

Continuing and Distance Education Delivery in School District 57

Serving the Needs of Our Communities

A Discussion Paper

Continuing and Distance Education Services

School District 57, British Columbia

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Introduction

Delivery of education in postsecondary, the workplace, k-12, adult education, and distance education, has rapidly evolved over the past 20 years (Bates, 1997; Keegan, 2001; Shale, 1988; Stahmer, 1995). Stahmer describes it as, “the universe of learning is in the process of change” (p.55). Political, social, economical, and technological factors shape a rapidly changing educational landscape. Significant challenges faced by Continuing and Distance Education Services School District 57 (CDES) require creative solution with an open mind to emerging opportunities for the delivery of education to those it serves. A key to the success of its responsibilities and future growth lies in the provision of online learning environments that deliver distance learning and support in efficient and effective ways. At the same time CDES must maintain distance educational opportunities for students unable to participate online; integrate learning and support for students in a wide collection of situations and programs; and develop and provide learning experiences in the new paradigms of constructivism; learner-centered instructional methodologies; and autonomous and independent learners (Cooper, 1993; Brindley, 1995; Reigeluth & Squire, 1998).

Distance learning and face-to-face (F2F) learning are merging at the postsecondary level (Bates, 1997). University educators are using distributed-learning environments with a learner-centered approach that integrates technologies to extend learning beyond the traditional classroom. These developments are influencing k-12 delivery methods.

Shrinking resources, changing expectations, new curriculum changes, technological innovations, parental demands, optional education availability, waning confidences, and changing learner needs affect how CDES will deliver future educational services. There exists a crisis in public education with “both elementary and secondary levels of education ... facing their

greatest challenge since they were created” (McKinnon, 1995; p.61). Emerging virtual schools and provincial distance educational institutions are using technologies to provide new online learning opportunities in both k-12 settings and adult education. Online courses are becoming readily available anytime, any place, to any student with internet access and students that CDES serves have increasing alternative educational opportunities available to them.

Because of increasing support demands, CDES must re-evaluate the traditional methods used for delivery of its adult and community alternative academic services. Political and economic forces continue to create increased needs for adult educational upgrading and retraining. Emerging online technologies offer a means for providing efficient support and facilitating flexibility that adult students need. CDES can integrate F2F adult and community alternative learners with distance education learners in online environments at senior levels.

Schools, parents and administrators need simple alternative solutions for students who struggle in the conventional classroom and seek increased choices for their students in spite of school closures and resulting pressures. Small town schools in the regions under CDES’ umbrella need the means to provide a full curriculum to their students. Students in the fourteen Community Alternative Programs of School District 57 need increased learning opportunities and support that is available through CDES. CDES can provide creative solutions to meet these community needs. CDES is a school with a unique context, emerging under significant provincial and school district mandated changes affecting its evolution.

Background and Context

School District 57

School District 57 (SD57) is the second largest school district by geographical size in the province of British Columbia (see Appendix A). It encompasses 52,000 square kilometers (20,000 square miles), and includes the communities of Prince George, Mackenzie, McBride,

Valemount, and Hixon with all of the communities and settlements in between. The district's student school-age population in 2003 is 16,400 students, of which 2,900 are aboriginal. SD57 operates 37 elementary schools, 1 middle school, 2 junior secondary schools, and 8 secondary schools. They range in size from Bear Lake Elementary, with 20 students, to Prince George Secondary School enrolling approximately 1,500 students. The district offers a wide range of traditional and alternative programming options. In the last two years, SD57 has undergone major challenges with the closure of 14 elementary schools and faces the closure of two junior secondary schools this year. The district experiences the challenge of a significant decline in enrolment due to regional economics and demographic changes. Today the district has one school (CDES) providing alternative programs consisting of three divisions: Continuing Education (CE), Distance Education (DE), and Community Alternate Programs (CAP). In addition, CDES operates an International ESL summer program and the district's summer school programs. CDES is the merger of the proceeding entities.

Three into One

Prior to September 1, 2003, Continuing Education, SD57 was a recognized school within SD57. Its responsibility was the provision of adult basic education programs k-12 for SD57 and educational support for additional specific programs within Prince George. It provided continuous intake, self-directed, independent learning courses with face-to-face support. It maintained a main school site, with satellites in two additional locations within Prince George. In addition, it maintained satellite support centers in McBride and MacKenzie. It carried the additional responsibility of providing educational services to the Provincial Correctional Institution and Camp Trapping, a wilderness-based residential program for young offenders and other community initiatives not included under the umbrella of Community Alternate Programs. It operated under a philosophy of maximum opportunity for education at minimum student cost.

