State of the Nation:
K-12 E-Learning in Canada
2017 Edition

10th/e ANNIVERSARY ANNIVERSAIRE

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Acknowledgements

Table of Contents

Executive Summary
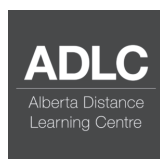
This issue of the *State of the Nation: K-12 E-Learning in Canada* report marks its 10th year and the fifth year of the Canadian eLearning Network's (CANeLearn) support of this research. The report continues to be Canada's own benchmark for the expanding use of technology-supported blended and online learning in Canada. The anniversary report continues the traditional incisive analysis of the state of K-12 e-learning in Canada, as well as an expanded collection of research briefs, and a description of several vignettes providing considerable insight about innovation and new approaches emerging in online and blended practices in K-12 programs across Canada. Full results of the research and work undertaken in this study, including all annual reports and associated papers, are published on the *State of the Nation: K-12 E-Learning in Canada* project website (http://k12sotn.ca/). This document provides a synopsis and overview of the published work on the comprehensive website.

Canada provides an interesting exemplar for the rest of the world given its broad population and geography, one that fosters comparisons with other countries/regions with similar populations. With two official languages, a growing immigrant population, and a rich Indigenous population, Canadian schools offer online and blended learning programs in English, French, and in some cases Indigenous languages, leading to comparisons with other English and French-speaking countries or those with significant Indigenous populations.

The brief issue papers and vignettes published on the website capture the diversity in our programming and the populations served. They make for a particularly topical reading about the challenges and innovations underway in many places across the country. Featured are some of the online educators who are blending practice by creating learning programs and environments with a varied mix of classroom and online learning methodologies that increase flexibility and access to learning for students.

The *State of the Nation: K-12 E-Learning in Canada* report and its accompanying publications on its project website, provides critical information and insight into how Canadian educational authorities and governments are integrating technology-supported approaches in preparing students for today's economy and a future society in which the use of technology will be ubiquitous. This anniversary report and website provides a benchmark for educators and offers background, guidance, and ideas for the improvement of policy and practice in online and blended learning. The Canadian eLearning Network is a proud supporter and partner of this research, its publication, and the dissemination of its findings and publications.

1. Introduction

This document is the 10th annual *State of the Nation: K-12 E-Learning in Canada* report. As with the past four years, the *State of the Nation: K-12 E-Learning in Canada* study continues to be conducted in partnership with the Canadian eLearning Network (CANeLearn). The standard material (i.e., the annual update of activity and nature of governance for each province and territory, as well as for First Nations, Métis, and Inuit under federal jurisdiction) is described in complete detail in this printed version of the report. The brief issue papers and the vignettes are simply introduced or referred to in this report but are presented on the *State of the Nation: K-12 E-Learning in Canada* website at http://k12sotn.ca/

Similarly, the responses to the national individual programs survey are only available on the website.

As this report is the 10th, and marks an anniversary edition of this annual study, there will be an increase in the reflective commentaries related to K-12 distance, online, and blended learning over the past 25 years that will be posted to the project blog on the publication website. These commentaries will include: a description of key national reports that have been released; a discussion of enrollment trends in K-12 e-learning; an examination of the need for better data to inform policy; and a review of existing research undertaken to guide practice.

1.1 Methodology

The methodology utilized to collect the data for the 2017 study included:

- a survey that was sent to each of the Ministries of Education (see Appendix A for a copy of this survey);
- follow-up interviews to clarify or expand on any of the responses contained in the survey;
- an analysis of documents from the Ministry of Education, often available in online format; and
- follow-up interviews with key stakeholders in many of the jurisdictions.

During the data collection process, officials from the provincial and territorial Ministries of Education responded. The profiles were constructed based on these survey responses, along with information provided by key stakeholders involved in K-12 distance education in each respective province or territory, and in some instances an analysis of available documents. Table 1 indicates the history of data collection for the *State of the Nation: K-12 E-Learning in Canada* study.

Table 1. Data collection sources for the *State of the Nation: K-12 E-Learning in Canada*

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
NL	KS / DA	MoE / DA	DA	MoE	DA	MoE / DA	MoE / DA	MoE	MoE / KS / DA	KS / DA
NS	DA	MoE / DA	MoE / DA	MoE / DA	MoE / DA	MoE	MoE	MoE	MoE	MoE
PE	DA	KS / DA	MoE	MoE	MoE	MoE	MoE	MoE	MoE	MoE
NB	DA	MoE / DA	MoE	MoE / DA	MoE	MoE	MoE	MoE	MoE	MoE
QC	KS	KS / DA	MoE / KS	MoE / KS	MoE / KS	MoE / KS	MoE	MoE	MoE / KS	KS
ON	KS / DA	KS / DA	KS / DA	MoE / DA	MoE / DA	MoE / KS	MoE / KS	KS / DA	KS / DA	MoE / KS / DA
MB	KS	MoE / DA	MoE	MoE	MoE	MoE	MoE	MoE	MoE	MoE
SK	KS / DA	MoE	MoE	MoE / KS	MoE / KS	MoE / KS	MoE	MoE	MoE / KS	MoE / KS
AB	DA	KS / DA	KS / DA	MoE	MoE / DA	MoE / DA	MoE / KS	MoE	MoE / DA	MoE / DA
BC	MoE / DA	MoE / DA	MoE	MoE	MoE	MoE	MoE	MoE	MoE	MoE
YT	DA	KS / DA	MoE / DA	MoE	MoE	MoE	MoE	MoE	MoE / KS	MoE / KS
NT	DA	MoE / DA	DA	MoE	MoE	MoE	MoE	MoE	MoE	MoE / DA
NU	DA	MoE	MoE	MoE	MoE	MoE	MoE / KS	MoE / KS	KS / DA	MoE
Federal	-	-	-	-	-	AANDC / KS / DA	AANDC / KS	INAC / KS	INAC / KS	INAC / KS

MoE – Ministry of Education; KS – Key stakeholders; DA – Document analysis; AANDC – Aboriginal Affairs and Northern Development Canada/INAC – Indigenous and Northern Affairs Canada

Prior to publication, drafts of each profile were provided to the Ministries, as well as key stakeholders who provided information for the profile. These individuals were given the opportunity to suggest revisions – most of which were accepted by the researchers and all of which were seriously considered.

In addition to the data collection for the provincial, territorial, and federal profiles, the researchers also undertook an individual program survey (see Appendix B for a copy of this survey). The individual program survey was sent to contacts from all K-12 distance, online, and blended programs across Canada identified by the researchers. Between the contacts that have been developed by *State of the Nation: K-12 E-Learning in Canada* and researchers over the course of this research project (in addition to contacts provided by the Canadian eLearning Network and leads from key stakeholders), the researchers identified 285 different K-12 distance, online, and blended learning programs in Canada.

The survey was sent to all contacts on six occasions from May through October. The response rate by jurisdiction is provided in Table 2.

Table 2. Individual program survey responses

	Total Number of Programs	Number of Programs Responding	Response Rate
NL	1	0	0%
NS	2	0	0%
PE	0	-	-
NB	2	2	100%
QC	4	2	50%
ON	81	7	9%
MB	38	1	3%
SK	21	5	24%
AB	49	9	18%
BC	79	22	29%
YT	2	2	100%
NT	1	1	100%
NU	0	-	-
Federal	5	2	40%
Total	285	53	19%

Data as of the time the printed report was submitted for publication (K-12 e-learning programs can update their information at any time).

The most recent responses that the *State of the Nation: K-12 E-Learning in Canada* researchers have received are included in the provincial, territorial, and federal profiles located at http://k12sotn.ca/data/

1.2 How to Read This Document

The goal of the 2017 *State of the Nation: K-12 E-Learning in Canada* report is to provide an overview of the state of K-12 e-learning in Canada. K-12 e-learning is broadly defined to include all forms of K-12 distance and online learning, as well as blended learning that may occur within the context of a face-to-face setting. As with previous reports, the 2017 *State of the Nation: K-12 E-Learning in Canada* report begins with a brief description of additional items that have been updated on the website as a part of the annual study (i.e., the project website itself, brief issue papers, and vignettes). These descriptions are followed by a short national overview of K-12 distance, online, and blended learning in Canada, as well as a discussion of the nature of regulation and level of activity in each provincial, territorial, and federal jurisdiction. This section of the report contains the jurisdictional profiles, each of which includes:

- an examination of the nature of regulation of distance, online, and blended learning;
- a description of the K-12 distance and online learning activity; and
- a discussion of the K-12 blended learning activity.

Finally, the report concludes with relevant resources and references, appendices, and a call for sponsors for the 2018 *State of the Nation: K-12 E-Learning in Canada* study.

In addition to the written report, the 2017 *State of the Nation: K-12 E-Learning in Canada* study includes a supporting website that is available at http://k12sotn.ca/

The website is designed to provide a more developed version of the profiles for each of the provinces, territories, and federal jurisdictions. These profiles include:

- an examination of the nature of regulation of distance, online, and blended learning;
- a description of the K-12 distance and online learning activity;
- a discussion of the K-12 blended learning activity;
- a history of K-12 distance education in the jurisdiction;
- a variety of vignettes related to practices within the region;
- any brief issue papers that have been produced specific to that jurisdiction;
- the most recent responses to the individual program survey; and
- a discussion of how jurisdictions treat inter-provincial and international distance education.

It is our goal that the *State of the Nation: K-12 E-Learning in Canada* annual published report will be a shorter version of the updated changes that have occurred in each jurisdiction from the previous year. However, the online version of the *State of the Nation: K-12 E-Learning in Canada* will continue to be a more comprehensive resource for e-learning in each jurisdiction.

2. Study Updates

The "Study Updates" section is a new addition to the *State of the Nation: K-12 E-Learning in Canada* report. It is designed to provide brief descriptions of additional items that have been updated on the website as a part of the annual research study and published report.

2.1 Project Website

With the assistance of *Centre francophone d'éducation à distance* (*CFED*), the past year saw a major undertaking related to the project website: the creation of a French version. Over the past 12 months, *CFED* translated the major project components to provide the study with a basic French language website. When the e-learning team at the Nova Scotia Ministry of Education and Early Childhood Development designed the 10th anniversary banner, they ensured the text was in both English and French. Additionally, *CFED*, LEARN (Quebec), and Manitoba Education and Training provided in kind translation services for their individual jurisdictional profiles. The French version of the website can be accessed by clicking the "*En français*" link on the main project website or directly at http://k12sotn.ca/francais/

Finally, at the bottom of each of the jurisdictional profile pages (i.e., http://k12sotn.ca/data/) there is a section entitled "Inter-provincial and International." The purpose of this section is to examine policies related to students living in a given jurisdiction who may want to take a course from an e-learning program in another jurisdiction but receive credit in the jurisdiction that they live (e.g., a student in Nova Scotia who wishes to take a course from an e-learning program in Ontario but receive credit for the course in Nova Scotia). Similarly, it also examines policies related to when a student in another jurisdiction wishes to take a course from an e-learning program in another jurisdiction to achieve credit there (e.g., a student living in Manitoba wishes to take a course from an e-learning program in Alberta and receive Alberta credit). This section was originally added to the report in the 2012 edition but has not been updated until this year.

