thats 2 minutes per question. Keep a timer, and dont spend more than your budget per question. If you get stuck, move on and come back later if time allows. This keeps your pacing sharp and avoids that panic spiral that kills test performance. Many cumulative exam Edgenuity questions are packed with distracting information meant to confuse. Train yourself to identify the core question and data you actually need. Example:A car travels at 50 mph for 3 hours in heavy traffic. What distance does it cover? Ignore heavy traffic. Just do speed time = 150 miles. Focus your energy on question types that give most students trouble, and learn smart shortcuts. For percentages, instead of calculating whole fractions, remember quick estimates like 10% is just even the decimal point. For decimals.Use dimensional analysis check units to quickly eliminate wrong answers. For example, if the question asks for time but the answer choices are in meters, cross those out immediately. Plug values directly into formulas like F = ma without rearranging unless absolutely needed.For questions about tone or authors purpose, read only the introduction and conclusion paragraphs authors often state their main message there. These are some shortcuts that save time and reduce stress, especially on the Edgenuity cumulative exam, where every second counts. Dont know the answer? Knock out the nonsense options first. Absolute words like always or never usually mean its a trap answerstrust your gut and logic. Even guessing gets smarter when you narrow down the wrong choices. Its a small move that can score you a few extra points, no prep needed. Scan the entire exam fast. Knock out all the questions you can answer without hesitation. This racks up points quickly and frees your brain to tackle the hard ones without stress. Something how many questions are on the Edgenuity cumulative exam? To get the full rundown, check out this detailed post on How Many Questions Are on Edgenuity Cumulative Exam. Write down formulas, definitions, or facts youve forgotten before but keep it to one page. Skim the key points before bed and once more right before the testyour short-term memory loves that last-minute refresh. This focused repetition locks critical info into your mind. If youre short on time, energy, or just overwhelmed, heres the secret most students dont talk about hire an expert to take a cumulative exam on Edgenuity for them. No stress. No late-night cramming. Just a guaranteed pass. Scholarly Help offers academic experts who can complete your Edgenuity cumulative exam professionally and discreetly, freeing you to focus on work, family, or whatever matters most. Passing the cumulative exam on Edgenuity is about working smart use these tips to save time and boost your score. And if youre pressed, Scholarly Help exam service has you covered. This subreddit was banned due to being unmoderated. If youd like to take it over please make a post in /r/redditrequest You agree that use of this site constitutes acceptance of Reddits User Agreement and acknowledge our Privacy Policy. Share copy and redistribute the material in any medium or format for any purpose.The licensor cannot revoke these freedoms as long as you follow the license terms. Attribution You must give appropriate credit , provide a link to the license, and indicate if changes were made . You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation . No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. Mode of delivering education to students who are not physically presentNot to be confused with homeschooling or out-of-school learning.Distance education, also known as distance learning, is the education of students who may not always be physically present at school,[1][2] or where the learner and the teacher are separated in both time and distance;[3] today, it usually involves online education (also known as online learning, remote learning or remote education) through an online school. A distance learning program or correspondence course is the education of students who may not always be physically present at a school,[1][2] or where the learner and the teacher are separated in both time and distance;[3] today, it usually involves online education (also known as online learning, remote learning or remote education) through an online school. A distance learning program can be completely online, or a combination of both online and traditional in-person (also known as, offline) classroom instruction (called hybrid[4] or blended).[5]Massive open online courses (MOOCs), offering large-scale interactive participation and open access through the World Wide Web or other network technologies, are recent educational modes in distance education.[1] A number of other terms (distributed learning, e-learning, m-learning, virtual classroom, etc.) are used roughly synonymously with distance education. E-learning has shown to be a useful educational tool. E-learning should be an interactive process with multiple learning modes for all learners at various levels of learning. The distance learning environment is an exciting place to learn new things, collaborate with others, and retain self-discipline.[6]Historically, it involved correspondence courses wherein the student corresponded with the school via mail, but with the evolution of different technologies it has evolved to include video conferencing, TV, and the Internet.[7]One of the earliest attempts at distance education was advertised in 1728. This was in the Boston Gazette for "Caleb Philipps, Teacher of the new method of Short Hand", who sought students who wanted to learn the skills through weekly mailed lessons.[8]The first distance education course in the modern sense was provided by Sir Isaac Pitman in the 1840s who taught a system of shorthand by mailing texts transcribed into shorthand on postcards and receiving transcriptions from his students in return for correction. The element of student feedback was a crucial innovation in Pitman's system.[9] The postage stamp[10] made this scheme for remote education possible, and these efforts were scalable because of the introduction of uniform postage rates across England in 1840.