



Moving from Siloed Schooling to →

# Anytime, Anywhere Learning

In the past, learning has been largely confined to schools—physical spaces with a fixed schedule and teachers who take on all, or most of, the responsibility for educating students. Learning outside of school has taken place in settings that often cost money, rely heavily on technology, or require a flexible family calendar, which has made them far more available to those with substantial economic and social capital. Additionally, the learning, creativity, and initiative that take place outside of school, such as at home or with communities, often go unnoticed by our current education systems. These patterns persist in spite of the fact that it is more possible than ever to learn anywhere and at any time. This calls for schools to redefine themselves so that all young people can learn beyond the walls of the physical school building, and teachers, families, community members, and other important figures in a young person’s life can become important sources for rich learning.

Anytime, anywhere learning can help meet the unique needs of learners. It means that learners who need or want to dedicate additional time to a task are able to do so. It also means learners can choose to work at times or in places where they can be most engaged, receive additional support, or easily attend to personal responsibilities. Anytime, anywhere learning also reflects changes taking place in the workplace, including an increase in remote work and gig work. These changes stem from a shifting economy and technological advances for which schools must prepare young people. In many ways, anytime, anywhere learning helps prepare young people for life beyond graduation by allowing them to acquire and apply a range of skills and knowledge in real-world contexts.

## This Leap Means...

- ▶ Learners and their families engaging in learning when and where it works best for them.
- ▶ Learners acquiring and applying skills and knowledge in real-world settings outside the school building.
- ▶ Learners interacting with people, other than teachers or school staff, who support their learning in real-world settings.



### Inequitable, Industrial-Era Learning

#### Siloed Schooling

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### Equitable, 21st-Century Learning

#### Anytime, Anywhere Learning

Learning can happen anywhere and at any time for all learners, with teachers, families, community members, and other important figures in a young person’s life all playing important educational roles.

Transcend’s Leaps for Equitable, 21st Century Learning are informed by the [science of learning and development](#); equity in education; and [contemporary societal, political, economic, and scientific trends](#).

Anytime, Anywhere Learning at

## Virtual Learning Academy Charter School

**Virtual Learning Academy Charter School (VLACS)** is an online virtual school from the state of New Hampshire that provides elementary school, middle school, high school, and adult students with the freedom to learn anytime, anywhere. Full-time and part-time programs are available to students around the globe with free tuition available to K-12 students who are New Hampshire residents. Students learn through a 100% self-paced, competency-based learning model that provides opportunities for students to learn where “learning is not restricted by location, time, or a one-size-fits-all curriculum. Students have the option to select one of the many flexible learning journeys or to combine opportunities into a customized learning program.”

- ▶ **Competency-Based** – An online instructor guides students as they master each competency through independent learning, projects, internships, work, online courses, face-to-face courses, hobbies, tutoring, service learning, or any combination of the aforementioned. Learners select the order in which they meet competencies; dashboards help them monitor pace, progress, and completion of the competencies.
- ▶ **Experiential** – In addition to selecting competencies to work toward, students can also select the environments in which they learn. They are encouraged to design and participate in experiential learning through internships, work study, community service, travel, etc.
- ▶ **Online “Backpack”** – Learners fill their backpack (think of it as an online shopping cart) by selecting the competencies they want to focus on and how they are going to learn (courses, college, projects, or experience). VLACS then assigns the learners to an instructor who can guide them through the curriculum, help them select a project, coach them as needed, and, most importantly, provide ongoing feedback and assessment.
- ▶ **Learning Through College** – In partnership with Southern New Hampshire University, the LTCollege program is a competency-based-early college program where learners have the opportunity to earn an Associate’s Degree when they graduate from high school. Like the other classes at VLACS, classes are selected à la carte, are open enrollment, and are self-paced.

### Additional School Examples to Explore

**Lindsay Unified** – In addition to having a powerful online learning management system, Lindsay established a district wide wi-fi connection that covers all students’ homes. This helps to ensure that students do not face access barriers, which can create and deepen inequities.

**Teton Science** – Teton takes a “place-based” learning approach that “connects learners and communities to increase student engagement, boost learning outcomes, impact communities, and promote understanding of the world around us.” It operates four campuses across the Greater Yellowstone Ecosystem.

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