In the same period, the Central Interior Distance Education School (CIDES) provided distance educational services to students in School Districts 27, 28, 49, 57, 91 (see Appendix A). Although staffed by SD57 staff, CIDES was a provincial school district of its own – School District 15. Students registered with CIDES were independent of SD57 and not included in SD57's school age enrollment counts.

All Community Alternate Programs (CAP) were 'attached' to a supporting School within SD57. Students within these programs were included in the enrollment figures for the supporting school. Funding for students within a particular program went to the supporting school and decisions regarding expenditures were made at the school level, while the district withheld funds for district costs such as district youth care workers, specialists, psychologists, etc. Community Alternate Programs operated independent of each other.

On September 1, 2003, the district created CDES with some significant funding issue changes. All students now registered in CIDES are SD57 students. All CAP students are included in CDES' student enrollment; all CAP staff are now members of the CDES staff; and funding flows through to CDES for all its students.

Today CDES is the largest school in SD57 with an administrative structure of principal, two vice-principals, 60 teaching staff, and 29 support staff (see Appendix B). Among the staff is a technical analyst responsible for maintaining all computer networks, servers, and advising on the implementation of new technologies, as well as a technology support teacher. CDES is physically housed in a widely dispersed number of locations throughout Prince George (see Appendix C). It consists of a main office housing the administrative center for all activities, a F2F CE facility, the DE administrative staff and shipping facilities, CE and DE counseling services, and a small library. In addition, CDES has satellite F2F CE centers in the Hart area and McBride BC, 14 Community Alternate programs housed separately and scattered throughout

Prince George, and a combined satellite F2F CE and k-10 DE support center in the vacant Gladstone elementary school. Teachers holding joint duties with CE and located throughout the CE sites, provide DE 11-12 online course support.

CIDES and the Provincial Distance Education Consortium

The Ministry of Education established CIDES when they created nine regional distance education schools in the province over a six-year period from 1984-1990. The last eight years have seen significant developments and initiatives that have changed the delivery of paper based distance education services in British Columbia. Early on, the nine distance education schools established a consortium to facilitate development of strategic plans to deliver a common program for all distance education schools. Since 1995, the distance education schools have been working with the Ministry of Education, the Open Learning Agency and recently Open School to develop, test, and implement an electronically delivered, well-supported distance education program. The program, known as New Directions in Distance Learning (NDDL), focused on senior level courses. Since 1997, distance education schools building on the experience of NDDL and a new technological infrastructure being put into place, piloted projects in the k-10 levels. Different consortium schools piloted a number of individual projects. These initiatives culminated in the creation of CoNNect, an electronically enhanced distance education program delivered through the consortium network. This program is now in full implementation in all consortium schools. Enrollments in CoNNect were capped at 1074 FTE students for the year 2001/2002. The Ministry removed the enrollment cap in 2002/2003 with a resulting increase in the number of schools offering electronic programs (As of January 2, 2004, there are twenty eight public distance education – electronic programs with over 6,700 students participating). The focus of the consortium has made a dramatic shift to the online learning environment with new Ministry of Education directives.

Today online learning environments attract many parents and students for the various reasons outlined earlier. Both research and literature in the field indicate and identify specific practices needed to create “robust” online learning environments (Conrad, 2002; Kearsley, 1995; Keegan, 2001; Sherry, 1996; Paloff & Pratt, 2000; Youngblood Trede & Di Corpo, 2001) . The Ministry of Education in their audits found occurrences where these practices were missing in online environments. Since these audit discoveries, the Ministry has established guidelines requiring all schools in British Columbia to provide “robust” online educational environments, if undertaken. Unfortunately the Ministry has not defined “robust”, but expectations are that educators create learning environments based on best practices; courses are teacher designed, monitored, and supported; teachers provide assessment and evaluation of students’ work; five reports to parents yearly; and students learn in an interactive, curriculum based, learning experience in their online environment.

Other Factors Affecting CDES

The removal of the cap on online distance education students, coupled with strained school district budgets throughout British Columbia, makes the development of online distance education programs by any school or district within British Columbia more tempting all the time. The pathway is certainly available. Some schools and districts already have undertaken such initiatives. Within 60 miles of Prince George is the 12 year old and expanding E-Bus program operated by School District 91 in Vanderhoof. It has reached an all time high enrollment of 1,084 students, a recent increase of 400 students of which approximately 75 are adults. In a recent interview, Ebus principal Ray LeMoigne

... pointed out they are not trying to compete with other adult learning centres.

EBUS just adds another choice to people wanting to learn. He said interest in an increase [sic] to learning at home is one thing that lead to the change.

Electronic learning is of particular interest for adults for who [sic] like the convenience of setting their own schedules and working at their own pace. He added it is a really great opportunity for adults who, because of an injury or disability, are not physically able to attend a regular adult learning centre. But also for parents with kids at home or with schedules that just don't allow them to attend regular classes. "Adult centres just don't fit everyone," LeMoigne said. (Thomson, 2003)

There is a developing market for the delivery of new online educational services. There is also a subtle competition developing for that market.