2.2 Brief Issue Papers

The first issue paper, *Virtual High School K-5 Course Project*, written by Steve Baker and Kimberley Loebach of Virtual High School (VHS), describes insights into the processes undertaken by this private Canadian K-12 school that won the contract for a major course writing and online development project for a large US-based online school. VHS has over 60 full-time staff and contractors working on the project, all housed in the small town of Bayfield, Ontario (population 900 in the winter). This is a first for a K-12 distance, online, and/or blended learning program based in Canada, and is a testament to the experience and ability of Canadian K-12 programs to undertake major course development work for online schools in the US or anywhere else in the world for that matter. Some of the insights

learned by the development team include managing teams, client expectations and communications, effective design, and incorporation of multimedia. The VHS project is the one of the largest content development projects taking place in the K-5 sector, let alone in an 18-month time frame. VHS committed enthusiastically to the project, and the staff gained priceless experience and sharpened countless skills. Although a stressful and demanding project, VHS is now well poised for the next iteration. Read more at http://k12sotn.ca/papers/virtual-high-school-k-5-course-project/

The second issue paper, *Online Credit Recovery at the Alberta Distance Learning Centre,* discusses how students enrolling in Alberta Distance Learning Centre (ADLC) in the second semester of high school (between February 15 to June 15) are completing courses in less time than those that sign up for the typical September to June school year. The increase in the mid-year enrollments has been attributed to the credit recovery options that ADLC provides whereby students build on the skills mastered previously to earn course credit without redoing a course in its entirety. Students enroll in the credit recovery option to fill in program graduation gaps created through such things as health/attendance issues, school timetable conflicts, or prior course failure. As such, the second semester enrollment option enables students to fill graduation program gaps prior to June school year end, and this is likely the reason students gain a full course credit in the shorter time period than their peers who sign up in September. Read more at http://k12sotn.ca/papers/online-credit-recovery-at-the-adlc/

For these, and all of the previous issue papers, please go to http://k12sotn.ca/papers/

2.3 Vignettes

Several vignettes have been written for this 10th anniversary publication to showcase the innovation and successes seen in many provincial programs across Canada. The vignettes, while presented within a provincial context, have applicably across the country and beyond. A brief synopsis of each of the seven vignettes along with links to the full publication are provided in this section.

In Newfoundland and Labrador, the Centre Distance Learning and Innovation (CDLI) has created a support program that includes individual student support through an eCounsellor, online tutoring, as well as resources for student wellness, study tips, along with scholarship, and job searches. In her vignette, Janice Roswell, Guidance Counsellor for CDLI, provides an overview of her role in personally supporting learners, working strategically with school counsellors in the development of programs and resources to support the needs of students with medical issues, and her role in supervising the post-secondary tutors providing one-on-one support for online learners. Read more at http://k12sotn.ca/nl/guidance-counselling-in-a-virtual-school-environment/

In Alberta, the *Centre francophone d'*éducation *à distance* (*CFED*) describes how they determined a way to engage in the Provincial Dual Credit Program for their small group of francophone online students. The challenges faced by a program offering online and asynchronous course delivery compared to other dual credit programs that offer courses designed for the typical classroom environment had

restricted dual credit options previously for *CFED*. Through an innovative design approach and partner, three cohorts of students have taken advantage of the Child Care Certificate dual credit pathway provided the *CFED* in partnership with Lakeland College. This success has led to the exploration of additional dual credit partners and programs. Read more at http://k12sotn.ca/ab/dual-credit-in-francophone-distance-learning/

The announcement of the creation of a Task Force on Distributed Learning by the British Columbia Teachers Federation (BCTF) has garnered the interest of more than just the educators in British Columbia. Larry Kuehn, Director of Research and Technology for the BCTF, provides both background and rationale for the creation of the task force and what it hopes to accomplish as the teachers head into another round of bargaining for the teachers provincial collective agreement. Read more at http://k12sotn.ca/bc/bc-teachers-federation-task-force-on-distributed-learning-recommends-on-the-work-of-dl-teachers/

In a vignette from the Aurora Virtual School (AVS), Yukon's only distributed learning program, the school shares feedback from its recent student survey probing program successes and limitations. AVS offers a virtual cohort model that is a hybrid of a blended learning model. Students enrolled in the program share their impressions of their progress and value of the program. Read more at http://k12sotn.ca/yk/student-perceptions-at-aurora-virtual-school/

Northwest Territories' (NT) Northern Distance Learning Pilot Initiative (NDL) is explored in this article from the NT Department of Education. The NDL pilot is a partnership between the Beaufort Delta Education Council and Department of Education to provide students an opportunity to pursue academic courses not available to them in their small communities and to foster agency in those students. The pilot is expanding to other schools and NT boards of education. Read more at http://k12sotn.ca/nt/northern-distance-learning-pilot-initiative/

The Nunavut Arctic College and Nunavut Department of Education PASS Program was designed to reach nearly 200 adult students who required only their grade 12 English course credit to receive their high school graduation diploma. With most of these students and adults out of reach of the traditional classroom and actively engaged in work in their local communities, an innovative program was required. The PASS Program provides these learners with a laptop computer, modem to access the Internet, and all the course materials required for an English 12 credit to work independently from home. In addition, students are supported by a dedicated online teacher. Read more at http://k12sotn.ca/nv/nunavut-arctic-college-and-nunavut-department-of-education-pass-program/

Keewaytinook Internet High School (KiHS) is an independent, online secondary school located in Northwestern Ontario that offers a unique classroom environment not found elsewhere in Canada. Core components of the KiHS program are the situated learning centres found in each partner community. These learning centres provide on-site learning resources and support for students with one mentor (qualified teacher) assisting students from grades 9 to 12 in all subject areas. Although lessons are delivered online, Elders and community members are often invited to be involved in face-to-face instruction with students. Read more at http://k12sotn.ca/fnmi/onsite-mentors-at-kihs/

3. National Overview

Ten years following the publication of the first *State of the Nation: K-12 Online Learning in Canada* report, there continues to be a great deal of consistency in types of K-12 distance and online learning programs that exist throughout the country.
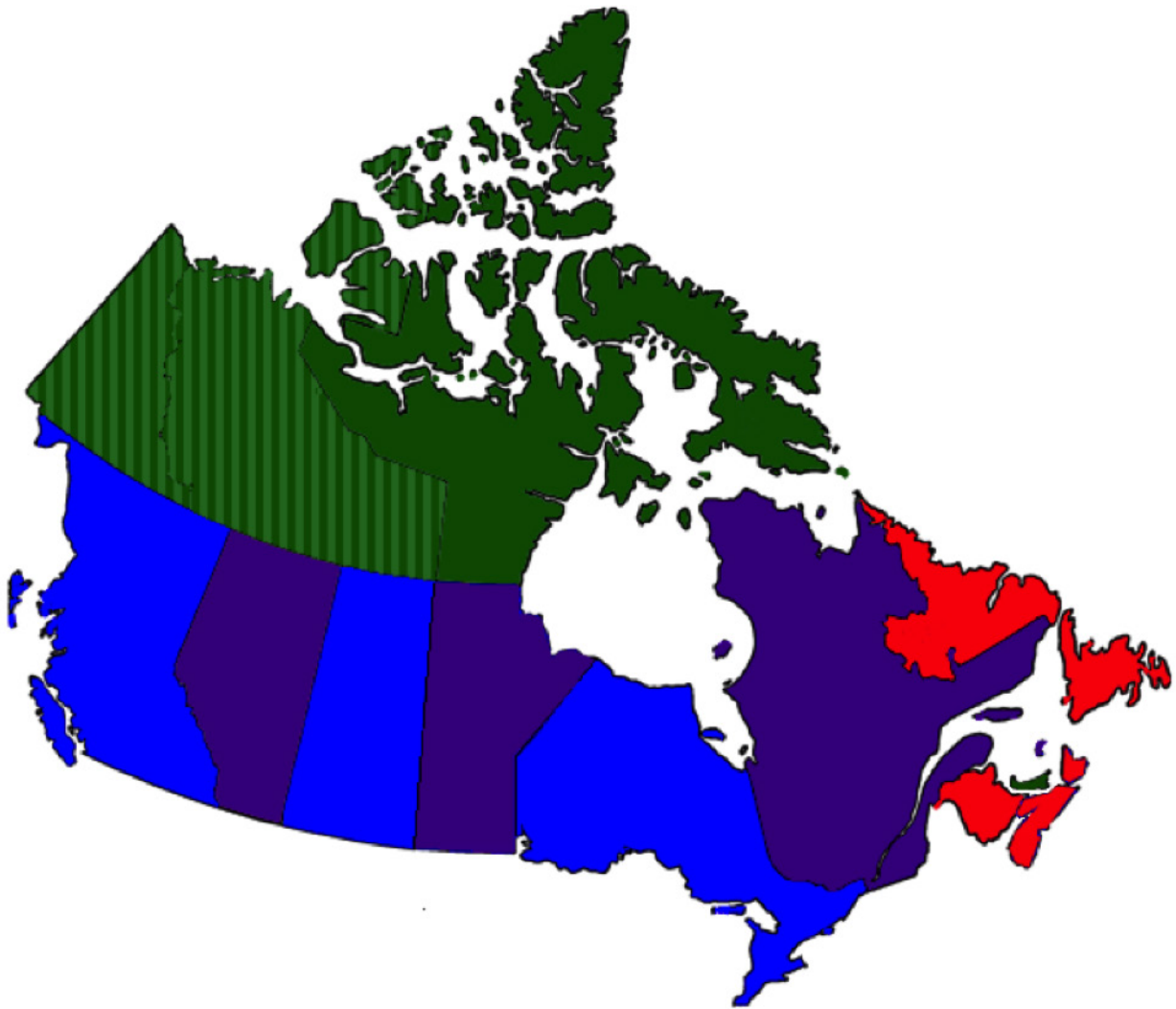
Single provincial program
Primarily district-based programs
Combination of provincial and district-based programs
Use online learning programs from other provinces

Students from all 13 provinces and territories continue to participate in K-12 distance, online, and blended learning opportunities. Most jurisdictions continue to have either primarily district-based programs or district-based programs and provincial programs. The exception to this trend is in Atlantic Canada and Northern Canada. In Atlantic Canada the dominant model is the use of a single province-wide program, with the exception of Prince Edward Island, which does not have any distance or online learning programs. All of the Canadian territories utilized distance and/or online learning programs from southern provinces, while the Yukon and Northwest Territories are both developing their own internal pilot programs.