[11]This early beginning proved extremely successful and the Phonographic Correspondence Society was founded three years later to establish these courses on a more formal basis. The society paved the way for the later formation of Sir Isaac Pitman Colleges across the country.[12]The first correspondence school in the United States was the Society to Encourage Studies at Home which was founded in 1873.[13]Founded in 1894, Wolsey Hall, Oxford was the first distance-learning college in the UK.[14]Somerset House, home of the University of London from 1837 to 1870The University of London was the first university to offer degrees to anyone who could pass their examinations, establishing its External Programme in 1858. It had been established in 1836 as an examining and degree-awarding body for affiliated colleges, originally University London and King's College London and King's College London. The external programme was referred to as the "People's University" by Charles Dickens as it provided access to higher education to students from less affluent backgrounds.[15][16] Enrollment increased steadily during the late 19th century, and its example was widely copied elsewhere.[17] However, the university only provided examinations, not instructional material, leading academics to state that "the University of London is merely an examining body" and includes postgraduate and undergraduate degrees created by member institutions of the University of London.[16]The vast distances made Australia especially active; the University of Queensland established its Department of Correspondence Studies in 1911.[19]William Rainey Harper encouraged the development of external university courses at the new University of Chicago in the 1890s.William Rainey Harper, founder and first president of the University of Chicago, celebrated the concept of extended education, where a research university had satellite colleges elsewhere in the region.[20]In 1892, Harper encouraged further promotion of education, an idea that was put into practice by the University of Chicago. U. Wisconsin, Columbia U., and several dozen other universities by the 1920s.[21][22] Enrollment in the largest private for-profit school based in Scranton, Pennsylvania, the International Correspondence Schools grew explosively in the 1890s. Founded in 1888 to provide training for immigrant coal miners aiming to become state mine inspectors or foremen, it enrolled 2500 new students in 1894 and matriculated 72,000 new students in 1895. By 1906 total enrollments reached 900,000. The growth was due to sending out complete textbooks instead of single lessons, and the use of 1200 aggressive in-person salesmen.[23][24] There was a stark contrast in pedagogy:The regular technical school or college aims to educate a man broadly; our aim, on the contrary, is to educate him only along some particular line. The college demands that a student shall have certain educational qualifications to enter it and that all students study for approximately the same length of time; when they have finished their courses they are supposed to be qualified to enter any one of a number of branches in some particular profession. We, on the contrary, are aiming to make our courses fit the particular needs of the student who takes them.[25]Education was a high priority in the Progressive Era, as American high schools and colleges expanded greatly. For men who were older or were too busy with family responsibilities, night schools were opened, such as the YMCA school in Boston that became Northeastern University. Private correspondence schools outside of the major cities provided a flexible, focused solution.[26] Large corporations systematized their training programs for new employees. The National Association of Corporation Schools grew from 37 in 1913 to 146 in 1920. Private schools that provided specialized technical training to everyone who enrolled, not just employees of one company, began to open across the nation in the 1880s. Starting in Milwaukee in 1907, public schools began opening free vocational program.[27]The International Conference for Correspondence Education held its first meeting in 1938.[28] The goal was to provide individualized education for students, at low cost, by using a designed format of testing, recording, classification, and differentiation.[29][30] Since then, the group has changed its name in 1965 under the Minister of State for Education, Jennie Lee, who established a model for the Open University as one of widening access to the highest standards of scholarship in higher education and setting up a planning committee consisting of university vice-chancellors, educationalists, and television broadcasters, chaired by Sir Peter Venables. The British Broadcasting Corporation's (BBC) Assistant Director of Engineering at the time, James Redmond, had obtained most of his qualifications at night school, and his natural enthusiasm for the project did much to overcome the technical difficulties of using television to broadcast teaching programs.[32]Walton Hall, renovated in 1970 to act as the headquarters of the newly established Open University (artist: Hilary French)The Open University revolutionized the scope of the correspondence program and helped to create a respectable learning alternative to the traditional form of education. It has been at the forefront of developing new technologies to improve distance learning service[33] as well as undertaking research in other disciplines. Walter Perry was appointed the OU's first vice-chancellor in January 1969, and its foundation secretary was Anastasia Christodoulou. The direction of the new Conservative government under the leadership of Edward Heath, in 1970; led to budget cuts under Chancellor of the Exchequer Iain Macleod (who had earlier called the idea of an Open University "blithering nonsense").[34] However, the OU accepted its first 25,000 students in 1971, adopting a radical open admissions policy. At the time, the total student population of conventional universities in the United Kingdom was around 130,000.[35]Athabasca University, Canada's open university, was created in 1970 and followed a similar, though independently developed, pattern.[36] The Open University inspired the creation of Spain's National University of Distance Education (1972)[37] and Germany's FernUniversität in Hagen (1974).