

CIDER SESSION

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Graduate Student Panel 2015

With presentations by Sophia Palahicky, Gord Preston, and Heather Scarlett-Ferguson of the EdD program, Athabasca University



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A model for a successful Indigenous online high school: Perspectives of teachers, staff, students, and parents

Presented by: Sophia Palahicky
December 9, 2015

Dissertation Committee Members

Dr. Dianne Conrad
Dr. Cynthia Blodgett-Griffin
Dr. Lloyd Robertson
Dr. Michael Barbour

Presentation Overview

- Introduction and Background
- Research problem
- Literature review
- Research questions
- Research methodology
- Findings
- Questions

Aboriginal Population

Source: Statistics Canada 2011

- Population - 4.3% of the total Canadian population
- Population Growth - increased by 20.1% between 2006 and 2011
- Population Density - largest shares of the population of Nunavut and the Northwest Territories & largest numbers lived in Ontario and the western provinces
- Population Breakdown - 60.8% First Nations , 32.3% Métis & 4.2% Inuit

Aboriginal Population Continued

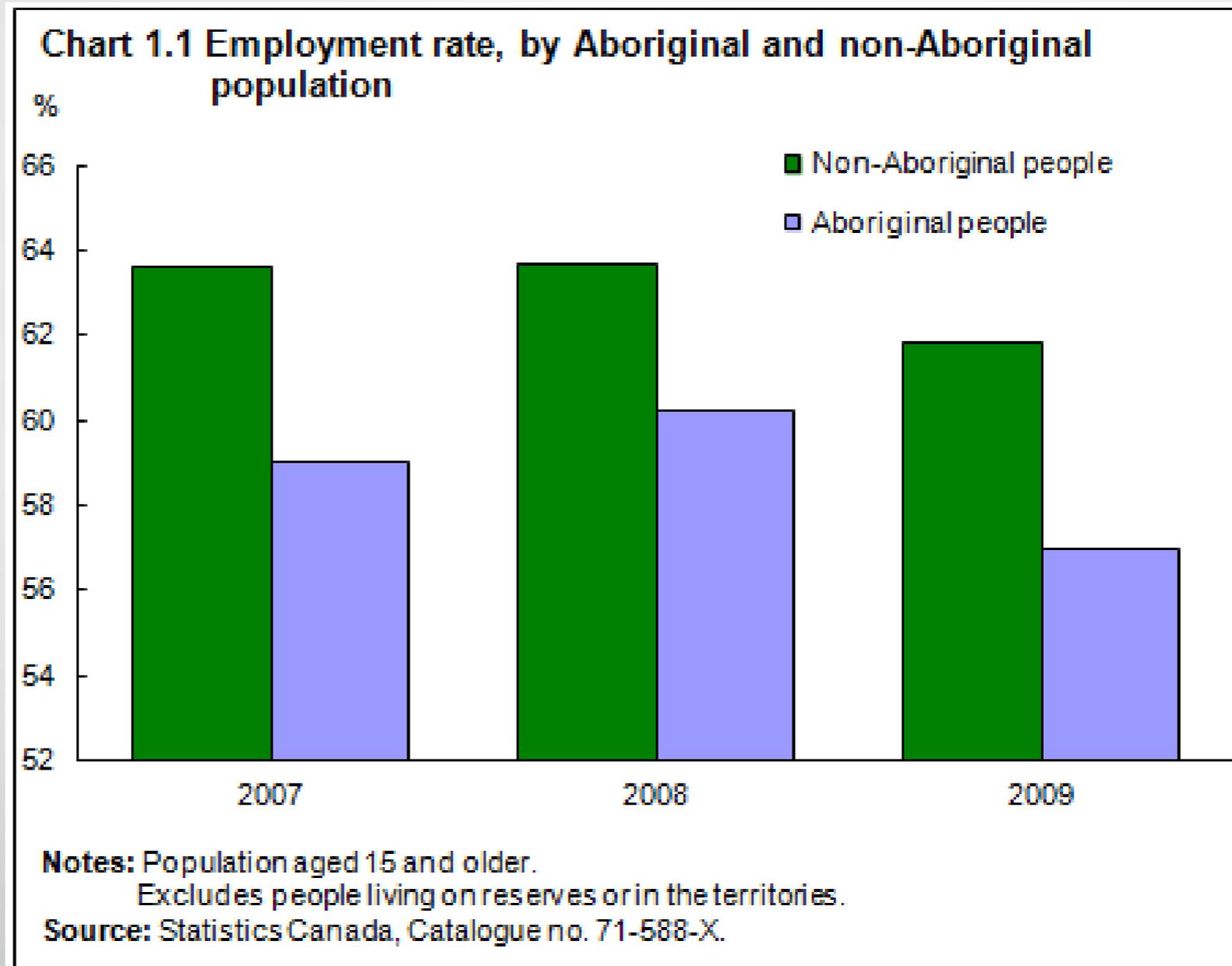
Source: Statistics Canada 2011

- Young population - 7% of all children, 5.9% of all youth, & the median age was 26
- Diverse cultures - more than 600 First Nations/Indian bands & over 60 Aboriginal languages
- Population of reserves - 49.3% lived on an Indian reserve or Indian settlement

High School Completion Rates