Nature of K-12 E-Learning Regulation

In addition to the consistency in the nature of K-12 distance and online learning programs in each jurisdiction, there also continues to be little change in the nature of regulation governing K-12 distance and online learning.

Table 3. Summary of the K-12 distance and online learning regulation by jurisdiction

	Legislation	Policy Handbook	Agreements	Memorandum of Understanding
NL				
NS	✓			
PE	✓			
NB		✓		
QC				
ON		✓	✓	
MB	✓	✓		✓
SK				
AB	✓	✓		
BC	✓		✓	
YT	✓			✓
NT	✓	✓		✓
NU	✓			✓
Federal				

It should be noted that while many provinces and territories continue to have some reference to distance education in the *Education Act* or *Schools Act*, in most instances these references simply define distance education or gives the Minister of Education in that province or territory the ability to create, approve or regulate K-12 distance education. Further, many of these references have also become antiquated, given the present realities of K-12 distance and online learning. The only jurisdictions that have meaningful legislative regulation continue to be Nova Scotia (e.g., collective agreement signed between the Government of Nova Scotia and the Nova Scotia Teachers Union) and British Columbia (e.g., section 3.1 and section 75 (4.1) of the *School Act, 2006*, as well as section 8.1 of the *Independent School Act, 2006*).

The second most dominant trend in the nature of regulation is that approximately a third of all jurisdictions use policy handbooks to regulate K-12 distance and online learning; sometimes in combination with a formal agreement or contract. Finally, all three of the territories have formal memorandums of understanding with programs in the southern provinces to access their distance learning opportunities.

Level of K-12 E-Learning Activity

The total K-12 population in Canada for 2016-17 was approximately 5.1 million students. Based on actual and estimated enrollment data, the number of students engaged in K-12 e-learning was 812,033 or 15.7% of the overall K-12 student population (see Table 4). The overall e-learning activity was based on the number of K-12 students engaged in distance and online learning, combined with the number of K-12 students engaged in blended learning.

Table 4. Summary of the K-12 e-learning activity by jurisdiction for 2016-17

	# of K-12 students	# enrolled in e-learning	Percent involvement
NL	66,323	~8,000	12.1%
NS	119,383	~54,000	45.2%
PE	20,131	89	0.4%
NB	98,906	9,179	9.3%
QC	1,003,322	~47,900	4.8%
ON	2,003,253	~559,000	27.9%
MB	183,304	8,941	4.9%
SK	177,787	~8,500	4.8%
AB	704,813	~50,000	7.1%
BC	635,037	~63,350	10.0%
YT	5,122	1028	20.1%
NT	8,449	79	0.9%
NU	9,728	~40	0.4%
Federal	~107,000	1,927	1.8%
Total	*5,142,548*	*812,033*	*15.7%*

The highest level of e-learning activity by raw numbers was Ontario (based on recent estimates), but, by proportion of students, Nova Scotia – closely followed by Newfoundland and Labrador – had the highest activity. In the case of Nova Scotia and Newfoundland and Labrador, as well as Ontario for that matter, this figure was largely due to estimates of blended learning activity based on enrollments in the provincial learning management systems.

Based on actual and estimated enrollment data, the number of students engaged in K-12 distance and online learning only was 277,603 or 5.4% of the overall K-12 student population (see Table 5).

Table 5. Summary of the K-12 distance and online learning activity by jurisdiction for 2016-17

	# of K-12 students	# enrolled in distance/online learning	Percent involvement
NL	66,323	968	1.5%
NS	119,383	~2,600	2.2%
PE	20,131	89	0.4%
NB	98,906	3,262	3.3%
QC	1,003,322	~42,600	4.2%
ON	2,003,253	~91,000	4.5%
MB	183,304	8,941	4.9%
SK	177,787	~8,500	4.9%
AB	704,813	~50,000	7.1%
BC	635,037	57,046	9.0%
YT	5,122	189	3.7%
NT	8,449	79	0.9%
NU	9,728	~40	0.4%
Federal	~107,000	1,289	1.2%
Total	*5,142,548*	*277,603*	*5.4%*

Again, as in past years, British Columbia has the highest level of reported activity in distance and online programs and/or courses followed closely by Alberta. The 5.4% proportion of students engaged in K-12 distance and online learning across the country was a decrease in the overall participation level from the previous school year (see Table 6, which provides the K-12 distance and online learning activity estimates since the 1999-2000 school year).

Table 6. K-12 distance and online learning student enrollment in Canada

Year	# of distance education students	% of students engaged in distance education
1999-2000*	~25,000	0.5%
2008-09	~140,000	2.7%
2009-10	150,000-175,000	2.9%-3.4%
2010-11	207,096	4.2%
2011-12	245,252	4.9%
2012-13	284,963	5.2%
2013-14	290,185	5.4%
2014-15	311,648	6.0%
2015-16	293,401	5.7%
2016-17	277,603	5.4%

* (Canadian Teachers Federation, 2000)

From a proportional standpoint, the number of K-12 students engaged in distance and online learning has remained relatively steady in recent years (i.e., within 0.8 percentage points during that time period). However, based on raw numbers the number of students engaged in distance and online learning has decreased over the past three years (after steadily climbing for 16 years). Project researchers believe that this decrease likely represents a combination of the variability in the accuracy

of data collection and an actual shift from distance and online learning to more blended learning contexts.

While blended learning is a much more recent development within the K-12 system, the best estimates that are available indicate that it is increasing significantly. Based on mainly estimated enrollment data, the number of students engaged in K-12 blended learning was 657,985 or 12.8% of the overall K-12 student population (see Table 7).

Table 7. Summary of the K-12 blended learning activity by jurisdiction for 2016-17

	# of K-12 students	# enrolled in blended learning	Percent involvement
NL	66,323	~8,000	12.1%
NS	119,383	~54,000	45.2%
PE	20,131	-	-
NB	98,906	5,917	6.0%
QC	1,003,322	~5,300	0.5%
ON	2,003,253	~468,000	23.4%
MB	183,304	-	-
SK	177,787	-	-
AB	704,813	-	-
BC	635,037	~6,300	9.9%
YT	5,122	830	16.2%
NT	8,449	-	-
NU	9,728	-	-
Federal	~107,000	638	0.6%
Total	*5,142,548*	*657,985*	*12.8%*

As indicated above, the blended learning activity in Newfoundland and Labrador, Nova Scotia, and Ontario are based on enrollments in the provincial learning management system. While the enrollments in a learning management system is as good an indicator of e-learning activity as any other, it may be misleading. For example, Table 8 illustrates the blended learning that this report has estimated over the past three years and the basis for that estimation.

Table 8. Summary of estimated K-12 blended learning activity over the past three years

	# students engaged in blended learning		
	2014-15	**2015-16**	**2016-17**
NL	9360*	10,905*	~8,000*
NS	54,000**	~54,000**	~54,000**
PE	***	***	***
NB	5208**	4171**	5,917**
QC	36,500**	44,500**	~5,300
ON	237,930*	237,930*	~468,000*
MB	***	***	***
SK	***	***	***
AB	***	***	***
BC	***	6578****	~6,300****
YT	379**	653**	830**
NT	***	***	***
NU	***	***	***
Federal	***	***	638**
Total	*343,377*	*358,737*	*657,985*

* Estimate based on learning management system data

** Data provided by Ministry

*** Unable to estimate level of activity

**** Data extracted from individual program survey response

It is interesting to note that New Brunswick, the Yukon, and Indigenous and Northern Affairs Canada were all able to provide specific numbers. In the case of the Yukon it was due to a specific blended learning program that was being supported by Yukon Education, while Indigenous and Northern Affairs Canada actually included two different codes for blended learning in their nominal roll. The figures provided for New Brunswick – as well as Newfoundland and Labrador, Nova Scotia, and Ontario – were estimates based on the student or teacher enrollment in the provincial learning management system. Interestingly, with the exception of Indigenous and Northern Affairs Canada, the other five provincial and territorial jurisdictions (i.e., Newfoundland and Labrador, Nova Scotia, New Brunswick, Ontario, and the Yukon) are all highly centralized jurisdictions. By "highly centralized" we mean that they have systems that are managed and directly supported by the Ministry of Education in that province or territory.

It is important to underscore that these estimates of blended learning activity continue to be a best effort attempt at trying to quantify this type of e-learning activity. Beyond the issues of whether teachers or students enrolled in provincial learning management systems were engaged in blended learning, this data largely represents information obtained from programs that were primarily engaged in distance and/or online learning (and simply also involved in blended learning). For example, in last year's *State of the Nation: K-12 E-Learning in Canada*, it was reported that the following were not included in the 2015-16 data in Table 8:

- Manitoba: 1 e-learning program reported 24 students engaged in blended learning (out of 869 schools)
- Saskatchewan: 4 e-learning programs reported 1,895 students engaged in blended learning (out of 798 schools)
- Alberta: 3 e-learning programs reported 1,463 students engaged in blended learning (out of 2,152 schools)

These three provinces have 3819 schools in total, which represents tens of thousands of teachers, many of whom may be involved in blended learning. Yet, for these three provinces the researchers for this study have information from only distance and/or online programs from eight school districts. While we are able to report that K-12 blended learning is growing (and appears to be quite significant in some jurisdictions), we also believe that the estimation of blended learning activity in this report does not begin to scratch the surface of the true level of blended learning in most jurisdictions.

3.1 Newfoundland and Labrador (NL)

Population: 526,977

Number of K-12 Schools: 262

Number of K-12 Students: 66,323

Number of K-12 E-Learning Programs: 1

Number of K-12 E-Learning: ~8,000

Governance and Regulation

There is no language in the *Education Act* related to K-12 distance education. Historically, distance education was delivered directly by the Department of Education and Early Childhood Development through the Centre for Distance Learning and Innovation (CDLI). However, in April 2017 the operations of the CDLI were placed under the direct authority of the Newfoundland and Labrador English School District (NLESD) as a part of the government's *Flatter Leaner Management Initiative*. As the transfer took place late in the school year, the details concerning that transfer and subsequent implementation of the distance learning group have yet to be determined.