[38] There are now many similar institutions around the world, often with the name "Open University" (in English or in the local language).[32]Most open universities use distance education technologies as delivery methods, though some require attendance at local study centers or at regional "summer schools". Some open universities have grown to become mega-universities,[39]Distance lessons over video conferences in the world during the COVID-19 pandemic ...... in Russia... in ItalyFurther information: Impact of the COVID-19 pandemic on education Filipino homeschooling students blended (printed-digital medium) distance learning with self-learning materials during the 2020 COVID-19 pandemic in San Miguel, BulacanThe COVID-19 pandemic resulted in the closure of the vast majority of schools worldwide for in-person learning.[40] COVID-19 increased the value of distance education although its policies were implemented and followed among several universities much earlier.[40] Many students continued learning through platforms including(but not limited to Zoom, Blackboard, Cisco Webex, Google Classroom, Google Meet, Microsoft Teams, D2L, and Edgenuity.[40][43][44] A recent study showed that Google Classroom was the most used platform by students followed by Microsoft Teams and Zoom, respectively. The less-used platforms included Blackboard Learn, Webex by Cisco, DingTalk, Tencent, and WhatsApp. However, the most preferred platforms by students were Microsoft Teams followed by Google Classroom and Zoom. Although Google Classroom was the most used by students as decided by their lectures,Microsoft Teams was the most preferred by those students.[40]Concerns arose over the impact of this transition on students without access to an internet-enabled device or a stable internet connection.[45] Distanced education during the COVID-19 pandemic has interrupted synchronous learning for many students and teachers; where educators were no longer able to teach in real-time and could only switch to asynchronous instruction, this significantly and negatively affected their coping with the transition, and posed various legal issues, especially in terms of copyright.[46] The physical surroundings during the COVID-19 pandemic are seen by university instructors as having a detrimental effect on the quality of distance education. However, where the lecture is delivered and the type of faculty do not show any significant statistical variances in the quality of distance education.[47] The shift away from real-time instruction to asynchronous learning modes has posed significant challenges, impacting both the teaching and learning experience.[48] Educators, grappling with this abrupt transition, have faced hurdles in effectively engaging students and delivering course content, leading to heightened stress and burnout among faculty members. Additionally, this shift has raised legal concerns, particularly regarding copyright issues related to the dissemination of educational materials in digital formats.[49] Post-COVID-19 pandemic, while some educational institutions went back to physical classes, others switched to blended learning or kept up their online distance learning.[40]A recent study about the benefits and drawbacks of online learning found that students have had a harder time producing their own work.[50] The study suggests teachers should cut back on the amount of information taught and incorporate more activities during the lesson, in order for students to create their own work.[50] Though schools are slow to adapt to new technologies, COVID-19 required schools to adapt and learn how to use new digital and online learning tools.[51] Web conferencing has become more popular since 2007.[52] Researchers have found that people in online classes perform just as effectively as participants in conventional learning classes.[51] The use of online learning is becoming a pathway for students seeking access to physical courses so they can complete their degrees.[53] Furthermore, digital classroom technologies allow those living remotely to access learning, and it enables the student to fit learning into their schedule more easily.[53]3D design of cubicle desks to set computers to the desk for a computational educationIn synchronous learning, all participants are "present" at the same time in a virtual classroom, as in traditional classroom teaching. It requires a timetable. Web conferencing, videoconferencing, educational television, and instructional television are examples of synchronous technology, as are direct-broadcast satellite (DBS), internet radio, live streaming, telephone, and web-based VoIP.[55]Web conferencing software helps to facilitate class meetings, and usually features additional interaction tools such as text chat, polls, hand raising, and screen sharing. These tools also support asynchronous participation by students who can listen to recordings of synchronous. Immersive environments (notably Second Life) have also been used to enhance participant presence in distance education courses. Another form of synchronous learning using the classroom is the use of robot proxies[56] including those that allow sick students to attend classes.[57]Some universities have been starting to use robot proxies to enable more engaging synchronous hybrid classes where both remote and in-person students can be present and interact using telerobotics devices such as the Kubi Telepresence robot stand that looks around and the Double Robot that roams around. With these telepresence robots, the remote students have a seat at the table or desk instead of being on a screen on the wall.[58][59]In asynchronous learning, participants access course materials flexibly on their schedules. Students are not required to be together at the same time. Mail correspondence, which is the oldest form of distance education, is an asynchronous delivery technology, as are message board forums, e-mail, video and audio recordings, print materials, voicemail, and fax.[55]The five characteristics of technological innovations (compatibility, observability, relative advantage, complexity, and trialability) have a significant positive relationship with the digital literacy of users. Besides, observability, relative advantage, complexity, and trialability had a significant positive relationship with the attitude toward to supplement the sessions delivered at a distance.