The COOL School consortium (Consortium of Online Learning) is another initiative that CDES has undertaken. COOL School is a service created by a group of British Columbia school districts, including SD57, to assist students who are otherwise unable to access courses of choice. COOL School delivers these courses online via WebCT. Volunteer members of the consortium developed many of the initial courses, which were in the eyes of many teachers lacking in quality, and have slowly been going through generational changes and improvements. COOL School is now under the umbrella of Open School. Open School produced distance education modular materials for provincial distance education. The Ministry has recently sold Open School to private enterprise, leaving in question, who will provide packaged learning materials for paper based distance education students. SD57 piloted the use of COOL School at some of its high schools for one-off singleton courses and school based alternate education students. In addition, Continuing Education, SD57 explored the use of Cool School for the delivery of some courses to adult education students.

Summary

Chaotic re-organization of various programs into CDES is only one challenge that CDES faced and still experiences. More significant in the long term is a myriad of emerging situations. First is the wide spread provincial changes in the delivery of distance education. Second is the explosive growth of alternative online learning environments that provide open educational opportunities for parents, students, and adult learners in the regions CDES serves. Third is the increasing educational opportunity that online learning environments create for citizens in the cities, towns, communities and settlements for which CDES is responsible, and which has the potential for significant growth. Fourth are the changing needs of schools and administrators for alternative solutions, resulting from demographical and economic changes, combined with the impacts of political decisions. A variety of unique needs and circumstances face CDES. CDES' plan for the future must be practical as opposed to idealistic. Mugridge (1995) when speaking of the development of distance education in Canada summarizes the approach CDES must take:

One of the most prominent characteristics of distance education in Canada has been and continues to be its pragmatism. Distance education institutions and practices have grown up across the country in various ways because they have been required to respond to a variety of needs and circumstances. (p.231)

A plan for CDES' future must be well conceived, practical, and manageable, forward thinking, and have the flexibility to adjust with the changing educational landscape unfolding in British Columbia.

Planning for the Future

Students

CDES has many categories of students (see Appendix D) and offers a variety of services to meet their needs. The student population is approximate 1217 full time equivalents (FTE), comprised of 636 FTE in CE, 208 FTE in DE, and 373 FTE in CAP. This is not an accurate

head count, only the full time equivalent number of students. Producing exact reports on student enrollments in the different programs and student categories is not possible through the administrative systems used by CDES. CDES must address this problem before a strategic plan is developed. In addition, CDES needs to identify clear guidelines as to which services will serve which categories of students and which categories to merge in online environments. These guidelines will assist merging the two different administrative student management systems used by CE and DE, and provide direction to take advantage of opportunities for efficiencies in service and support. This examination is crucial to the development of cost effective delivery of educational programs at CDES.

The configuration and position of CDES provides opportunities in a variety of new online educational markets. The delivery of online courses is the key to student support and growth. Areas for student growth include a number of options. First is the provision of school based alternate education programs, and increasing the options for schools, students, and administrators with availability of online courses. This is an important need for SD57 and other districts. Second is increased delivery of adult education online, in and out of Prince George. Other options are First Nations partnerships for educational online delivery to First Nations youth and adults; expanding the International Studies program beyond summer ESL programs to include online delivery of courses to students in Japan; and increased options for delivery of summer school to a greater number of students.

Course Development

CDES' greatest challenge for the future is the development of quality online courses, and paper based learning materials for the provision of students who do not have access to the internet. CDES can address the latter issue with the use of current and future materials from

Open School. Therein is an added challenge for teachers, having to support two entirely different courses. Creating effective online courses with a paper-based twin is questionable.

Bates (1995) discusses “several components of quality in technology-based educational materials: ...quality of content...instructional design...quality of media production...quality of delivery...quality of student service and support” (p.104). These provide significant challenge to CDES. Some teachers have the capability to develop their own courses, while others will need the assistance of an instructional designer. Current workloads do not provide provision of course development time. Courses require significant development if all content is created anew, or if existing content must be reworked. Commitment of financial resources is necessary to develop courses. Consortium initiatives provide some course development and the possibility of course sharing. All course developments must not only consider the components discussed by Bates, but are the beginning point for student support. Well-designed online courses have built in support mechanisms using a learner-centered approach, integrated multi-modal learning objects, and a high level of various forms of interactivity (Kearsley, 1995; Palloff & Pratt, 2000; Sherry, 1996; Wright, 2003). The challenge for CDES is the in-house development of effective online learning systems with courses that provide a learning experience that encourages self-directed independent learners. CDES needs to focus its efforts in-house on courses that return the greatest exposure for student success for investment of time. Recommended is attention to the junior secondary core courses and highly subscribed courses. CDES needs to identify its expertise in both instructional design and academics, and focus efforts on creating courses in correlation with other DE schools within the Distance Education Consortium. It is impossible for CDES to have a full set of courses for online delivery within the immediate future and a 2-3 year implementation plan needs to be established. Recognition and understanding by administration of the generational development of online courses is necessary. Until quality

online courses are available, continued use of the distance education 'Open School modules' resources should be used, with expanded online interactivity using computer mediated communication tools.