Prior to this transfer, the CDLI received a block funding allocation from the provincial government that funded the administration, all teacher and staff salaries, course development activities, Internet/network connectivity costs for schools, K-12 technology integration for the provincial K-12 school system. The CDLI also purchased and deployed all hardware and software required for the delivery of its online learning program, including all required computer equipment, videoconferencing equipment and other learning resources that enhance the distance learning experience. Finally, the CDLI outlined a number of conditions that participating schools must accommodate in order to participate in the distance education program (e.g., accommodation of the school's schedule to the CDLI's timetable, the designation of one or more teachers or staff as mediating teachers or members of the mediating team, etc.). However, it should be noted that the NLESD is still working through these practices and policies, many of which will not be finalized until the completion of a full school year (i.e., 2017-18).

Distance education was traditionally tracked using an enrollment system housed in the CDLI portal. However, this may change given the recent changes noted above. Registration systems are part of the ongoing discussions within the district. Historically, this data was available through the *K-12 School Profile System*.

K-12 Distance and Online Learning Activity

The Centre for Distance Learning and Innovation (CDLI) is the sole provider of K-12 distance education in the province. During the 2016-17 school year there were 968 students with 1,764 course

registrations in 38 different courses representing 103 different schools. Distance learning at the K-12 level is delivered using a combination of synchronous and asynchronous tools, with synchronous instruction being the primary method.

The CDLI also offered online course reviews for students in both online and blended contexts for a variety of courses throughout the secondary level. The reviews utilized recorded instruction and solutions to sample questions related to provincial learning outcomes.

K-12 Blended Learning Activity

While blended learning occurs primarily at the post-secondary level in Newfoundland and Labrador, in the past the CDLI allowed any provincial educator (i.e., including classroom teachers) to register in their portal and use the CDLI's asynchronous course materials with their face-to-face students. While the CDLI did track the number of educators that are registered in the portal, an account in the system does not necessarily mean that the person uses the resources in their classroom. During the 2015-16 school year there were 7,267 teacher registrations and 261 principal registrations in the CDLI portal. If each teacher that has access to the CDLI portal used this material with a single class of 15 students it would represent approximately 109,000 students (or almost twice the total number of K-12 students in the province). Realistically, given that the majority of the CDLI content is focused on the secondary grades, it is safe to assume that at best no more than a half of the province's approximately 16,000 high school students are engaged in blended learning.

3.2 Nova Scotia (NS)

Population: 942,926

Number of K-12 Schools: 395

Number of K-12 Students: 119,383

Number of K-12 E-Learning Programs: 2

Number of K-12 E-Learning Students: ~54,000

Governance and Regulation

The provision of distributed learning (i.e., distance education and online learning) through the Nova Scotia Virtual School (NSVS) is governed by the 11 provisions included in the agreement between the Government of Nova Scotia and the Nova Scotia Teachers Union. This collective agreement defines distributed learning as:

> a method of instruction that relies primarily on communication between students and teachers through the internet or other electronic-based delivery, teleconferencing, videoconferencing or e-correspondence. It allows teachers, students, and content to be located in different, non-centralized locations so that instruction and learning can occur independent of time and place. (Government of Nova Scotia, 2017, p. 56)

In addition to defining distributed learning, there are several clauses related to distributed-learning teacher working conditions (e.g., requirement that the teacher be certified; requirement that distributed learning be considered part of the teacher's formal workload; maximum distributed learning class size; mandated professional development for distributed learning teachers; and distributed learning school day can be different, must be equivalent). Further, the collective agreement outlines a number of responsibilities for the schools and/or school boards that choose to operate distributed learning programs:

- schools must have student supervision at the local level when students are engaged in distributed learning;
- schools must have a local distributed learning coordinator; and
- if the course exists in the student's local school, they must receive approval from the school in order to take the course in a distributed learning environment. (p. 57)
- Finally, there is a clause that creates a formal mechanism to allow for consultations between distributed learning program operators and the union through a provincial advisory committee.

In 2015, the *Nova Scotia Action Plan for Education* made additional commitments to the growth of online and blended learning. Specifically, the plan indicates that the Department will:

- continue to improve program delivery in the NSVS to provide students with even more flexible options and teaching support;
- provide students with varied learning opportunities with school technology, including the use of digital learning resources, completion of online courses offered by the Nova Scotia Virtual School, participation in bring-your-own-device learning activities, and completion of blended learning projects; and
- offer online learning opportunities to middle school students to prepare them for online courses in high school.

Since 2015, curriculum has been revised in kindergarten through grade 6; grades 7 and 8 are being revised currently and 10 to 12 will be completed over the next number of years. These revisions will lead to increased opportunities for students to take part in online and virtual learning either through NSVS or through blended learning in a brick and mortar school. A new course, Citizenship Education 9, was implemented in selected schools in September 2017; it has a blended learning component built into the design of the course.

K-12 Distance and Online Learning Activity

The Learning Resources and Technology Services division of the Education Innovation, Programs and Services branch of the Department of Education and Early Childhood Development manages distance education programs in Nova Scotia, and works cooperatively with a Management Board representing all school boards in the province.

There are two distance education programs in the province. First, the NSVS provided online courses to approximately 1,400 students from the seven English-speaking school boards and the *Conseil scolaire acadien provincial* during the 2016-17 school year. Second, the correspondence studies program provided courses to approximately 1,200 students enrolled in courses through the correspondence study program. Close to half of these 1,200 students attend a public school, while the other half are adult students, home-schooled students or students living outside of Nova Scotia. Currently, work is ongoing to transition these correspondence courses to an online delivery format.

K-12 Blended Learning Activity

There were also a number of blended learning initiatives that are being implemented in the school system. There are increasing expectations that students at all grade levels will utilize technology and online resources to demonstrate achievement of curriculum outcomes. For example, *Google Apps for Education* (*G-Suite*) is now available to all students, teachers, and administrators province-wide (i.e., approximately 54,000 students). Further, the Department provides a blended learning platform through the *Moodle* learning management system that was extensively used in classrooms around the province to support instruction as well as to support professional learning communities for teachers. Digital resources to support the curriculum have been acquired to make it easier for teachers to use blended models in their classrooms.

3.3 Prince Edward Island (PE)

Population: 145,211

Number of K-12 Schools: 63

Number of K-12 Students: 20,131

Number of K-12 E-Learning Programs: 0

Number of K-12 E-Learning Students: 82

Governance and Regulation

While there is no reference to distance education in the *Education Act, 2016*, pursuant to section 8 of the *School Act, 1988*, there have been two Ministerial Directives concerning distance education (i.e., first *Ministerial Directive No. MD 2001-05*, which was superseded by *Ministerial Directive No. MD 2008-05*). According to *MD 2008-05*, distance education was defined as "a mode of instruction in which the student and teacher are separated in either time or space or both, and where two-way communication takes place through non-traditional means for the most part. There is a broad range of both individualized and team instructional approaches and strategies used in distance education. Distance education communication may utilize various technologies and media, including but not limited to print, computers and computer networks, telecommunications, and audio-visual equipment and resources." Internal regulations continue to be driven by this Ministerial Directive, which applies to courses delivered during the regular school day. The directive also outlines a series of beliefs about the nature of distance education instruction.

Additionally, individual schools and districts that participate in distance education programs must adhere to guidelines found in the provincial *Distance Education Handbook* document. The updated document specifies the use of distance education for students in particular circumstances.

K-12 Distance and Online Learning Activity

At present there are no K-12 distance education programs in Prince Edward Island.

Through an inter-provincial agreement, students in Prince Edward Island are funded to take online courses from the New Brunswick Department of Education and Early Childhood Development. During the 2016-17 school year there were 18 French first language students and 64 English language students enrolled in online courses through this agreement.

K-12 Blended Learning Activity

According to the Department, there was no intentional blended learning (i.e., specific projects or initiatives) occurring in public schools.

3.4 New Brunswick (NB)

Population: 755,464

Number of K-12 Schools: 307

Number of K-12 Students: 98,906

Number of K-12 E-Learning Programs: 2

Number of K-12 E-Learning Students: 9,176

Governance and Regulation

While there is no specific legislative language concerning K-12 distance, the Department of Education and Early Childhood Development defines distance learning as the delivery of a course where the teacher responsible for assessment and instruction is in a location physically remote from the student. Online teachers communicate with the school to relay information about student progress.

Both the anglophone and francophone sectors of the Department of Education and Early Childhood Development manage their own K-12 distance learning programs. These programs are funded through the Department directly, and are provided at no cost to schools or districts. The Department has published policy handbooks and web resources, different for both the English and French programs, which outline who can take distance courses, list the courses offered, describe the registration process, and outline duties of each role in the process.

K-12 Distance and Online Learning Activity

Both the anglophone and francophone sectors of the Department of Education and Early Childhood Development manage their own K-12 distance learning programs. These programs service secondary students in New Brunswick in either of the province's two official languages. Both distance and blended courses use content created by the department and information is recorded in a learning portal, which records information about courses taken, school of origin and basic student demographic information. Some additional registrations, such as adult upgraders, are manually recorded, but not tracked with the same level of detail. During the 2016-17 school year, there were approximately 2,100 regular students, 100 of which were adult upgraders, enrolled in the anglophone program, while there were half that number, 1,062 students, enrolled in the francophone program.

While only representing 2-3% of total distance enrollments, there is a continued increase in participation in the online First Nations language courses. New intermediate level courses will be rolled out during the 2017-18 school year.

Additionally, there are a limited number of cases where schools will use school-to-school distance learning to connect small groups of students (e.g., a student needing Advanced Calculus where it isn't

offered). These enrollments are not tracked, but the Department will provide advice and support if requested.

K-12 Blended Learning Activity

The Department of Education and Early Childhood Development defines blended learning as the use of online and distance learning resources to support a teacher delivering a course on-site to students. Students continue to have access to the online material outside of class time for independent work.

The content that has been created for all of the distance learning courses is available to all teachers in the province as a professional learning resource. During the 2016-17 school year there were approximately 1,500 English and 4,417 French face-to-face students registered in the learning management system using online courses in a more blended learning model under the direction of their local school's classroom teachers.

Also, teachers have the option to use distance learning courses as a professional learning resource – where the teacher has direct access to online course content, but students do not. About 500 teachers enrolled in courses in this capacity during the 2016-17 school year.

Finally, the grade 9 and 10 Broad Based Technology courses have provided a blended learning website since 2007. Beyond the number of page views, there is minimal tracking of the usage of these resources.

It should be noted that the Department only tracks participation in the blended learning courses it provides centrally. Other blended learning solutions implemented by teachers and schools are not tracked.

3.5 Quebec (QC)

Population: 8,263,600

Number of K-12 Schools: 3,102

Number of K-12 Students: 1,003,322

Number of K-12 E-Learning Programs: 4

Number of K-12 E-Learning Students: ~47,900

Governance and Regulation

The *Education Act* in Quebec makes no reference to distance education and since 1995 school boards have held the primary responsibility for distance education policies and regulations. In fact, at present the *Loi sur l'education publique* stipulates students must be physically present and connected to a recognized school and school board, which prevents any formal full-time online learning (and relegates supplemental online learning programs to being a provider that must co-operate with the brick-and-mortar schools).