[60] This type of mixed distance and campus-based education has recently come to be called "blended learning" or less often "hybrid learning". Many open universities use a blend of technologies and a blend of learning modalities (face-to-face, distance, and hybrid) all under the rubric of "distance learning".Distance learning can also use interactive radio instruction (IRI), interactive audio instruction (IAI), online virtual worlds, digital games, webinars, and webcasts, all of which are referred to as e-Learning.[60]External audio Air college talk., 2:45, 2 December 1931, WNYC[61]The rapid spread of film in the 1920s and radio in the 1930s led to proposals to use it for distance education.[62] By 1938, at least 200 city school systems, 25 state boards of education, and many colleges and universities broadcast educational programs for public schools.[63] One line of thought was to use radio as a master teacher.Experts in given fields broadcast lessons for pupils within the many schoolrooms of the public school system, asking questions, suggesting readings, making assignments, and conducting tests. This mechanizes education and leaves the local teacher only the tasks of preparing for the broadcast and keeping order in the classroom.[64]The first large-scale implementation of radio for distance education took place in 1937 in Chicago. During a three-week school closure implemented in response to a polio outbreak that the city was experiencing, superintendent of Chicago Public Schools William Johnson and assistant superintendent Minnie Fallon implemented a program of distance learning that provided the city's elementary school students with instruction through radio broadcasts.[65][66][67]A typical setup came in Kentucky in 1948 when John Wilkinson Taylor, president of the University of Louisville, teamed up with NBC to use radio as a medium for distance education. The chairman of the Federal Communications Commission endorsed the project and predicted that the "college-by-radio" would put "American education 25years ahead". The university was owned by the city, and local residents would pay the low tuition rates, receive their study materials in the mail, and listen by radio to live classroom discussions that were held on campus.[68] Physicist Daniel Q. Posin also was a pioneer in the field of distance education when he hosted a televised course through DePaul University.[69]Charles Wedemeyer of the University of WisconsinMadison also promoted new methods. From 1964 to 1968, the Carnegie Foundation funded Wedemeyer's Articulated Instructional Media Project (AIM) which brought in a variety of communications technologies aimed at providing learning to an off-campus population. The radio courses faded away in the 1950s.[70] Many efforts to use television along these same lines proved unsuccessful, despite heavy funding by the Ford Foundation.[71][72][73] From 1970 to 1972 the Coordinating Commission for Higher Education in California funded Project Outreach to study the potential of tele-courses. The study included the University of California, California State University, and community colleges. This study led to coordinated instructional systems legislation allowing the use of public funds for non-classroom instruction and paved the way for the emergence of tele-courses as the precursor to the online courses and programs of today. The Coastline Community Colleges, The Dallas County Community College District, and Miami Dade Community College led the way. The Adult Learning Service of the US Public Broadcasting Service came into being and the "wrapped" series, and individually produced tele-course for credit became a significant part of the history of distance education and online learning.Main article: Virtual educationThe widespread use of computers and the Internet has made distance learning easier and faster, and today virtual schools and virtual universities deliver full curricula online.[74]The first online courses for graduate and undergraduate credit were offered in 1985 by Connected Education through The New School in New York City, with students earning the MA in Media Studies completely online via computer conferencing, with no in-person requirements.[75][76][77] This was followed in 1986 by the University of Toronto[78] through the Graduate School of Education (then called OISE: the Ontario Institute for Studies in Education), offering a course in "Women and Computers in Education", dealing with gender issues and educational computing. The first new and fully online university was founded in 1994 as the Open University of Catalonia, headquartered in Barcelona, Spain. In 1999 Jones International University was launched as the first fully online university accredited by a regional accrediting association in the US.[79]Between 2000 and 2008, enrollment in distance education courses increased rapidly almost every country in both developed and developing countries.[80] Many private, public, non-profit, and for-profit institutions worldwide now offer distance education courses from the most basic instruction through to the highest levels of degree and doctoral programs. New York University and International University Canada, for example, offer online degrees in engineering and management-related fields through NYU Tandon Online. Levels of accreditation vary: widely respected universities such as Stanford University and Harvard now deliver online courseware and distance education to enrolled students receive little outside oversight, and some are fraudulent, i.e., diploma mills. In the US, the Distance Education Accrediting Commission (DEAC) specializes in the accreditation of distance education institutions.[81]In the United States in 2011, it was found that a third of all the students enrolled in postsecondary education had taken an accredited online course in a postsecondary institution.[82] Growth continued. In 2013 the majority of public and private colleges offered full academic programs online.