Delivery System

CDES should continue to use paper based modular packages for all students who do not have internet access, with support by 1-800 number where possible and regular mail. While transitioning to online courses, CDES should use the same paper based courses for students that have internet access, with computer-mediated communication (CMC), using VClass, the FirstClass email system, threaded discussions, and 1-800 phone support if necessary. Teachers will use the CMC tools to provide the best model of interactive online community possible.

CDES should implement as soon as possible a Course Management System (CMS) for the delivery of online courses. This provides a common interface to students and all the necessary tools for teachers to create 'robust' on line courses. The recommended CMS is 'Desire2Learn' (D2L). It provides a common interface to help create the online school identity, web browser accessible, email, threaded asynchronous communication, online testing and reporting, ease of development for course creation, a highly flexible system, and excellent technical support. Staff should be encouraged to begin working immediately with D2L and additional accounts made available to provide access for 'front runner' staff to begin developing their expertise with the CMS. September 2004 is an appropriate target date for transition to D2L. D2L and VClass will be the technological tools for delivery and support at that time, with the understanding that developing and/or converting courses to the D2L environment will take staff time and additional financial resources and/or design support staff.

Student Support Services

The days of “producing learning materials as cheaply as possible and then enrolling as many students as possible” (Keegan, 2001, p.165), are gone. Quality student services, including counseling, administration, and registration, along with strong student support, online, by phone, or F2F, are critical in this time of emerging alternatives for different categories of students at CDES. CDES has had a good reputation of providing strong service and support in the past, and must maintain the same into the future. That is a significant challenge as the needs are varied. Different categories of students have different support needs. K-12 CoNNect students need to feel a sense of belonging – a connection to ‘their school’. Adult students need additional support beyond the academic experience. All students supported by CDES have the need for timely intervention of assistance and feedback when needed. CDES must not fall into the trap of “the normal suggestions that distance system face when they need to cut costs” (Keegan, 2001; p.169), namely the reduction of support services. It is well we keep in mind a statement by Bates (1997), “Learners are always capable of generating questions and ideas that cannot be adequately anticipated...If the learning system cannot handle this diversity, then the quality of learning will drop” (p.95). The provision of support services is not without cost; and the marshaling of sufficient resources to meet this challenge is now necessary in consideration of the changing educational landscape. Teachers, counselors, and office staff need a clear recognition of the importance of their provision of timely and effective support and/or service, especially during this period of upheaval for CDES. CDES’ developing learner support system, with designated teacher ‘office hours’ online will provide initial exposure to the levels of support current staffing can provide to students studying at a ‘distance’. Continuous feedback from staff can help administration monitor how well CDES is meeting the challenge.

For the future, Brindley (1995) provides an excellent model for the development of overall learner services that is adaptable to meet the challenges faced by CDES. CDES needs to “Make the development of independent learners an explicit institutional goal so that it becomes part of all operations and is used as one measure of success” (p.112). In addition, CDES will have to “build an institutional climate and culture where it is the norm to build strategies for developing independent learners into all academic programs and services” (p.113). This model warrants a closer examination for application with modification to the existing context faced by CDES. It provides an excellent model for both student support and student services.

Additionally CDES must examine the CIDES tradition of building, in spite of the widely dispersed student body, a sense of community comparable to bricks and mortar schools and examine the question - Does “robust” include providing opportunities for the social and emotional development of k-12 CoNNect students? How will CDES maintain this tradition where students feel an attachment to “our school”? CDES staff needs time to examine and develop the institutional philosophy in this regard. The educational environment can only grow increasingly competitive, and service and support are critical to student success.