However, private schools are regulated by a different act (i.e., *Loi sur les établissements privés*) that does contain provisions pertaining to online education. Essentially, a private school can request a "derogation" allowing students to be "virtually attending," which would in theory allow for the formal creation of a virtual school. To date, the Ministry has yet to receive a request for an online initiative that meets the conditions stated in the *Loi sur les établissements privés* for them to approve.

Historically, the government provides school boards funding for distance education students based upon enrollment at a rate of 80% of the amount provided for a student enrolled in a brick-and-mortar setting. However, it is unclear whether this is still the case or not. The *Ministère de l'Éducation, du Loisir et du Sport* does provide a block grant to the *Société de formation à distance des commissions scolaires du Québec* (SOFAD) to support their course development activities. Additionally, SOFAD also charged a fee for school boards to use their materials, money that was reinvested in the development of other learning materials. Similarly, the Leading English Education and Resource Network (LEARN) program is largely funded through the Canada-Quebec Entente on minority language education and second-language instruction, which is a funding program managed by the *Ministère de l'Éducation, du Loisir et du Sport*.

K-12 Distance and Online Learning Activity

During the 2016-17 school year, there were an estimated three distance learning programs in Quebec. The largest distance education program was SOFAD, which primarily develops and produces correspondence distance learning materials that school boards utilize in their own district-based programs. SOFAD also provides an e-learning platform (i.e., EduSOFAD) that offers many of the courses

online for the students who prefer to work online. SOFAD served approximately 30,000 adult students who are 16 years or older, including approximately 3,200 course enrollments in EduSOFAD. While there was no data submitted for the 2016-17 school year, the *Centre d'apprentissage en ligne de la CSBE* – a distance education program offered by the Beauce-Etchemin School Board – had 1,041 students enrolled during the previous school year. Finally, LEARN provided a variety of distance learning opportunities to approximately 9,400 English-language students from all nine English-speaking school boards in the province.

K-12 Blended Learning Activity

At present, there are two formal programs that provide blended learning in Quebec. The first is LEARN, which provides its services and resources – such as tutoring, tailored pedagogical content, training, community learning centres' support, academic peer review articles, curated resources, and enrichment activities – to stakeholders across the province in a blended format. During the 2016-17 school year approximately 300 students accessed these blended learning services.

The second is the *Écoles en réseau* (i.e., Networked Schools), which began in 2002 as the *Écoles éloignées en réseau* or Remote Networked Schools initiative to focus on teacher professional development and technology integration projects (e.g., connecting two or more small rural classes together through the use of *Knowledge Forum* and various synchronous tools in a manner that blends face-to-face instruction with online tools and collaboration). During the 2016-17 school year, *Écoles en réseau* had approximately 350 teachers in 275 schools participating, representing more than 5,000 students.

3.6 Ontario (ON)

Population: 13,537,994

Number of K-12 Schools: 4,893

Number of K-12 Students: 2,003,253

Number of K-12 Distance Education Programs: ~81

Number of K-12 Distance Education Students: ~559,000

Governance and Regulation

There is no reference to distance education and/or online learning in the *Education Act R.S.O, 1990*. However, the *Education Act, 1990* does make a reference to "equivalent learning," which is defined as a learning situation that falls outside the instruction traditionally provided by a board, that is approved under paragraph 3.0.1 of subsection 8(1) and for which a pupil's success can be reasonably evaluated.

Since 2006, the *Ontario e-Learning Strategy* has guided the Ministry of Education to provide school boards with various supports necessary to provide students with online and blended learning opportunities. The francophone version of the strategy, *Apprentissage électronique Ontario*, was released in 2007. Under this policy, the Ministry provides school boards with access to a learning management system and other tools for the delivery of e-learning, asynchronous course content and a variety of multimedia learning objects, and a variety of other technical and human resource supports (including a "Technology Enabled Learning and Teaching Contact" in each school board). School boards delivering either online or blended learning must sign a "Master User Agreement" to access all of these services.

Ontario publicly-funded schools must report student enrollments in e-learning classes to the Ontario Student Information System. Students who are enrolled in e-learning courses as part of their regular day school, continuing education and summer school programs are to be recorded.

Funding for e-learning day school programs in Ontario's publicly-funded district school boards is the same as the traditional brick-and-mortar education. As part of the provincial strategy, students may enroll in an online course offered by another school board provided they do so through their home school. In such a situation, the applicability of provincially established fees for students taking e-learning courses are worked out locally between the two school boards. The fee for the 2016-17 school year was $769 per credit course.

Private schools operate as businesses or non-profit organizations independently of the Ministry of Education, and in accordance with the legal requirements established by the *Education Act*. These private schools do not receive any funding or other financial support from the government. While all private schools in Ontario must meet the same general requirements, private schools seeking the

authority to grant credits toward the Ontario Secondary School Diploma must be inspected by the Ministry of Education. Inspectors look for evidence of ongoing interactions between the teacher and students in the online learning environment, and for a direct link between the specific and overall curriculum expectations being taught and assessed in compliance with Ministry policy and observed practices. For any credit course delivered online by a private school, all of the curriculum expectations including hours of instruction, assessment, evaluation, and reporting must be in accordance with the policies outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools-First Edition, Covering Grades 1 to 12* (2010) and the relevant curriculum documents.

K-12 Distance and Online Learning Activity

Each of the 60 English-speaking and 12 French-speaking school boards have the ability to offer some form of online learning using the Ministry-sponsored learning management system combined with the online curricular materials provided or their own. Many of the school boards also participate in one or more consortia designed to allow its school board members to work together to maximize their online offerings by sharing course offerings, resources and students. During the 2015-16 school year (i.e., most current data available), approximately 61,000 students were involved in online learning programs offered by publicly-funded district school boards. The French-speaking school boards have developed a provincial consortium, Consortium apprentissage virtuel de langue française de l'Ontario (CAVLFO), offering online learning. This is the equivalent of a high school in a virtual environment comprised of principal, counsellors, special education, and all other components found in regular high school. There are usually about 3,000 students per school year taking courses in the CAVLFO.

Additionally, the Independent Learning Centre (ILC), which operates within TVO, delivers secondary school courses to both adolescent and adult learners. ILC count towards the Ontario Secondary School Diploma. Approximately 20,000 students are enrolled in the ILC.

Finally, there are as many as eight different private or independent K-12 distance or online learning programs, some of which have also formed their own consortium. The most recent data available indicated there were approximately 10,000 students enrolled in private online schools.

K-12 Blended Learning Activity

The Ministry of Education defines blended learning as instruction and student learning that incorporates digital resources in the face-to-face classroom. In addition to the various resources provided by the Ministry that were described earlier (e.g., learning management system, digital content and resources, Technology Enabled Learning and Teaching Contact, etc.), the Ministry has also provided funding to school boards through the Technology and Learning Fund from 2014 to 2017 to implement innovative practices to transform learning and teaching. To build upon the work of the

Technology and Learning Fund, in 2017-18 the government launched a new Innovation in Learning Fund, an ongoing investment to support educator professional learning to accelerate innovation in learning and the integration of global competencies.

The Ministry does not track all of the instances of blended learning that take place in Ontario schools. Blended learning takes place in all school boards in some form using a variety of digital tools. In the 2015-16 school year there were approximately 529,000 unique logins in the learning management system, approximately 61,000 of these were students engaged in e-learning.

3.7 Manitoba (MB)

Population: 1,272,000

Number of K-12 Schools: 869

Number of K-12 Students: 183,304

Number of K-12 E-Learning Programs: ~38

Number of K-12 E-Learning Students: 8,941

Governance and Regulation

The only reference in the *Public Schools Act* regarding distance education is mention that the Minister of Education can approve courses of study, including correspondence and other courses. Distance Learning is defined by Manitoba Education and Training as:

- a method of accessing courses of study even though learners and their teachers, instructors, or tutor/markers may be in different physical locations; and
- programs that provide flexibility and equitable access to diverse learning opportunities, while at the same time respects local community decisions regarding program implementation.

Manitoba Education and Training has issued other regulatory and policy documents: Independent Study Option (ISO), Teacher Mediated Option (TMO) and Web-Based Course (WBC) Option.

In 2014, Manitoba Education and Training created a framework that allowed for virtual collegiates to operate in Manitoba. The formation of the initial virtual collegiates occurred as part of three-year pilot collaborations with educational entities already recognized and operating distance education programs in the province. A signed Memorandum of Understanding (MOU) with the province governs the collaboration. To date, the Manitoba First Nations Education Resource Centre Inc. (MFNERC) and the Pembina Trails and St. James-Assiniboia School Divisions have signed an MOU with the province and have been granted Manitoba school codes for their virtual collegiates. Further, through the MOU, the virtual collegiates report on student enrollment and credit completion annually.

For the most part, distance and learning options are funded in a manner similar to brick-and-mortar education with a few exceptions. Students enrolled in the ISO are required to pay for each course registration, although for students attending a school within Manitoba it is at the school's discretion whether the fees are reimbursed in full, in part, or not at all. There is a fee per seat that is collected for the TMO, and the consortium that operates this option has established a fee structure for both members and non-members. Finally, the InformNet Virtual Collegiate has established a fee structure that depends on the student's residency and status. Students that reside within the governing school divisions are not charged fees, but students from outside of the school division – as well as homeschooling students and adult learners – are charged fees.

K-12 Distance and Online Learning Activity

It should be noted that schools that report to Manitoba Student Records have a mechanism to indicate whether the credit earned was obtained through distance education, but this method of data collection is dependent on the individual schools categorizing and entering the data correctly. By default, most schools report the credit as earned in a traditional manner, regardless of the method of instruction.

Having said that, each school division in the province has participated in one or more of the above distance education program options. However, participation varies from year to year depending on the changing needs of students and schools. The ISO (i.e., print) continued to offer 58 courses in English and 12 courses in French for grades 9-12 students. During the 2016-17 school year, there were approximately 2,000 students, which accounted for 2,331 course enrollments in 90 different sections. The TMO, which is managed by rural school divisions through the TMO Consortium in partnership with Manitoba Education and Training, offered 21 English courses for grades 9-12 students. During the 2016-17 school year, there were approximately 141 students from 26 different schools, which accounted for 477 course enrollments in 25 different sections. Finally, the WBC Option provided access to 44 courses in English and 4 courses in French. During the 2016-17 school year, there were approximately 6,800 course enrollments in this option.

In addition to the options provided by Manitoba Education and Training, in 2014 the MFNERC began operating the Wapaskwa Virtual Collegiate under an MOU with the province. Two years later, the Pembina Trails and St. James-Assiniboia School Divisions entered into a similar MOU to operate the InformNet Virtual Collegiate.