- Total rate in Canada - 78.3% recorded in 2009-2010
- Aboriginal rate - Nearly 40% of Aboriginal students did not complete high school (Friesen, 2013).
- Manitoba rate - Manitoba had the lowest high-school graduation rate for First Nations (Canadian Press, 2014)

Employment Rate



Education and the Labour Market

- Completed postsecondary education - employment rate down 1.8%
- Important point - non-Aboriginal people with a completed postsecondary education employment rate down 1.5%
- With less than a high school diploma - employment rate down 5.5%
- With a high school diploma and some postsecondary education - employment rate down 3.3%

Research Problem

- High school completion rates are low for Aboriginal learners
- High school completion rates are alarmingly low for First Nations students
- High school completion rates affect labour market success

Complexity of The Issue

- Cultural invasion
- Marginalization
- Aboriginal control over Aboriginal education
- Reconnecting Aboriginal communities to cultures and languages

Funding inequalities

Addressing The Issue

Since the majority of Aboriginal peoples (more than 600 First Nations) reside in rural or remote areas, “distance education would seem in theory to offer considerable benefits to community members” (Simon, Burton, Lockhart, & O’Donnell, 2014, p. 2).

Research Purpose

Benefits

This research study uses a case study to describe a successful model of an Indigenous online high school by examining perceptions of teachers, staff, students, and parents.

