

Beyond Volunteerism and Good Will: Examining the Commitment of School-Based Teachers to Distance Education



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Newfoundland and Labrador

- the island is 43,359 square miles, while Labrador covers 112,826
- population was 505,469 in 2006 Census
 - 551,795 in 1996 / 568,350 in 1986
- 294 schools in 2005-06
 - 343 in 2000-01 / 472 in 1995-96
- 76,763 students in 2005-06
 - 110,456 in 1995-96 / 142,332 in 1985-86
- average school size is 220 pupils
 - 45% > 200 and 25% > 100



Centre for Distance Learning and Innovation

The CDLI was founded in December 2000 by the Department of Education, in response to the recommendations of the 1999 Sparks-Williams Ministerial Panel on Educational Delivery.



The vision of the Centre is to

- provide access to educational opportunities for students, teachers and other adult learners in both rural and urban communities in a manner that renders distance transparent;
- eliminate geographical and demographic barriers as obstacles to broad, quality educational programs and services; and
- develop a culture of e-learning in our schools which is considered to be an integral part of school life for all teachers and students.



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CDLI Statistics					
	2001-02*	2002-03	2003-04	2004-05	2005-06
Number of courses	10	18	25	30	33
Number of teachers	5	18	23.5	25.5	27.5
Course Registrations	200	1000	1200	1300	1650
Percentage passes	N/A	88	90	90	88

Statistics have remained about the same since 2005-06.

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Synchronous – Online

- 30% to 80%, depending on subject area
- taught via a virtual classroom (e.g., *Elluminate Live*)



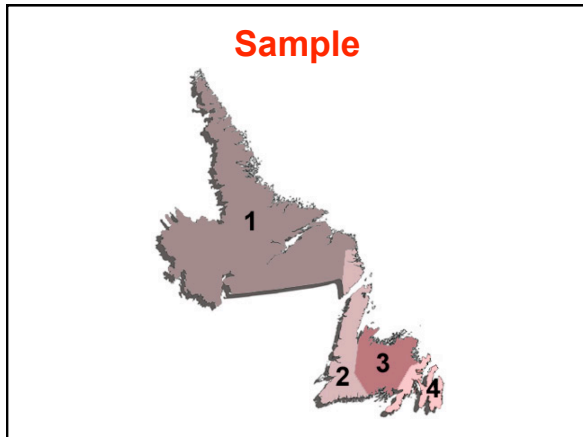
Asynchronous – Offline

- remainder of their time
- taught via a course management system (e.g., *WebCT*)
- usually consists of independent work from posted homework or assignments or from their textbooks



Mediating Team

- Technical - to provide initial maintenance and troubleshooting for the CDLI computers (all major problems are handled by a district-level technician or by the CDLI)
- Coach – to provide with supervision and support (although not academic support) and general support in gaining the independent learning and self-motivation skills that may be needed to succeed in the CDLI environment
- Administrative – to proctor tests and exams, monitor student attendance and behavior, and providing.
- school administrator, technology teacher, secretary, custodian, and/or a student enrolled in the CDLI (i.e., e-tutor)





Sample

	Schools	M-Team Members	Schools Participating	M-Team Members Participating	Completed	Opted-Out	Not responsive
District 1	10	34	-	-	-	-	-
District 2	32	83	18	46	14	4	28
District 3	33	102	33	102	14	22	66
District 4	21	62	20	58	13	7	45
District 5	2	3	2	3	0	1	2
Private Schools	2	5	2	5	1	0	4
Totals	100	289	75	214	42	34	138

- ### Sample
- 75% of the schools representing 74% of the m-teachers
 - Response rate – 19.6%
 - Opted out – 15.9%
 - Unresponsive – 64.5%

- ### Trends
- Administrative – 60.5%
 - Technical – 23.3%
 - Coach – 16.3%
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- Often**
- Monitoring the progress of distance learning students, including accepting e-mail notification from the e-teacher which express concern regarding the failure of a student to submit assignments, exams, etc. on time.
 - Following-up with such students to ensure future compliance.
 - Accepting grades and reports from the e-teacher and ensure that these get entered in the students term/end of year report cards.
- Sometimes**
- Supervising distance learning students while they engage in online activities.
 - Providing limited assistance to students who encounter difficulty in using asynchronous communication tools (chat, discussion threads, e-mail, etc., web browser, and learning management system).
 - Meeting, as requested, with the e-teacher, web-based initiatives facilitator, high school programme specialist.



Task	M-Teachers	Time
Supervising tests/exams	90.0%	60 min
Tracking down missing assignments/homework	41.5%	35 min
Recording attendance or other administrative data	36.6%	20 min
Providing content-based tutoring	46.3%	40 min
Providing technology-based tutoring	48.8%	25 min
Providing technical trouble shooting	70.7%	30 min
General supervision	12.2%	60 min
Supervising science labs	12.2%	50 min

Average 2.3/week per m-teacher



CDLI utilizes 5X14 timetable

- 10 hours per 14 days

Average m-teacher spend 2/3 course slot on their duties

How often do you access the any of your student's course management systems?

- Never – 65%
- Couple of times a month – 15%
- Once a month – 10%

What do you access in the student's course management systems?

- To check test dates and assignment deadlines
- To check student marks

How often are you in communication with e-teachers of your students?

- Couple of times a month – 39%
- Once a month – 22%



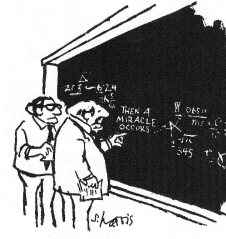
Discussion & Initial Conclusions

- m-teacher duties occupy significant amounts of teacher time
- level of involvement hasn't changed much since original pilot



Future Research

- survey still in the field
 - possible addition of District 1
- 10 m-teachers have volunteered to track their time for a two week period
- 12 m-teachers have volunteered to be interviewed



"I think you should be more explicit here in step two."

Your Questions and Comments



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