K-12 Blended Learning Activity

Manitoba Education and Training does not have a formal definition of blended learning. However, it is informally recognized as a combination of traditional (i.e., face-to-face) classroom teaching/learning and online teaching/learning.

In an effort to support blended learning throughout the province, Manitoba Education and Training licenses the *Blackboard Learn* learning management system, and makes it available to Manitoba teachers to use for free with both distance or blended learning students and as a resource (provincially developed 9-12 courses). Schools and individual teachers within the province are responsible for their own teaching/learning programs and interpretation of blended learning. Teachers will use online applications that suit the needs of their students and their learning environment/lessons.

Manitoba Education and Training does not formally track participation in blended learning, and there has only been minimal response by e-learning programs in the province to the annual *Individual Program Survey* (i.e., only one program responding with data related to blended learning). The province conducted a provincial survey in summer 2017, but the results are still being organized and analyzed.

3.8 Saskatchewan (SK)

Population: 1,158,339

Number of K-12 Schools: 756

Number of K-12 Students: 177,787

Number of K-12 E-Learning Programs: 15

Number of K-12 E-Learning Students: ~8,500

Governance and Regulation

There is a single reference for distance education in the *Education Act*, under the Technology Supported Revolving fund section, that reads "to provide educational courses to all areas of Saskatchewan through the use of distance-education technology." However, this clause became moot with the devolution of distance education services from the Ministry to individual school divisions in 2009.

Presently, the delivery of distance education, online learning, and blended learning in the province is guided by the *Saskatchewan Technology in Education Framework* (*TEF*), which outlines the roles and responsibilities of the education sector with regards to the use of technology in education. It contains a number of outcomes and indicators that guide the use of technology in the province in the areas of teaching and learning, administrative operations and infrastructure. In particular, the *TEF* requires that school divisions ensure distance and online learning opportunities are available to students, that intra- and inter-school division learning opportunities are available to students with local support provided, that distance learners have success rates that are equivalent to students in traditional classroom environments, and that assistive technology and technical support is available to students with intensive needs and/or school personnel supporting them.

It should be noted that the Ministry is actively working with their sector partners on provincial definitions for distance education, online learning, and blended learning. Those consultations have not reached a stage where the Ministry is in a position to release these definitions.

K-12 Distance and Online Learning Activity

The Ministry of Education coordinates a centralized online course directory – the Saskatchewan Distance Learning Course Repository. During the 2016-17 school year there were 13 school divisions, one associate school and one independent school listed in the repository.

The Ministry only gathers data for students taking online distance education courses that count towards completion of a secondary diploma at the 10, 20, 30 levels (i.e., grades 10 to 12). During the 2016-17 school year, there were 11,440 course enrollments involving 6,946 unique secondary-level students with 7,831 credits earned. Further, the Ministry also indicated there were students in

kindergarten through grade nine taking courses online through a variety of providers, but the Ministry did not collect data about their involvement.

Based on the most recent responses to the annual *Individual Program Survey*, 13 of the 15 e-learning programs collectively reported approximately 8,500 students engaged in some form of distance and/or online learning.

K-12 Blended Learning Activity

At this time, the Ministry does not track individual blended learning programs in the province. Of those completing the annual *Individual Program Survey* there were only three that indicated they had a blended learning program. Based on only those three responses, there were at least 1,700 students formally engaged in blended learning.

The Ministry is able to report that all 28 school divisions are implementing the *TEF* and are working to ensure students have access to the tools they require to succeed in school, including access to technology. Within school divisions, teachers have the choice to deliver instruction using a variety of teaching methods, including blended learning, to best meet the needs of their students. Many school divisions are currently building blended learning modules and resources to support teachers in blending instruction in their classrooms.

3.9 Alberta (AB)

Population: 4,291,980

Number of K-12 Schools: 2,225

Number of K-12 Students: 704,813

Number of K-12 E-Learning Programs: 23

*Number of K-12 E-Learning Students: *64,007*
   * enrollments, not students

Governance and Regulation

At present, the *School Act* grants the Minister of Education the authority to make regulations with respect to distance education programs. While distance learning is not defined by the Ministry, online learning is defined as:

> a structured learning environment in which students engage with their teachers in one or more courses online. The planning and implementation of instruction, as well as the assessment of student learning in relation to the outcomes from the Alberta programs of study, is the responsibility of Alberta certificated teachers employed by a school authority (Government of Alberta, 2017, p. 80).

Alberta Education is currently developing an online learning tool kit that will provide guidance and direction for families, teachers and school/system leaders.

Enrollment in distance and online learning programs are tracked through the use of specific codes in the provincial student information systems. At present, there are currently three specific coding mechanisms for tracking online enrollments.

1. Schools may indicate on their annual operating plans that they offer an online program.
2. Courses may be identified as virtual and distance learning in provincial student information systems.
3. Students who are completing the majority of their courses online can be identified as such using the online learning student enrollment code.

However, Alberta Education is aware that some schools and school authorities may not use the appropriate coding for distance and online courses and is working with school authorities to increase awareness and improve accuracy in the assignment of student and program codes for online and distance learning programs.

Distance and online learning are also funded differently than brick-and-mortar education. The *Funding Manual for School Authorities* prescribes funding mechanisms that are that are not available

when a student is enrolled as an online learning student (e.g., Plant, Operations and Maintenance; Infrastructure Maintenance and Renewal; etc.). Further, a school authority must be able to demonstrate how 950 hours of distance/online 'access' for elementary and junior high students and 1,000 hours of distance/online "access" for senior high students is being met in order to ensure requirements are met to be eligible for funding.

Finally, it should be noted that during the 2016-17 school year, the Ministry completed 19 field support visits to those providing online programs in order to:

- develop an understanding of the implementation of online programs to inform the development of policy, standards and quality indicators; and
- provide an informal mechanism to raise awareness and seek input throughout the process.

These visits are being used to inform the development of an online learning tool kit, as well as assist in the creation of additional support tools and policy documents.

K-12 Distance and Online Learning Activity

Based on the information in the provincial tracking system, during the 2016-17 school year there were 364 schools that indicated on their operational forms that they had students enrolled in an online program. Additionally, 52 schools used the virtual course enrollment code, eight schools used the distance learning course enrollment code, and 81 schools used the online learning student enrollment code. Overall, there were a total of 12,736 students coded as online learning, as well as 37,608 distance learning course enrollments and 26,399 virtual course enrollments for the 2016-17 school year.

At present, Alberta Education is aware of 23 different distance and/or online learning programs. While most of these are focused at the school division level, there are two programs that are provincial in scope. The first is the Alberta Distance Learning Centre, which is operated under a service agreement between Alberta Education and the Pembina Hills School Division (which is set to expire on August 31, 2018). The second is the *Centre francophone d'éducation à distance*, an online service provider for the four Francophone school boards in the province, which operates under an annual conditional grant from the Alberta Education with other operational funds secured from the francophone boards and adult education service provision.

K-12 Blended Learning Activity

A blended program in Alberta has historically been defined as a student's education program that consists of two parts: where the school-authority is responsible for the student's education program, and where the parent is responsible for their child's education program. In 2017-18, Alberta Education will be transitioning this terminology to "shared responsibility" in order to identify programs where the school authority and parent share responsibility for the child's program. This change will allow Alberta to become more aligned with the current e-learning vernacular.

Alberta Education does not collect enrollment data for blended learning, and there was only one program that completed the annual *Individual Program Survey* that provided blended learning data. It can be reported that in October 2017 the third annual Alberta BlendED Symposium was held, a conference organized by Alberta's BlendED Learning Society and focused on fostering the growth of quality blended learning opportunities for student in Alberta.

3.10 British Columbia (BC)

Population: 4,683,139

Number of K-12 Schools: 1930

Number of K-12 Students: 635,037

Number of K-12 E-Learning Programs: 74

Number of K-12 E-Learning Students: ~63,350

Governance and Regulation

The Ministry of Education and Training defines distributed learning (i.e., a term used to include both distance and online learning) as a method of instruction that relies primarily on indirect communication between students and teachers, including Internet or other electronic-based delivery, teleconferencing, or correspondence.

The distributed learning landscape has remained relatively stable over the past years. The legislative language in section 3.1 and section 75 (4.1) of the *School Act, 2006*, as well as section 8.1 of the *Independent School Act, 2006*, still govern the operation of distributed learning programs. Both pieces of legislation contain similar language concerning the establishment of distributed learning schools "only with the prior agreement of the Minister." Districts and independent schools that enter into an agreement with the Ministry are required to:

- ensure that students may exercise their rights under legislation to choose distributed learning instruction within a coordinated province-wide distributed learning system;
- commit to meet or exceed the Distributed Learning Standards;
- agree to participate in the Quality Assurance Review process and align its website to meet Ministry requirements;
- ensure it has supports in place to comply with the Ministry policy and standards, including resource investment;
- provide training and professional development for teachers, and employ only teachers who have experience and/or training in distributed learning methodology;
- meet policy requirements related to funds for designated resources to parents and learners;
- ensure that all learners in the board's catchment area who are receiving distributed learning instruction from anywhere in the province are receiving appropriate support;
- provide records and reports on student achievement as specified by the Ministry;
- work to achieve a 100 percent participation rate in Foundation Skills Assessments and Satisfaction Surveys;
- provide current and accurate distributed learning contact information to the Ministry; and
- provide accurate information regarding its Distributed Learning website, courses offered, and contact information to the Ministry by July 31 of each year, updating the information as required.

Finally, the funding for distributed learning is somewhat different than traditional brick-and-mortar schools. Distributed learning funding is provided to the public school district or the independent authority providing the distributed learning program. For full-time students in kindergarten to grade 9, traditional brick-and-mortar schools, school districts are funded one time, as at September 30th (students in seats), while students in grades 10-12 are funded per course. Distributed learning schools have three funding opportunities depending on when the students meet eligibility requirements:

- September (30th) distributed learning schools receive 100% of per pupil funding;
- February distributed learning schools receive 50% of per pupil funding; and
- May distributed learning schools receive 33% of per pupil funding.

During the 2016-17 school year, the basic allocation school-age equivalent (i.e., FTE) for students attending a brick-and-mortar school was $7,218 (or $902.25/course), while only $6,030 (or $753.75/course) for a student attending a distributed learning school.

K-12 Distance and Online Learning Activity

The Ministry tracks student enrollment through the Student Achievement Data Exchange (SADE). SADE collects course level data for every student for all distributed learning schools offering kindergarten through grade 12. School districts and authorities operating distributed learning schools are required to submit this information annually.