[82] Programs included training in the mental health,[83] occupational therapy,[84][85] family therapy,[86] art therapy,[85] and rehabilitation counseling[88] fields.By 2008, online learning programs were available in the United States in 44 states at the K-12 level.[89]Internet forums, online discussion groups, and online learning community can contribute to a distance education experience. Research shows that socialization plays an important role in some forms of distance education.[90]Kaplan and Haenlein classify distance education into four groups according to "time dependency" and "number of participants": MOOCs (Massive Open Online Courses): Open-access online course (i.e., without specific participation restrictions) that allows for unlimited (massive) participation;SPOCs (Small Private Online Courses): Online course that only offers a limited number of places and therefore requires some form of formal enrollment;SMOCs (Synchronous Massive Online Courses): Open-access online course that allows for unlimited participation but requires students to be "present" at the same time (synchronously);SPOCs (Synchronous Private Online Courses): Online course that only offers a limited number of places and requires students to be "present" at the same time (synchronously).[92]Paced models are a familiar mode since they are used almost exclusively in campus-based schools. Institutes that offer both distance and campus programs usually use paced models so that teacher workload, student semester planning, tuition deadlines, exam schedules, and other administrative details can be synchronized with campus study. Student familiarity and the pressure of deadlines encourages students to readily adapt to and usually succeed in paced models. However, student freedom is sacrificed as a common pace is often too fast for some students and too slow for others. In additional life events, professional or family responsibilities can interfere with a student's capability to complete tasks to an external schedule. Finally, paced models allow students to readily form communities of inquiry[91] and to engage in collaborative work.Self-paced courses maximize student freedom, as not only can students commence studies on any date, but they can complete a course in as little time as a few weeks or up to a year or more.[92] Students in self-paced courses when they are under pressure to complete programs, have not been able to complete a scheduled course, need additional courses, or have pressure which precludes regular study for any length of time. The self-paced nature of the programming, though, is an unfamiliar model for many students and can lead to excessive procrastination, resulting in course incompletion. Assessment of learning can also be challenging as exams can be written on any day, making it possible for students to share examination questions with resulting loss of academic integrity. Finally, it is extremely challenging to organize collaborative work activities, though some schools[7] are developing cooperative models based upon networked and connectivist pedagogies[92] for use in self-paced programs.Distance learning can expand access to education and training for both general populace and businesses since its flexible scheduling structure lessens the effects of the many time-constraints imposed by personal responsibilities and commitments[93][94]Devolving some activities off-site alleviates institutional capacity constraints arising from the traditional demand on institutional buildings and infrastructure.[93] As a result, more classes can be offered and enable students to enroll in more of their required classes on time and prevent delayed graduation.[93] Furthermore, there is the potential for increased access to more experts in the field and to other students from diverse geographical, social, cultural, economic, and experiential backgrounds.[86][94]As the population at large becomes more involved in lifelong learning beyond the normal schooling age, participants can benefit financially, and adult learning business courses may be particularly lucrative.[93][94] Distance education programs can act as a catalyst for institutional innovation[93] and are at least as effective as face-to-face learning programs,[83][84][96] especially if the instructor is knowledgeable and skilled.[87][94]Distance education can also provide a broader method of communication within the realm of education.[94] With the many tools and programs that technological advancements have to offer, communication appears to increase in distance education amongst students and their professors, as well as students and their classmates. The distance educational increase in communication, particularly communication amongst students and their professors, as well as students and their classmates. The improvement being made in distance education is growing in tandem with the constant technological advancements. Present-day online communication allows students to associate with accredited schools and programs throughout the world that are out of reach for in-person learning. By having the opportunity to be involved in global institutions via distance education, a diverse array of thought is presented to students throughout their coursework. This is beneficial because students have the opportunity to "combine new opinions with their own, and develop a solid foundation for learning".[97] It has been shown through research that "as learners become aware of the variations in interpretation and construction of meaning among a range of people [they] construct an individual meaning", which can help students become knowledgeable of a wide array of viewpoints in education.[97] To increase the likelihood that students will build effective ties with one another during the course, instructors should use similar assignments for students across different locations to overcome the influence of co-location on relationship building.[98]The high cost of education affects students in higher education, and distance education may be an alternative in order to provide some relief.[96][94] Distance education has been a more cost-effective form of learning, and can sometimes save students a significant amount of money as opposed to traditional education.