Staffing Issues

Staffing is a serious challenge for CDES. With SD57 facing closure of two junior secondary schools, there is uncertainty in the stability of current staffing. Development of an online school requires significant commitment on the part of the staff. The current configuration of many temporary positions, with uncertainty as to continuity into next year, is a handicap to development of courses and attainment of any goals CDES sets. Senior district administration needs to resolve this problem. Crichton & Childs (2003) have found that “...teaching online was different to teaching in the face-to-face classroom.” and that “...staff must survive from day to day until they pick up enough knowledge...” (p.20), when classroom teachers become online

teachers. Important experience gained by staff this year, and investment of financial resources in numerous staff attending conferences (the BC Distance Education Consortium Educators Conference, October, and the Alberta Online Symposium, November), will be lost if current staff are replaced. The sooner district administration secures the staffing positions at CDES the sooner CDES can meet the challenges it faces. In addition, CDES administration must ensure staffing for an appropriate level of student support. Current staffing at CDES is questionably sufficient for current needs and CDES administration needs to monitor this closely over the course of the next year both statistically and by staff interviews. Alberta Distance Learning Center uses a guide of 112 students (560 credits) per online teacher, with courses already fully developed. A challenge for CDES is to identify workload responsibilities that ensure quality student support, and facilitate online course development under the CDES context.

Staff Development

All teachers on staff are computer literate to some degree. However, levels of expertise vary from low to expert. Widely dispersed staff at multiple sites with various hours of shift work, makes it difficult to utilize staff expertise to support each other. The development of a common prep time on Friday afternoons allows for some staff development and collaboration. CDES is fortunate to have on staff a knowledgeable technical support teacher, added expressly to support staff in developing the expertise needed to undertake new initiatives and meet the CDES goals. CDES should continue to utilize her expertise as need arises. All staff should have in depth training in FirstClass immediately. D2L training should follow as soon as possible. Staff will need time to explore and develop the skills needed to work effectively in D2L.

However, it is not sufficient to have skills using the technology. Building a 'robust' course online is not merely a matter of digitizing some text and pouring it into a CMS. A great deal of planning, foresight, and knowledge of effective online instructional design and

educational strategies is required. Teachers building online courses on their own must be educated in the “specific course components, qualities, or procedures proven to be helpful to learners and /or instructors” (Wright, 2003; p.10). It is inevitable that CDES will need the services of an instructional designer to provide needed skills for developing online courses and assist staff in acquiring them.

Staff has minimal experience as facilitators and teachers in online environments. Only a few have experienced the delivery first hand of such courses. Teachers need professional development days set aside for learning about the differences between F2F classroom teaching and online teaching, and how to take their best F2F practices on line. They need help beyond surviving from day to day.

Funding Issues

Funding presents several serious issues. First, the funding model provided by the province for CoNNect students creates a subtle competitiveness among school districts seeking additional funding in an era of tight budgets. Each full time CoNNect student generates \$5365 and is now a student in the registering school district. A simple increase of 100 CoNNect students generates over a half million dollars. Secondly, the Ministry of Education implements a new funding model for Continuing Education students in 2004. The Ministry will fund each CE student \$500 per course with half provided the school on registration and half on completion. Given the traditional low completion rates for adult education students, this represents a significant challenge for CDES. In comparison, the Ministry funds each DE student \$250 per course, with \$100 upon student registration and the rest in increments at different completion mileposts in the course. An increase in CoNNect students can help provide resources to support anticipated funding short falls in adult education programs. This category of students should be the first group targeted for marketing. Student course fees and deposits need reviewing. Given

funding changes on the horizon, CDES must re-examine its philosophy of minimal student costs. A strategic plan for the future must include a financial business plan for the management of financial resources that will ensure student services and support. The results of that analysis may change the current philosophy of no student costs for adult education.

Other Immediate Issues

CDES needs to develop a short term and long term marketing strategy after review of its current categories of students and opportunities for growth. The marketing strategy should build community awareness of programs offered and be especially designed to build confidence in CDES' alternative educational opportunities for youth and adults. It should also include targeted marketing for specific programs. CDES needs to start building its online presence with development of a comprehensive web site. Immediate development of a design guide for both the current web site and the future Desire2Learn CMS environment is necessary. CDES should immediately explore retaining a graphics designer for that purpose. CDES needs to obtain a site license for LXR 6.0 so staff may begin using the provincial tests banks in preparation for online course development and immediate use. CDES teaching staff responsible for online courses should meet to plan the development of the school's online culture and begin to create it.

Evaluation and Revision

CDES needs a strategic plan for the next three years. It is the purpose of this paper to provide the impetus for such a strategic plan. The challenge for CDES is to thrive in the midst of chaos, while planning in a context of uncertainty. The advice of Paquette-Frenette & Larocque (1995) is appropriate, "In this age of socio-ecological turbulence, it is imperative to develop a model that is designed to adapt continuously to change" (p.179). The principles of strategic planning and management are applicable to CDES' transformation (Murgatroyd & Woudstra,

1989; Irwin, 1995). CDES should implement a strategic plan within three months. The further development of this discussion paper into a strategic plan for the future, with all elements reviewed in the process, provides the first opportunity for evaluation of progress and revision. CDES should regularly review the plan on a quarterly basis.