Need

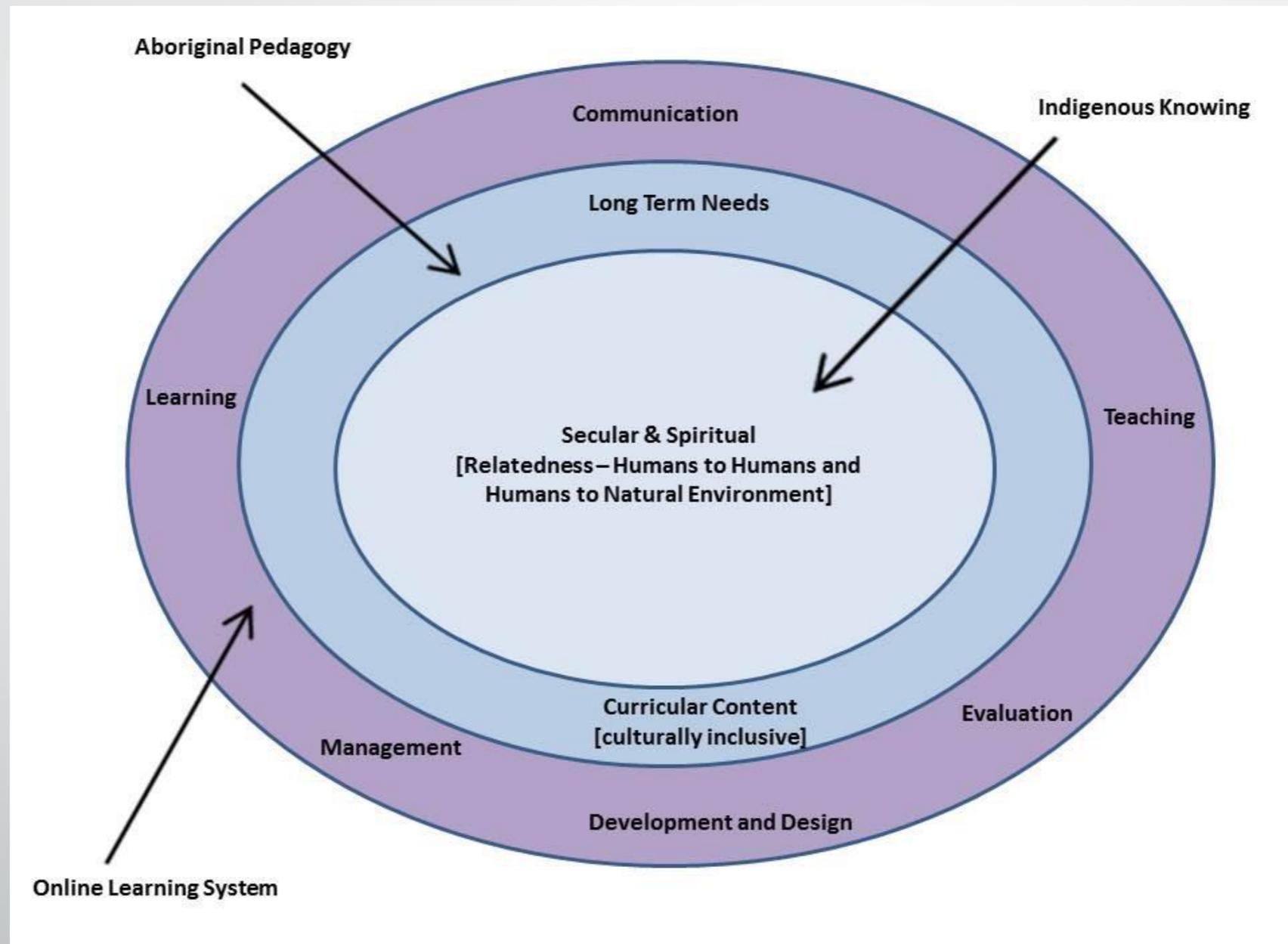
There is limited research on K-12 Aboriginal online education in Canada.

Definition of Success

Tunison's (2007) definition of success states that:

"Success with respect to the *Learning Spirit* is typically seen through the lens of protecting and reclaiming language, culture, and tradition while focusing on long-term goals such as graduation and transitions to work and post-secondary institutions" (p. 13).