[94] Distance education may be able to help to save students a considerable amount financially by removing the cost of transportation.[99] In addition, distance education may be able to save students from the economic burden of high-priced course textbooks. Many textbooks are now available as electronic textbooks, known as e-textbooks, which can offer digital textbooks for a reduced price in comparison to traditional textbooks. Also, the increasing improvements in technology have resulted in many school libraries having a partnership with digital publishers that offer course materials for free, which can help students significantly with educational costs.[99]Within the class, students are able to learn in ways that traditional classrooms would not be able to provide. It is able to promote good learning experiences and therefore, allow students to obtain higher satisfaction with their online learning.[100] For example, students can review their lessons more than once according to their needs. Students can then manipulate the coursework to fit their learning by focusing more on their weaker topics while breezing through concepts that they already have or can easily grasp.[100] When users are given the general strengths of online learning, some may feel the phenomenon of rural exodus by making the education to remain in their hometowns while pursuing higher education. Eliminating the attendance barrier to higher education can also increase the number of alternatives open to students, and foster greater competition between institutions of higher learning regardless of geography.[109]Barriers to effective distance education include obstacles such as domestic distractions and unreliable technology,[110] as well as students' program costs, adequate contact with teachers and support services, and a need for more experience.[111]Some students attempt to participate in distance education without proper training with the tools needed to be successful in the program. Students must be provided with training opportunities (if needed) on each tool that is used throughout the program. The lack of advanced technology skills can lead to an unsuccessful experience. Schools have a responsibility to adopt a proactive policy for managing technology barriers.[112] Time management skills and self-discipline in distance education is just as important as completing the job on time.[84][87][94]Effective learning requires a strong self-motivation and commitment to learning on a regular basis without prompting.[113]The results of a study of Washington state community college students showed that distance- learning students tended to drop out more often than their traditional counterparts due to difficulties in language, time management, and study skills.[114]According to Pankaj Singhm, director of Nims University, "distance learning benefits may outweigh the disadvantages for students in such a technology-driven society, however before indulging into the use of educational technology a few more disadvantages should be considered." He describes that over multiple years, "all of the obstacles have been overcome and the world environment for distance education continues to improve." Pankaj Singhm also claims there is a debate to distance education still going on, "due to a lack of direct face-to-face social interaction. However, as more people become used to personal and social interaction online (for example dating, chat rooms, shopping, or blogging), it is becoming easier for learners to both project themselves and socialize with others. This is an obstacle that has been dissipated."[115]Not all courses required to complete a degree may be offered online. Health care profession programs in particular require some sort of patient interaction through field work before a student may graduate.[116] Studies have also shown that students pursuing a medical professional graduate degree who are participating in distance education courses, favor a face to face communication over professor-mediated chat rooms and/or independent studies. However, this is little correlation between student performance when comparing the previous different distance courses.[84]There is a theoretical problem with the application of traditional teaching methods to online courses because online courses may have no upper size limit. Daniel Barwick noted that there is no evidence that large class size is always worse or that small class size is always worse; that studies have shown that a negative link has been established between class attentiveness and class size; he argued that higher education should attempt to experiment with a variety of instructional methods to determine whether the large class size is always negatively correlated with a reduction in learning outcomes.[117] Early proponents of Massive Open Online Courses (MOOCs) saw them as just the type of experiment that Barwick had pointed out was lacking in higher education, although Barwick himself has never advocated for MOOCs.There may also be institutional challenges. Distance learning is new enough that it may be a challenge to gain support for these programs in a traditional brick-and-mortar academic learning environment.[85] Furthermore, it may be more difficult for the instructor to organize and plan a distance learning program,[88] especially since many are new programs and their organizational needs are different from a traditional learning program.Additionally, though distance education offers industrial countries the opportunity to become globally informed, there are still negative sides to it. Hellman states that "These include its cost and capital intensiveness, time constraints and other pressures on instructors, the isolation of students from instructors and their peers, instructors' enormous difficulty in adequately evaluating work they never meet face-to-face, and drop-out rates far higher than in classroom-based courses."[118]A more complex challenge of distance education relates to cultural differences between students and teachers and among students. Distance programs tend to be more diverse as they could go beyond the geographical borders of regions, countries, and continents, and cross the cultural borders that may exist concerning race, gender, and religion. That requires a proper understanding and awareness of the norms, differences, preconceptions, and potential conflicting issues.