In 2016-17 there were 58 district-level public distributed learning schools and 16 independent distributed learning schools that enrolled approximately 57,046 unique students in one or more courses. Additionally, Open School BC also provided provincial content and online hosting services on a cost-recovery model to school districts lacking the capacity or desire to manage their own distributed learning program. Finally, the BC Learning Network, a consortium of school districts providing online courses for use by distributed learning schools, has entered the final year of its content development plan, to create online content and digital resources that can be used in all learning environments.

K-12 Blended Learning Activity

Under the current policy, the delivery method is considered distributed learning as long as the student is at a distance from the teacher for the "majority of the time," which is not explicitly defined. The current funding model in British Columbia does not differentiate between distributed learning and blended learning or between face-to-face and blended learning. However, there are different funding amounts for face-to-face courses and programs, as compared to distributed learning courses.

At present, the Ministry of Education has also not yet begun to gather data on blended learning programs. Based on recent responses to the annual *Individual Program Survey*, approximately half of all districts and authorities offering distributed learning provide a blended learning program, for a total of approximately 6,300 students. Most of these programs appear to be small, pilot initiatives that serve less than 50 students each. However, there are also three programs that serve more than 1,200 students each.

3.11 Yukon (YT)

Population: 36,700

Number of K-12 Schools: 28

Number of K-12 Students: 5,122

Number of K-12 Distance Education Programs: 2

Number of K-12 Distance Education Students: 1,028

Governance and Regulation

The *Education Act, 2002* allows the Minister of Education to provide distance education courses and charge fees for students to access those courses. Distance education is defined as a program of study or course taken by a student where the content and resources are sent to the student to work through independently of a school.

For the most part, distance education is funded in the same manner as brick-and-mortar education. However, parents may be eligible for reimbursement of essential school resources related to distance education and/or online learning as determined by the Deputy Minister.

K-12 Distance and Online Learning Activity

Aurora Virtual School is the only online school in the territory. As a public school, it reports all aspects directly to the Department of Education the same as any traditional school. During the 2016-17 school year, Aurora Virtual School enrolled 41 students in one or more of the 35 online courses it offered.

In addition, the Yukon still accesses programming from four distance learning schools in British Columbia for either in single courses or for full-time studies. During the 2016-17 school year, these four schools delivered 58 single courses to 41 students. Further, there were 16 full-time students in programs offering kindergarten to grade three; 26 full-time students in programming for grades four to nine; and eight full-time students in programs for grades 10 to 12.

K-12 Blended Learning Activity

Yukon Education defines blended learning as a formal education program in which a student learns in part through digitally managed content, instruction and feedback and in part through face-to-face group activities at a supervised physical location away from home and with some element(s) of student control over time, place, path and/or pace.

The Department funds a learning management system (i.e., *Moodle*) and digital content, which is made available to each of the territory's schools. The Department also funds a portion of a Technology

Assisted Learning Consultant whose responsibilities are dedicated to supporting blended learning and provision of various hardware, software, and other supports.

Yukon Education uses the data from the *Moodle* learning management system to formally track the number of students who are enrolled in at least one blended learning course. During the 2016-17 school year there were 830 students from 21 of the territory's 30 schools involved in K-12 blended learning. This figure represents more than 25% of Yukon's grade 5-12 student population (up from approximately 20% over the previous year).

3.12 Northwest Territories (NT)

Population: 44,381

Number of K-12 Schools: 49

Number of K-12 Students: 8,449

Number of K-12 E-Learning Programs: 1

Number of K-12 E-Learning Students: 79

Governance and Regulation

The *Education Act, 2009* allows various educational bodies to "authorize, supervise and evaluate the use of distance learning programs in the provision of the education program" (p. 72). The Department of Education, Culture and Employment defines distance learning as the deliberate use of the Internet, the World Wide Web, and landlines to leverage communication tools, learning management systems, and resources to overcome geographic obstacles to accessing brick-and-mortar courses, disciplinary expertise, and student cohort formation. Since 2004, the Department has had a Memorandum of Understanding with the Alberta Distance Learning Centre (ADLC), which has historically been the main provider of distance education for Northwest Territories students. Additionally, section 3.3 of the *Northwest Territories School Handbook* outlines a series of requirements that schools must adhere to in order to participate in distance learning. While the document is primarily focused on describing distance learning and specific operational items related to school participation in the ADLC, it does recommend that schools have a dedicated online facilitator, scheduled distance learning time in student timetables, a plan for students to complete courses in a timely manner, and access to additional relevant resources.

Distance learning is funded differently than traditional brick-and-mortar. Since 2010, the regional boards of education are responsible for funding courses taken through the ADLC. Additionally, there is a formula fund called *Secondary School Materials and Distance Learning*, of which the Northern Distance Learning (NDL) program (i.e., the territory's own distance learning pilot) shares a portion of this fund. The remainder of the funding is generated through contribution agreements with participating Divisional Educational Councils.

Finally, the Northwest Territories is currently renewing its system of education through a process called *Education Renewal and Innovation* (ERI). One commitment under ERI is to improve the learning experience of students in its smallest communities, regardless of geographical location.

K-12 Distance and Online Learning Activity

The NDL program is currently in the fourth year of its pilot initiative. NDL teachers are based in Inuvik, typically with a small number of students from the host school enrolled in classes taught by these

teachers. Students in the seven other schools participating in the program access the course material online from their respective schools with the help of a local support person, and interact with the teacher and classmates through live videoconferencing. During the 2016-17 school year there were 51 students enrolled in the NDL.

Additionally, there were approximately 28 students enrolled in distance learning courses offered through the ADLC during the 2015-2016 school year (as 2016-17 data was unavailable).

It should be noted the territorial government has made the development of and support for building its internal distance learning capacity a priority. This priority is evidenced by the Minister of Education, Culture and Employment's published mandate stating the government is committed to "expanding the [territory's] distance learning pilot project to increase access for [territorial] senior secondary students in all communities" (Government of the Northwest Territories, 2016, p. 2).

K-12 Blended Learning Activity

The Department of Education, Culture and Employment defines blended learning as a formal education program where students learn in part through online delivery of content and instruction, and in part in a brick-and-mortar setting. Students in such a program have some measure of control over time, path and place.

In order to benefit fully from more of an asynchronous type of distance learning programming, the government recognizes the need for territorial students to develop a greater sense of agency, ownership, and self-direction in their high school experience. NDL is developing programming that systematically 'replaces' live classes with fully asynchronous classes in the learning management system, which could also be used by classroom teachers in blended learning.

At present, the Department of Education, Culture and Employment is not able to report any additional information related to blended learning.

3.13 Nunavut (NU)

Population: 35,591

Number of K-12 Schools: 42

Number of K-12 Students: 9,728

Number of K-12 E-Learning Programs: 0

Number of K-12 E-Learning Students: ~50

Governance and Regulation

The *Education Act, 1999* allows various educational bodies to "authorize, supervise and evaluate the use of distance learning programs in the provision of the education program" (p. 75). The Department of Education defines distance learning as involving the use of appropriate technologies to provide learning experiences for students who are physically separated from their instructor for the majority of the learning process. Distance learning can be used to provide access to courses or programs that:

- cannot be offered locally because of a lack of teacher expertise or sufficient student numbers;
- do not fit into a student's timetable;
- enhance or enrich regular classroom instruction; and/or
- can be accessed as a part of a home-schooling program or by students with prolonged illnesses.

There are also territorial agreements between Nunavut and various distance learning providers, for example the Alberta Distance Learning Centre (ADLC).

Distance education and/or online learning is not funded differently than traditional brick-and-mortar education. However, territorial students who are officially registered as part of a home-schooling program are eligible to receive up to $1,000 of expense reimbursement for distance education programs to cover the costs of registration fees, books, and equipment.

Finally, the development of a Ministerial Directive regarding access to and delivery of distance education has been underway since 2012.

K-12 Distance and Online Learning Activity

The Department of Education tracks student enrollment information through its agreements with distance learning providers. For example, the ADLC grants the Department access to their online tracking site to verify students' final marks. During the 2016-17 school year there were 32 students enrolled in courses offered by the ADLC.

Additionally, an unknown number of students attending six schools in five communities access some programming delivered through Connected North (i.e., an Ontario-based program that offers academic and trade-based courses).

Finally, a Nunavut-based distance education program is currently under review by the Department of Education. The Department is examining how to best facilitate online distance education in classrooms across the territory and the costs associated with this delivery. The Department's ability to deliver distance education is restricted by the lack of bandwidth capacity, the inconsistencies of availability and infrastructure across the territory.

K-12 Blended Learning Activity

At present, the Department of Education is not involved in any blended learning initiatives.

3.14 Federal

Population: 1,400,685

Number of K-12 Schools: 562

Number of K-12 Students: ~107,000

Number of K-12 E-Learning Programs: 5

Number of K-12 E-Learning Students: 1,927

Governance and Regulation

Indigenous and Northern Affairs Canada (INAC) defines distance or online learning education and services as necessary components of education in general. Prior to 2014-2015 INAC Regional Offices worked directly with e-learning institutions to fund attending First Nations students living on reserve. As of 2015-2016, for online courses to be funded by INAC funds, online students attending K-12 have to be registered as a student on a First Nation's school nominal roll.

Since 2015-2016, INAC's policy direction had changed the funding approach, which now transfers funding directly to First Nations communities and their education service providers. This policy allowed those communities to determine how to support, manage, and finance culturally appropriate First Nation's online education programs and services that best meet the needs of its students from their communities and to also meet provincial program credit standards. Furthermore, to be eligible to receive *INAC Elementary and Secondary Education Program* funding, e-learning institutions must be recognized by a province as a certified elementary or secondary institution within the context of that province's jurisdiction.

New funding agreements between First Nation communities and their education service providers now contain instructions on providing student support services, determining eligible activities and expenditures, school administration, and operation and maintenance expenses. This is described in the INAC's *Elementary and Secondary Education Program National Guidelines*.

E-learning service providers are also encouraged to engage First Nations to discuss the possibility of seeking funding under INAC's proposal-based education programs, which are intended to complement the core *Elementary and Secondary Education Program*. For example, e-learning institutions, in partnership with First Nations, may submit *New Paths for Education Program* proposals for e-learning activities that support eligible program activities to improve school effectiveness. Also, e-learning institutions can partner with eligible *First Nation Student Success Program* aggregate recipients, which make decisions on engaging service providers as a means of implementing learning strategies described in school success plans funded through the program.