Conceptual Framework



Literature Review Topics

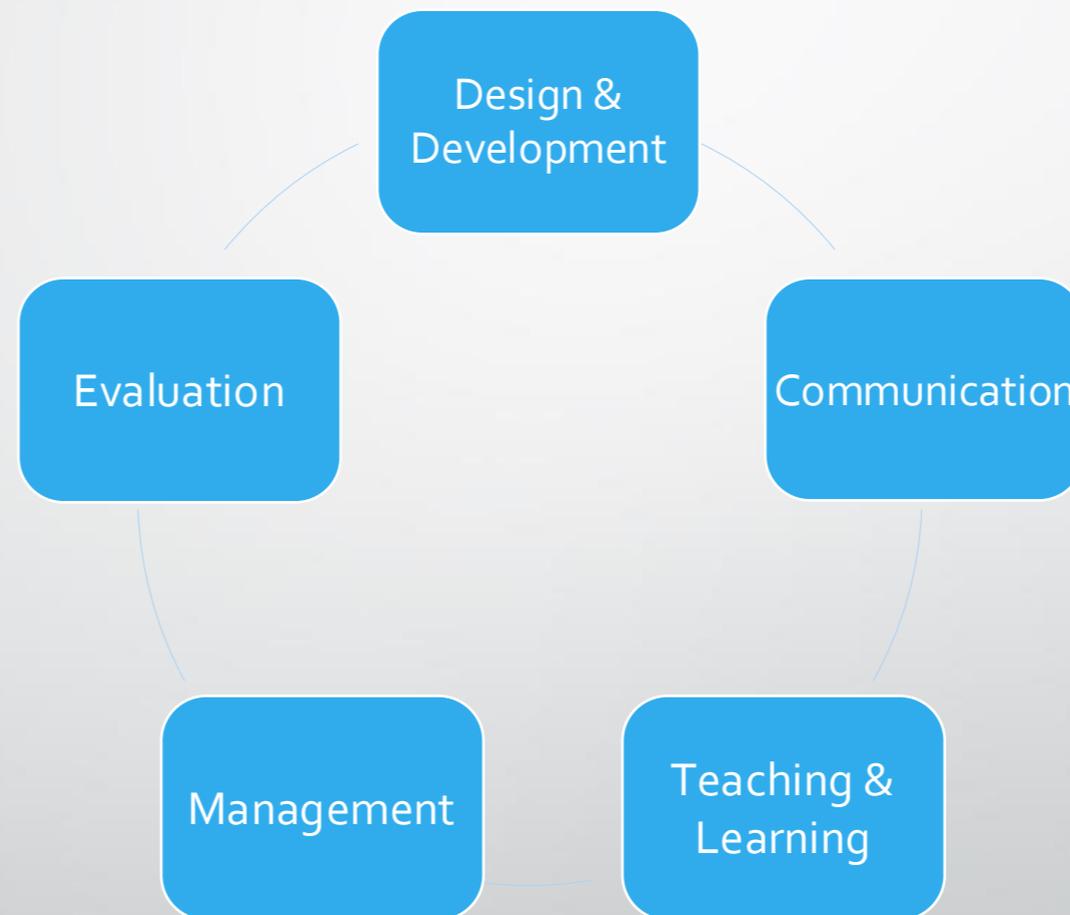
- Historical review of Indigenous education
- An investigation of successful models of distance education
- The need for online learning in Aboriginal communities

Historical Review

- Phase one – Residential schools
- Phase two - Indian Act of 1951
- Phase three - Indian Education Paper Phase One of 1973

Successful Models of Distance Education

Moore and Kearsley (2005) recommend distance education programs utilize a systems view in order to be successful.





Online Learning in Aboriginal Communities

There are four K-12 distance education programs under federal jurisdiction (Barbour, 2014).

Research Questions

What are the essential components of a successful Indigenous online high school?

What role does Indigenous culture play in shaping a successful model?

Research Methodology

According to Yin (2003), case study is appropriate when:

- the researcher is not able to manipulate the behavior of the research participants
- the casework covers contextual conditions that are relevant to the topic of study
- the researcher cannot manipulate the behavior of the participants
- the answers to the research questions will be derived from participants' meaning

Data Collection and Analysis

Subtopic	Description
Methods	Mixed (qualitative and quantitative)
Instruments	16 interviews online survey (17 participants)
Participants	administrators, teachers, staff, students, parents
Data analysis	Inductive approach (open coding, axial coding, selective coding)
Considerations	ethical consideration, access and permissions, informed consent, role as researcher