[119]Tools have been developed to assess the readiness of students to study in online environments. Walker developed a survey instrument known as the Distance Education Learning Environment Survey (DELES), which examines instructor support, student interaction, and collaboration, personal relevance, authentic learning, active learning, and student autonomy.[120] Harnish and Reeves provide a systematic approach based on training, implementation, system usage, communication, and support.[121]The modern use of electronic educational technology (also called e-learning) facilitates distance learning and independent learning through the extensive use of educational communications technology (ICT).[94] replacing traditional content delivery with postal correspondence. Instruction can be synchronous and asynchronous online communication in an interactive learning environment or virtual communities, in lieu of a physical classroom. "The focus is shifted to the education transaction in the form of a virtual community of learners sustainable across time."[122]One of the most significant issues encountered in the mainstream education is transactional distance, which results from the lack of appropriate communication between learner and teacher. This gap becomes wider if there is no communication between the learner and teacher and this affects their implications for the learning process and future endeavors in distance education. Distance education began to introduce various strategies, techniques, and procedures to increase the amount of interaction between learners and teachers. These measures e.g. more frequent face-to-face tutorials, and increased use of information and communication technologies including teleconferencing and the Internet, were designed to close the gap in transactional distance.[123]Main article: Online credentials for learningOnline credentials for learningare digital credentials that are offered in place of traditional paper credentials for a skill or educational achievement. Directly linked to the accelerated development of internet communication technologies, the development ofdigital badges,electronic passports and massive open online courses(MOOCs) have a very direct bearing on our understanding of learning, recognition and levels as they pose a direct challenge to the status quo. It is useful to distinguish between three forms of online credentials: Test-based credentials, online badges, and online certificates.[124]AutodidacticismDigital divideEducational technologyLow-residency programMedia psychologyNew mediaOnline learning in higher educationVirtual SemesterTeleseminarsVideotelephonyVirtual education^ a b c Kaplan, Andreas M.; Haenlein, Michael (2016). "Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster". Business Horizons. 59 (4): 44150. doi:10.1016/j.bushor.2016.03.008. ^ Honeyman, M; Miller, G (December 1993). "Agriculture Distance Education: A valid alternative for higher education?" (PDF). Proceedings of the 20th Annual National Agricultural Education Research Meeting: 6773. Archived (PDF) from the original on 30 April 2015.^ Anderson, Terry; Rivera Vargas, Pablo (June 2020). "A Critical look at Educational Technology from a Distance Education Perspective". 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A series of over 10 books related to distance education research.

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Daily, dedicated math time Modeling your thinking out loud Consistent, varied practice Letting students teach each other These four research-backed strategies are simple, effective, and proven to boost math outcomesespecially when high-quality materials arent always within reach. And theyre more than just nice to have: Students who hear your problem-solving process out loud are developing metacognitive skills that improve their accuracy and confidence. Repeated, varied exposure builds fluency and prepares students to apply math in real-world contexts. Peer explanations dont just reinforce learningthey help identify gaps and deepen conceptual understanding. As NAEP scores continue to recover post-pandemic, states like Alabama are showing whats possible when strong instruction and clear standards align. 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Career clarity before college: Students explore interests and discover what fits (and what doesnt) before committing to a path! Stronger post-grad outcomes: 79% of CTE students go on to college or postsecondary programs, and 80% of students combining CTE with college-prep courses meet readiness goalscompared to just 63% of students who dont take CTE. And these programs go way beyond traditional vocational tracks. Todays CTE pathways span industries like business, IT, health sciences, and skilled tradesoffering real opportunities and real outcomes! How is your school or district expanding access to CTE? #CareerAndTechnicalEducation #CollegeAndCareerReadiness #CTEWorks #FutureReady #EducationThatWorks #HighSchoolSuccess #CTEPathways 136,954 followers 1w Math often gets a bad rep. Which math teacher hasn't heard "What's the point of learning this?" or "I just don't get it!"? One way to shift that mindset is to give math a real-world purpose through service learning, connecting academic growth with something meaningful. This not only helps students grasp concepts more quickly, but also helps them learn about and make a worthwhile contribution to their community. Learn more about the value of charitable giving and how connecting it to student learning can nurture growth at #DoMathPayItForward #Math #ImagineLearning 136,954 followers 2w Problems: solved Avatars: iconic This year, #ImagineMath students solved problems and served looks. How? Every lesson earned them THINK points to build out their custom avatars. And yeahthey're fabulous. Now it's time to spotlight students who worked hard to pass 30+ #ImagineMath lessons and outfit their Avatars. Swipe to see a selection of this year's winners. In a students academic life one thing is as obvious as the sun shining from the east and setting on the west- exams. Despite being dreaded by most students, they have to be done and