It should be noted that, while INAC is one of the federal government departments responsible for meeting the Government of Canada's legal obligations and commitments to Aboriginal peoples (First Nations, Inuit, and Métis), and for fulfilling the federal government's constitutional responsibilities in the North, the department has now been divided into: the Department of Crown-Indigenous Relations and Northern Affairs, and the Department of Indigenous Services Canada (DISC). DISC is now comprised of: 1) First Nations and Inuit Health Branch, 2) Education, 3) Social Development Programs, 4) Partnerships (ESDPP), and 5) Regional Operations (RO) sectors of the Department of Indigenous and Northern Affairs. This structure should position the programs and services to more effectively collaborate when beginning to develop and deliver holistic approaches to social, healthcare and infrastructure services to Indigenous partners.

K-12 Distance and Online Learning Activity

INAC has a tracking system that collects school data activities and expenditures from its First Nation communities and education service providers. Based on INAC's First Nation school nominal rolls from the 2016-17 school year, there were:

- 1,211 students registered for distance education;
- 37 students registered for home schooled (online sourced); and
- 41 students registered for virtual (Internet).

At present there are a total of five K-12 distance education programs designated as First Nations, Métis and/or Inuit programs. Three of these are located in Ontario (i.e., Keewaytinook Internet High School, Wahsa Distance Education Centre, and Indspire's K-12 Institute), one in Manitoba (i.e., Wapaskwa Virtual Collegiate), and one in Alberta (i.e., SCcyber E-learning Community).

There are other First Nations, Métis and Inuit organizations that have been exploring the adoption of K-12 distance education. However, for a variety of reasons – lack of bandwidth or connectivity, lack of community buy-in, lack of expertise for implementation and other reasons – they have not yet established distance education programs. It should be noted that during the time that the annual *State of the Nation: K-12 E-Learning in Canada* reports have been issued, there have been two First Nations, Métis, and/or Inuit programs that ceased operations. The first was the Credenda Virtual High School that ceased operations following the 2012-13 school year, while the second was the Gai hon nya ni: the Amos Key Jr. E~Learning Institute that closed around 2014-15.

K-12 Blended Learning Activity

INAC sees blended learning classes as those where students are physically separated from their teacher and classmates but have access to the support of classroom teacher with the flexibility of having e-learning options for those living in a different community.

INAC's First Nation school nominal rolls collects two indicators related to blended learning:

- classroom and distance education; and
- classroom and virtual (Internet).

Based on INAC's First Nation school nominal rolls from the 2016-17 school year:

- 245 students registered for blended: classroom and distance education; and
- 393 students registered for blended: classroom and virtual (Internet).

As such, there were a total of 638 students engaged in blended learning.

4. Resources

Newfoundland and Labrador

K-12 School Profile System – http://www.education.gov.nl.ca/sch_rep/pro_year.htm

Prince Edward Island

Distance Education Handbook – https://morellhigh.files.wordpress.com/2010/09/
distanceeducationhandbook2016-2017.pdf

New Brunswick

Distributed Learning Program – https://nbvhs.nbed.nb.ca/

Cours en ligne: MÉDPE – http://clic.nbed.nb.ca

Ontario

e-Learning Ontario – http://www.edu.gov.on.ca/elearning/

Master User Agreement – http://www.edu.gov.on.ca/elearning/MasterUserAgreement.pdf

Alberta

blendED conference – http://www.blendedalberta.ca/

Guide to Education – https://education.alberta.ca/guide-to-education/?searchMode=3

Funding Manual for School Authorities: 2017/2018 School Year – https://education.alberta.ca/
media/3693640/2017-18-funding-manual-november.pdf

British Columbia

Distributed Learning – https://www2.gov.bc.ca/gov/content/education-training/administration/
kindergarten-to-grade-12/distributed-learning

Northwest Territories

Northwest Territories School Handbook – https://www.ece.gov.nt.ca/sites/www.ece.gov.nt.ca/
files/resources/nwt_school_handbook_2013-2014.pdf

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6. Appendix A

Ministry/Department of Education Survey

Please review the provincial or territorial profile from the 2016 edition of the *State of the Nation: K-12 E-Learning in Canada* report.

K-12 e-Learning Definitions

1. How does the Ministry/Department of Education define distance education or online learning?

2. How does the Ministry/Department of Education define blended learning?

K-12 e-Learning Activity

3. (a) Does the Ministry/Department of Education have a mechanism for tracking distance education or online *enrollments* in the province or territory?

(b) How many students were involved in K-12 distance education or online programs during the 2016-17 school year?

4. (a) Does the Ministry/Department of Education have a mechanism for tracking distance education or online *programs and/or schools* in the province or territory?

(b) Are there additional distance education or online programs not mentioned in the 2016 report that should be included in an updated report?

5. (a) Does the Ministry/Department of Education have a mechanism for tracking blended learning enrollments in the province or territory?

(b) How many students were involved in K-12 blended learning during the 2016-17 school year?

6. (a) Does the Ministry/Department of Education have a mechanism for tracking a school or program in the province or territory that provides a blended learning option to its students?

(b) Are there additional schools or programs offering blended learning not mentioned in the 2016 report that should be included in an updated report?

K-12 e-Learning Governance, Regulation, and Funding

7. (a) Is distance education and/or online learning referenced in the *Education Act* or *Schools Act*?

(b) If yes, describe the legislative provisions related to distance education and/or online learning.

8. (a) Is distance education and/or online learning referenced in any other legislation?

(b) If yes, describe the legislative provisions related to distance education and/or online learning.

9. (a) Is distance education and/or online learning referenced in any policy, agreement, or regulatory handbook (i.e., in such a way that it would govern how distance education and/or online learning operates in your jurisdiction)?

(b) If yes, describe provisions related to distance education and/or online learning.

10. (a) Is distance education and/or online learning funded differently than traditional brick-and-mortar education?

(b) If so, how is distance education and/or online learning funded differently than traditional brick-and-mortar education?

11. (a) Is there any other funding provided for distance education and/or online learning (e.g., technologies, tools, digital content, resources, etc.)?

(b) If so, please describe.

12. (a) Is blended learning referenced in the *Education Act* or *Schools Act*?

(b) If yes, describe the legislative provisions related to blended learning.

13. (a) Is blended learning referenced in any other legislation?

(b) If yes, describe the legislative provisions related to blended learning.

14. (a) Is blended learning referenced in any policy, agreement or regulatory handbook (i.e., in such a way that it would govern how blended learning operates in your jurisdiction)?

(b) If yes, describe provisions related to blended learning.

15. (a) Is blended learning funded differently than traditional brick-and-mortar education?

(b) If so, how is blended learning funded differently than traditional brick-and-mortar education?

16. (a) Is there any other funding provided for blended learning (e.g., technologies, tools, digital content, resources, etc.)?

(b) If so, please describe.

Inter-provincial and International

17. (a) If a student in your province took a course from an online program in another province or territory, what is the policy in terms of transfer credit for that student?

(b) If a student in your province took a course from an online program in another country, what is the policy in terms of transfer credit for that student?

18. (a) If a student living in another province or territory took a course from an online program located in your province or territory, what is the policy in terms of granting credit for that student?

(b) If a student living in another country took a course from an online program located in your province or territory, what is the policy in terms of granting credit for that student?

Additional Information

19. Is there any information in the 2016 report that you feel should be updated or revised?

20. Are there any additional issues related to K-12 distance education, not mentioned in the 2016 report that should be included in an updated report?

7. Appendix B

Individual Program Survey

What is the name and website of your K–12 distance learning program?

The following questions are about your e-learning program for the most recent school year:

1. Describe the methods of delivery for your distance learning program (indicate all that apply).

   ○ Print materials

   ○ Instructional television

   ○ Web-based/online

   ○ Other:

2. How many students were enrolled in your distance learning program?

3. How many different courses did your distance learning program offer?

4. (a) How many full-time teachers were employed by your distance learning program?

(b) How many part-time teachers were employed by your distance learning program?

5. (a) Did your program use a blended learning approach (where some part of your program required on-site instruction)?

   ○ Yes

   ○ No

(b) How many students were enrolled in your blended learning program?

(c) How many different courses did your blended learning program offer?

(d) How many teachers were employed by your blended learning program?

6. Please indicate whether your program was primarily synchronous (time dependent) or asynchronous (time independent). Select only one.

    ○ Synchronous

    ○ Asynchronous

    ○ A balance of synchronous and asynchronous

7. Please indicate how registration in your program is managed.

    ○ Continuous entry (student intake occurs throughout the school year)

    ○ Specific entry dates and/or completion dates

8. Please add any additional information about your program you believe would be of benefit to our research.

If there are any follow-up questions, or you would like to be included in one of the e-learning vignettes profiling your program, who would be the best person for the researcher to contact?

Name:

Title:

E-mail address:

Telephone number:

8. Call for Sponsors – 2018 *State of the Nation: K-12 E-Learning in Canada* Study

Canadian eLearning Network (CANeLearn) is seeking funding for the 2018 K-12 e-learning study of Canada. If your organization is interested in participating through sponsorship by supporting the 2018 edition of the *State of the Nation: K-12 E-Learning in Canada*, please contact Michael Barbour, principal investigator, at mkbarbour@gmail.com, or Randy LaBonte, Chief Executive Officer of CANeLearn, at rlabonte@CANeLearn.net.

Your participation as a sponsor helps support more widespread participation from online and blended programs across the country in the K-12 e-learning in Canada project and is an ideal opportunity to demonstrate your organization's interest in and commitment to supporting online and blended learning. Your company or organization will be recognized for its support of virtual schools seeking to effectively expand educational options for K-12 students across Canada.

CANeLearn is a new Canadian registered not-for-profit society. CANeLearn's mission is to provide leadership that champions student success by supporting organizations and educators involved in online and blended learning through networking, collaboration, and research opportunities.

Please review the sponsor benefits and opportunities for the *State of the Nation: K-12 E-Learning in Canada* study:

- recognition in all post-study press releases, presentations and distribution of information;
- opportunity to provide input into the program survey;
- participate in project conference calls;
- project sponsor name and logo listed on all promotional materials;
- project sponsor name and logo listed on the final report;
- receive hard copies of the final report;
- receive Executive Summary of the final report for use on company website and for marketing purposes;
- receive recognition as a thought leader for cutting-edge research of K-12 e-learning in Canada for sponsoring the research study; and
- sponsor recognition during CANeLearn events highlighting the study.

The plans for the 2018 study include an updating of the K-12 policy and activity reports for each of the provinces. Also, the 2018 study will feature the more detailed format that includes brief issue papers and vignettes from a variety of K-12 e-learning programs across the different province and territories, along with the continued updating of the individual program survey response. Finally, there will be a greater development of the new online version of the report – particularly the French language portion of the website.

For-profit and non-profit institutions, organizations, individuals, foundations, and companies are welcome to partner with CANeLearn for sponsoring the study. Please consider sponsorship of this important survey and report to be conducted annually. Your consideration is deeply appreciated.