Findings

Academic and Technical Support



Macro & Micro Supports

- Local community
- Attending school
- Online teacher
- Technical

Delivery Model



Design

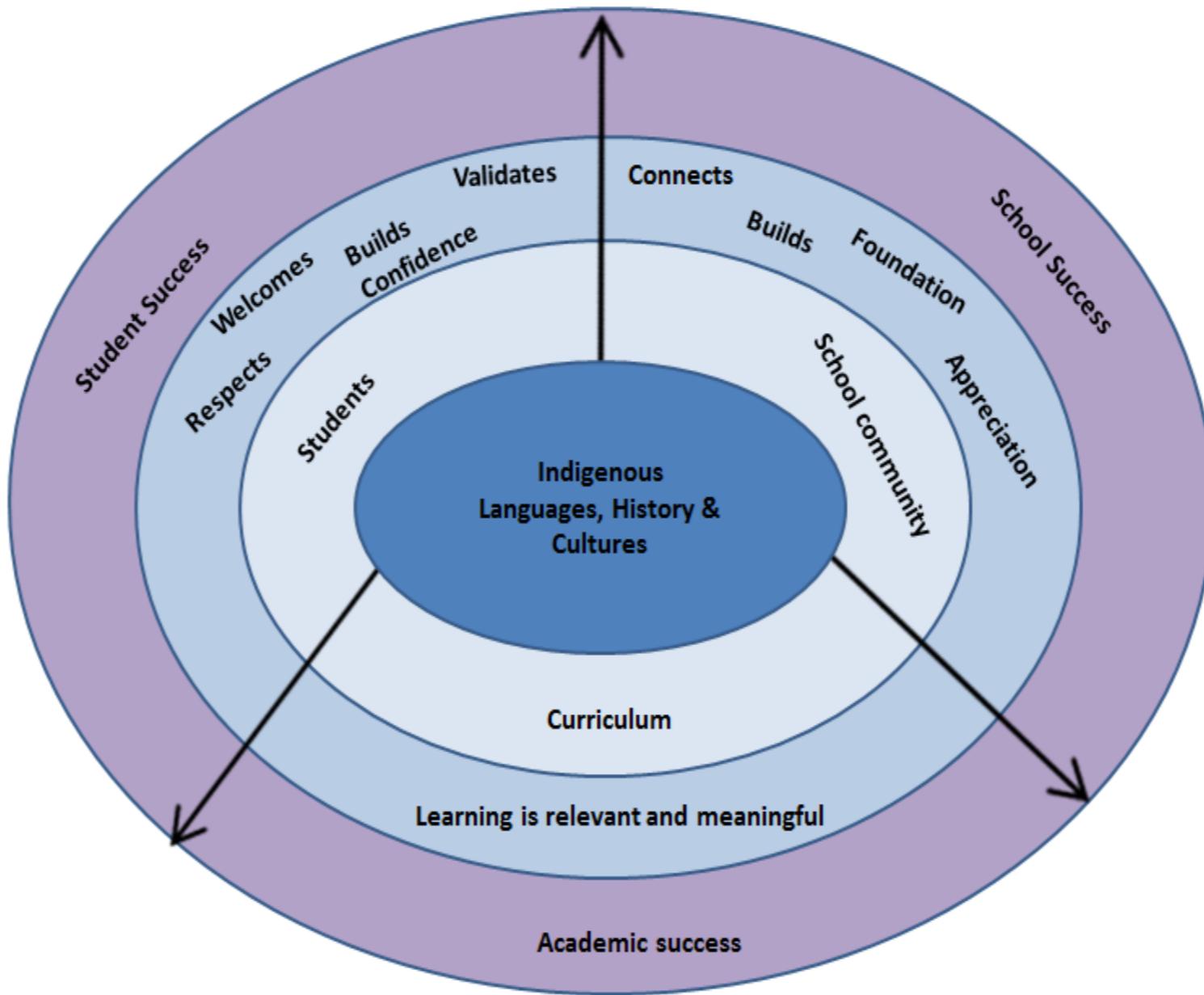
- Synchronous model
- Flexible study

Role of Indigenous Culture



Affirmative

- School success
- Academic success
- Student success



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FACTORS INFLUENCING PERSISTENCE IN HIGHER EDUCATION DISTANCE EDUCATION CONSORTIA

Research project in partial fulfillment of an
Ed.D. at Athabasca University

by

Gord Preston, B.Ed., M.B.A., Dip.C.S.

CIDER Presentation December 9, 2015

Agenda

- Introduction
- The Topic
- The Methodology
- The Analysis
- Preliminary Findings

Introduction

Background

- work history
- education

Interest in Consortia

- faith based business education in Canada
- consortia potential

The Topic

Primary research question, “What factors influence persistence in four Canadian higher education, distance education consortia?”

Secondary research question, “To what extent, if any, does consortium operational alignment, or misalignment, with cultural logics influence its persistence?”

- Why this topic?
- Why Canada?
- Why the external environment?

Reflections on Methodology

- Four case studies
 - scale too big for an Ed.D. dissertation, but learning lots
- Case selection
 - convenience has benefits
 - contrast has benefits
- Methodological changes on the fly: switch from two to one phase of data collection

The Analysis

- Narrative Analysis
 - 15 interviews
 - 90+ documents
 - 10% second coded; 88% agreement (Cohen's kappa .872)
- Meta-triangulation between three models
 - again, scale too ambitious but learning lots

Preliminary Findings

Incomplete, but...