Conclusion

The challenge for CDES is to provide “an attractive option that offers a high quality educational experience” (Brindley, 1995; p.120) for various categories of students. CDES needs to establish itself quickly as a leader in online delivery of k-12 courses without losing sight of its responsibilities to F2F students and those without access to the internet. CDES can provide excellent educational opportunities and services to existing and potential students in SD57 communities and communities under its CIDES umbrella. CDES needs to ensure success in course development and begin implementation of suggestions in this paper. CDES needs to secure its staffing, then train, prepare its staff and invest sufficient resources needed to develop an online school known for service and support. CDES staff and administration must recognize that service and support are a key differentiating factor in online delivery in an educational landscape where education can now be had online any place, any time. CDES must establish its online presence as soon as possible and must develop various communities of learners, merging categories of learners wherever conceivable in a virtual school, online environment. CDES has opportunity for significant growth. However, it must grow its student population cautiously, so that growth does not outstrip capacity for service and support. In spite of the chaotic challenges it faces, the unique context for CDES positions it well to serve the needs of its current students and develop emerging opportunities for the delivery of education to those served by Continuing and Distance Education Services, School District 57.

Endnotes

1. Demographical data for School District 57 was obtained from the District Accountability Contract October 31, 2003, located on the district's website at <http://www.sd57.bc.ca/Departments/CI/DPSSOct02.pdf>, p.3
2. The Technical Support Teacher's (TST) role within the district is to help to develop an effective/exemplary online learning model that will be administered and managed by CDES and will give all students within the district an opportunity to choose to access some/all of their education in this manner. The TST is coordinating the expansion of the Cool School pilot that began last year. Linked to this initiative is the TST involvement in the E-Learning Research grant, which the district just received. That project is part of the rural school report and involves video-conferencing instruction between Kelly Road and McBride Secondary during winter semester this year. The TST also shares responsible for the teacher-training component of that project.
3. It is impossible to determine the exact student population and breakdown. Enrollment figures provided are based on the district published Enrollment Summary as of September 30, 2003 and estimates from administration for data missing. Further information on the 373 FTE in CAP is available, with 382 active students, of which 189 are aboriginal and 108 are Category H (intensive behavior outside intervention involved).
4. Community Alternate Programs consist of 14 different programs for street youth, youth at risk or youth in special circumstances scattered throughout the city of Prince George (see Appendix C).
5. The Course Management System 'Desire2Learn' received the highest rating of 30 evaluated by the Distance Education Consortium. Two schools in the consortium have chosen it already and it is the new platform of choice by the Alberta Distance Learning Center. Flexibility to share courses or acquire course with other institutions is an important component of the system.

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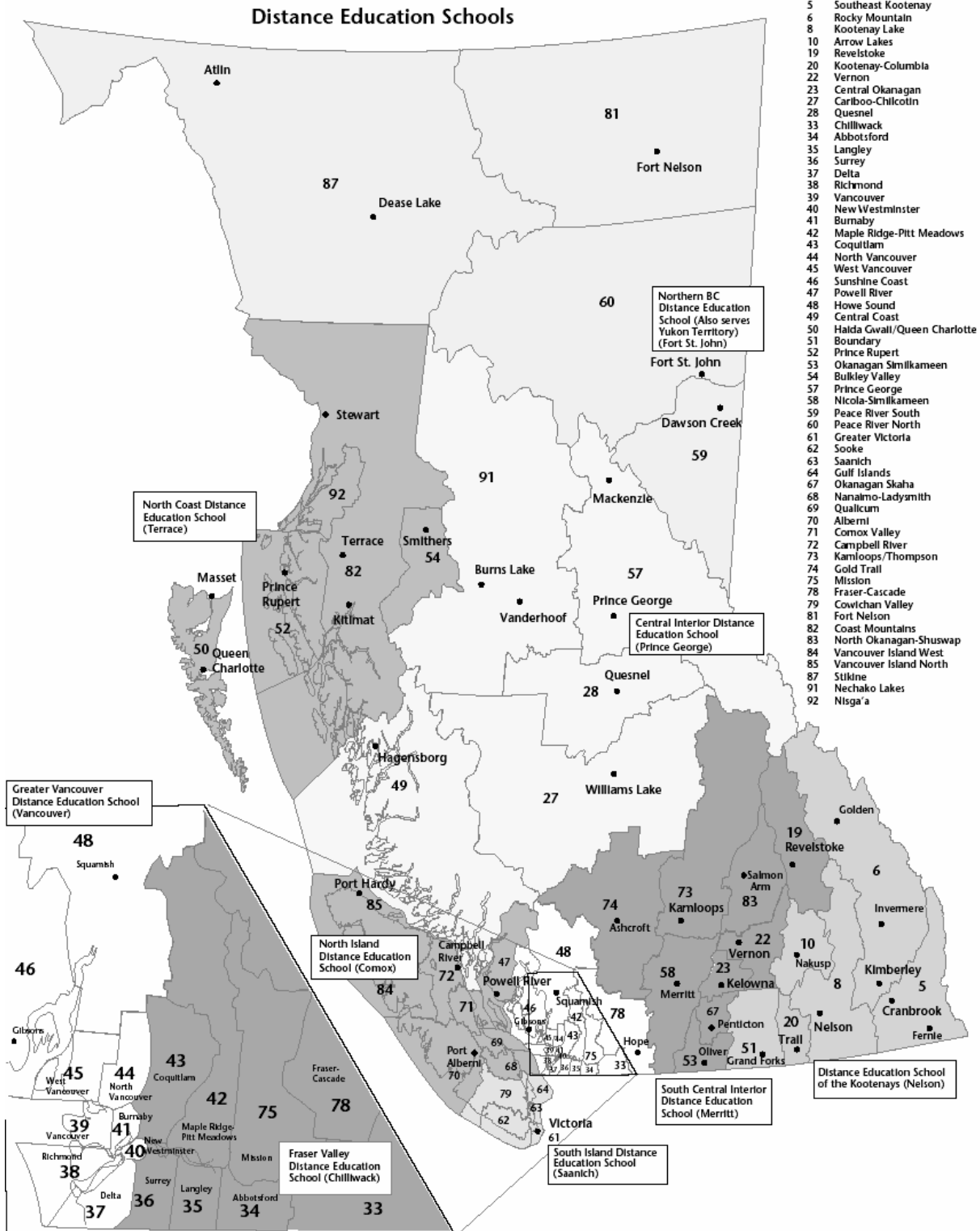
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Appendix A