one way of administering these exams is through the cumulative exam Edgenuity. Cumulative exams are tests meant for students to measure on everything they learnt throughout a semester or rather throughout the whole year. This type of exam aims at measuring whether the students have understood and retained the information learnt throughout their courses within their entire learning period. Cumulative exams are done by students who have completed their course but they need to prove their that they actually understood what was taught by passing the exam successfully. Cumulative exams are aimed at testing the students knowledge in relation to whatever they were taught in class across the year, with more emphasis being on academic performance. The cumulative exam is important because it guarantees that students will prepare well for the next step regarding exams though in a different way. It tests whether the students have understood the fundamental information and concepts related to the course before grading them. This style of testing encourages the students to study material throughout the year in a top-bottom structure. Do you have to Pass the Cumulative Exam on Edgenuity? Like any other exam, it is a requirement that one must pass the cumulative exam on Edgenuity. Ordinarily, students will be granted two attempts to pass the exam. In case the student fails in the two attempts, the test review will be reassigned before a third test is reassigned for another attempt. Before any retake, the students may be expected to check with their teacher through Google meet. If the fail attempt is set to one and the student still fails, the Dashboard will present an alert because the student will have exhausted the fail attempts. These pointers indicate that on recognizing the power of whats already that should not worry you because this exam gives you some hope. For you to pass the cumulative exam, you have to score at least 60% for you to earn a credit score. Should you fail to achieve that, there is always room for a re-take. Should a student fail a pretest, it means that the student has exhausted the failed attempts hence an optional retake will be provided by the teacher. The Length of the Cumulative Exam on Edgenuity? The length of the cumulative exam on Edgenuity depends on the type of assessment being carried out. The time taken is tabulated as follows: AssessmentTimeQuiz20 minutesTest120 minutesFinal exam180 minutes Yes. The cumulative exams on Edgenuity are usually proctored therefore these exams have to be done within a proctored environment. This implies that the exam has to be taken in the presence of a certified teacher or examiner. In the event that a student is not scheduled for the Edgenuity exam, the student will be required to set up their own times in order to take the assessments. When the students are sitting for their midterm and final exams in their Edgenuity courses, they will be highly proctored on site. At that particular time, the students are monitored and should they be seen using a phone, talking, copying or even opening tabs on their screens, they will get a zero score. Students should know that their teacher is able to see their screen as they take the exam and actually monitor all their activities. How to Prepare for the Cumulative Exam Edgenuity As noted earlier on, the cumulative exam Edgenuity is tested at testing the years content. This means that the student must be well prepared in order to perform well in the exam. A number of strategies must be put in place to achieve this. First of all, it is prudent to begin your preparations early enough because the exam itself is comprehensive and thus you will be required to invest a lot of time in it so as to pass. You will be required to make studying a routine and avoid last minute rushes which are known to cause burn outs and it is on the best studying method. Additionally, you have to take your notes as early as possible and do not wait for the last minute or the last class for you to start making notes as this can make you miss out on important points. It is advisable that you start taking your notes as early as the first class in order to have a summary of all the information, captured in a way that only you can understand. This also gives you a platform to review the notes regularly which will help a big deal when the exams come knocking ultimately giving you confidence. You will also be required to diversify your study methods rather than sitting in front of your computer studying which is not only boring but also difficult to make you stay focused within a particular period of time. To make your studies interesting you will need to diversify your methods which ultimately will act as a motivation. Should it occur that you have been given a second chance in a cumulative exam, you have to make the best out of it. In the event that your initial grade was unsatisfactory, and you have been granted the chance of a retake, make the most out of this opportunity so by figuring out where you went wrong in the particular exam. You invest a lot of your energy, time and material in revision because it is one of the exams that offers a student a second chance. Why cant you then grab the chance? How to get Cumulative Exam Edgenuity Answers It is actually possible to get cumulative exam Edgenuity answers even though in some instances the answers are usually random from past questions. When you open the window which has the exam, a multiple of options to select will appear on the upper side of the page. On the far right there will appear one with a more and has a drop down arrow then click it to access the view course structure. You can then find the lesson in order to view the assessment answers under a section written quiz answers. The pop up window will provide you with all the assessment questions that relate to the particular lesson and for you to get a specific question and the answer, simply select a question number.Joseph is a freelance journalist and a part-time writer with a particular interest in the gig economy. He writes about schooling, college life, and changing trends in education. When not writing, Joseph is hiking or playing chess.

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