- Early indications confirm the importance of alignment with cultural logics
- Similarities between jurisdictions
 - consortium highly valued by operational personnel
 - inter-organizational models confirmed
- Differences between jurisdictions
 - Functional differences to achieve similar goals (access, efficiency, excellence, accountability)

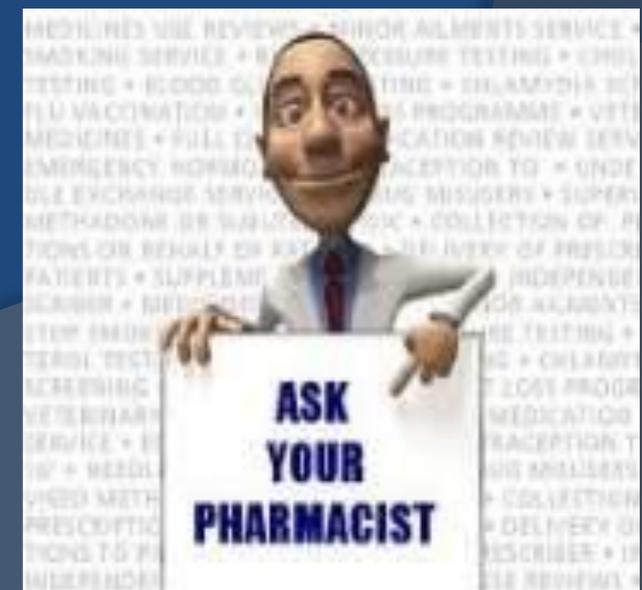
**Professional Development Education
use by Pharmacists:
Exploring Organizational Context in
Knowledge Translation to Practice**

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Research Problem

It takes an average of 17 years for health research evidence to reach patients.

- ◆ How can this be improved?
- ◆ What factors influence this?
- ◆ Why does this even matter?
- ◆ How could I measure organizational factors and their perceived influence on knowledge use?



Methodology

- ◆ Sampling
- ◆ Alberta Context Tool (ACT) + qualitative questions
- ◆ Data analysis
 - × Descriptive statistics
 - × Factor analysis
 - × Multiple regression

Quantitative Results

- × N = 569
- × Over 90% non-management pharmacists
- × Mostly female; majority age range 30-55 yrs
- × 58% community Rx & 42% hospital Rx
- × There was a statistically significant ($p < 0.05$) difference of ACT scores between community and hospital pharmacists on all concepts except for ACT Space and ACT Time
- × The PCA indicated a 15-factor solution (Eigenvalue > 1) accounting for 67.37% of the variance in organizational context -similar finding to previously published research using a nursing sample population

Quantitative Results

- × Multiple regression examined dependent (10 areas of ACT) and independent variables (years worked in role & years worked in location; type of practice)
- × Preliminary analysis showed some correlations (both positive and negative)
- × Formal & information interactions showed less than 22% of explained variance (R^2)

Qualitative Results

- ◆ Q #1 – most significant factors? (n=422)
 - × In order of frequency, the most prevalent themes were: time, staff, confidence, workload, resistance, and leadership.
- ◆ Q # 2 – any others not listed? (n=168)
 - × In order of frequency, the most prevalent themes were: communication/networking, technology, collaboration, system inefficiencies, and availability of professional development opportunities.

Significance – What does this really mean?

- ◆ Hospital and community pharmacists differed in perceptions regarding most aspects of the ACT
- ◆ Factor analysis showed that the ACT may be a valid instrument for use in pharmacists
- ◆ There were some disparities between quantitative and qualitative results and some additional insights:
 - Resistance to change & confidence were additional factors listed by pharmacists and deemed important even though not part of the ACT
 - Technology, system inefficiencies & communication were listed as 'other' items not addressed in the ACT
- ◆ These results provide a baseline for future research



Open Panel Q&A

Sophia Palahicky: A model for a successful Indigenous online high school:
Perspectives of teachers, staff, students, and parents

Gord Preston: Factors influencing persistence in higher education distance
education consortia

Heather Scarlett-Ferguson: Professional development education use by pharmacists:
Exploring organizational context in knowledge translation to practice