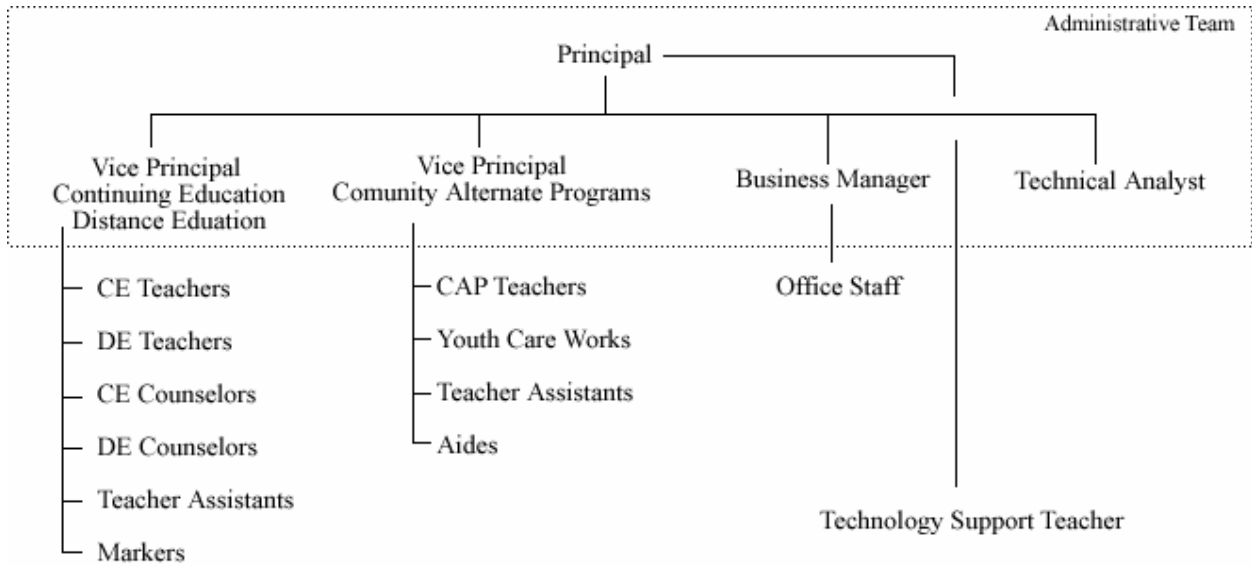
Regional Map of School District 57 (SD57) and for the Central Interior Distance Education School (CIDES) covering School Districts 27, 28, 49, 57, and 91.



Source: Ministry of Education, Distance Education K-12 Guidebook, 2003-2004

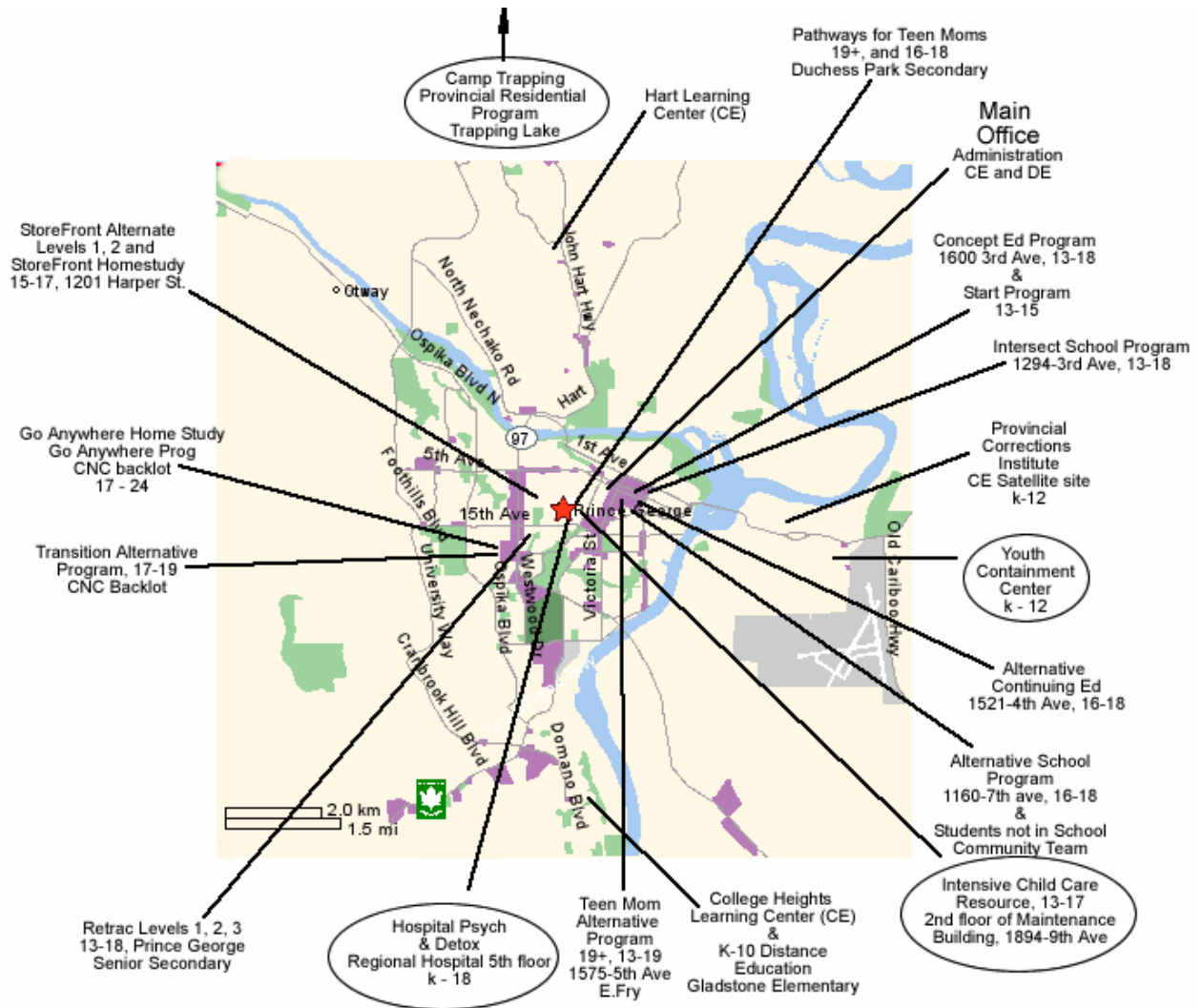
Appendix B

Administrative Structure of Continuing and Distance Education Services School District 57, British Columbia



Appendix C

Program Sites and the Satellite CE facilities of CDES



Notes:

Not shown is the satellite F2F CE center in McBride, B.C.
 Circled sites are Provincial Resource Programs, funded differently, and students do not appear in CDES school enrollment figures.

Appendix D

Categories of Students at Continuing and Distance Education Services School District 57, British Columbia

Current categories for distance education students include:

- 1701 Elementary CoNNect (fulltime online students)
- 1701 Secondary CoNNect (fulltime online students)
- Graduated Adult (19 and over)
- Non-Graduate Adult (19 and over)
- Home Schooler – registered with CIDES but taking no courses
- In School (students taking courses and currently attending a school, one-off courses, modified courses)
- School Age (under 19, taking a full load or part time, but not attending a school)
- Youth Containment Center
- Provincial Correctional Institute

Current categories for continuing education students include:

- Graduated Adult (19 and over)
- Non-Graduated Adult (19 and over)
- In School (under 19 students, currently attending a school, one-off courses)
- School Age (under 19, part time students not attending school)
- Provincial Correctional Institute
- Various specific programs