



Perspectives on Distance in a Context of Virtual Schooling

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**Social Sciences and Humanities
Research Council of Canada**

**Conseil de recherches en
sciences humaines du Canada**

Canada

Purpose

To present early findings from **year one** of a **three-year study** related to the practice of **e-teachers** in the **high school, distance** education classroom.

To consider the findings in relation to Moore's **Transactional Distance Theory (TDT)**.

DE opportunities for students in rural and remote communities⁶

Atlantic Canada

DE opportunities for the children of occupational travellers¹

Europe

DE for home schooled students⁵

Alberta, Canada

Video-conferencing educational opportunities for Maori high school students²

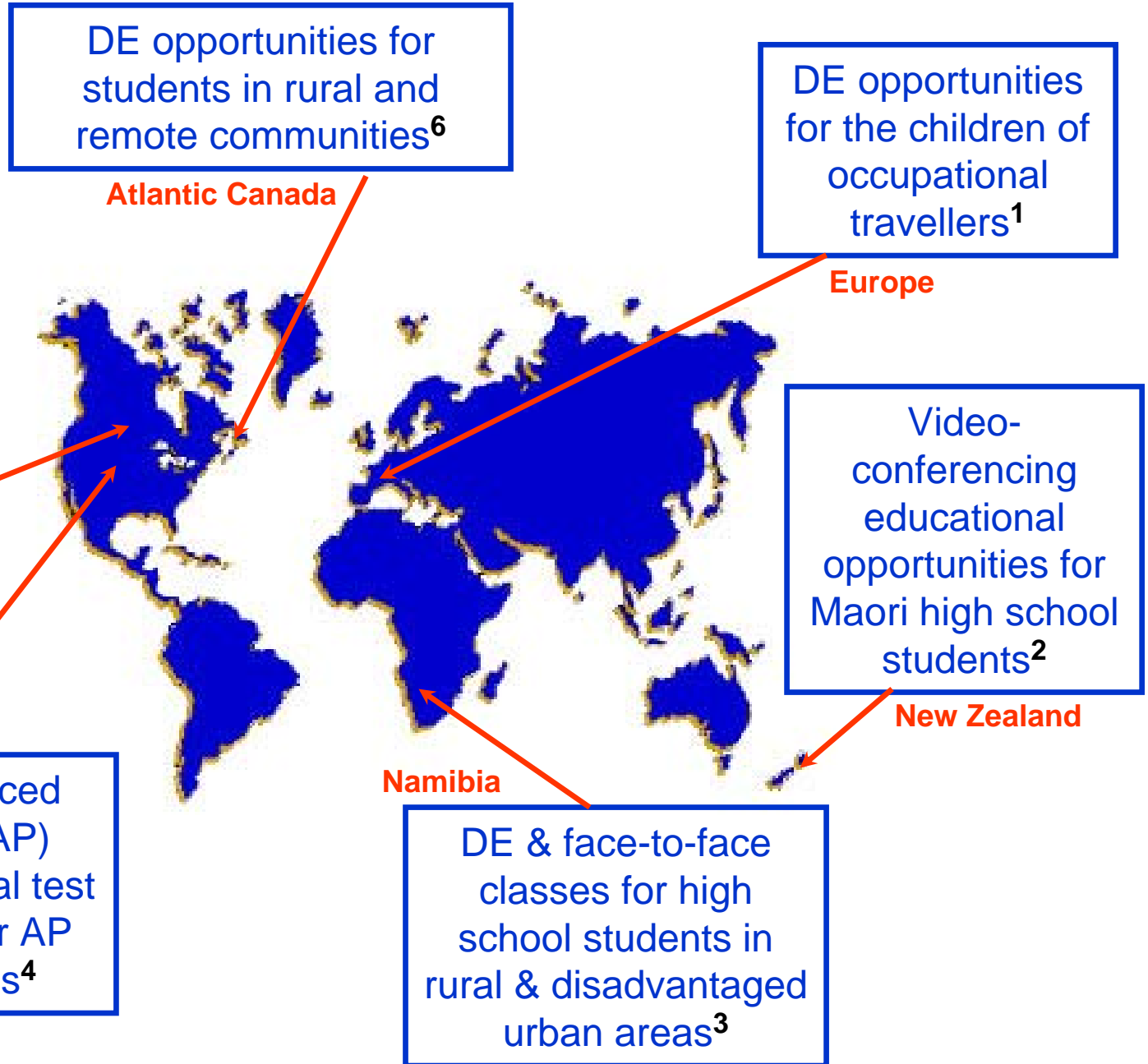
New Zealand

Virtual Advanced Placement (AP) courses & virtual test preparation for AP examinations⁴

USA

Namibia

DE & face-to-face classes for high school students in rural & disadvantaged urban areas³





**in
Newfoundland
& Labrador**

First delivered through audio-teleconference in 1988 to provide access for high school students in small schools to courses for graduation and for post-secondary admission¹⁰

overcomes

provides

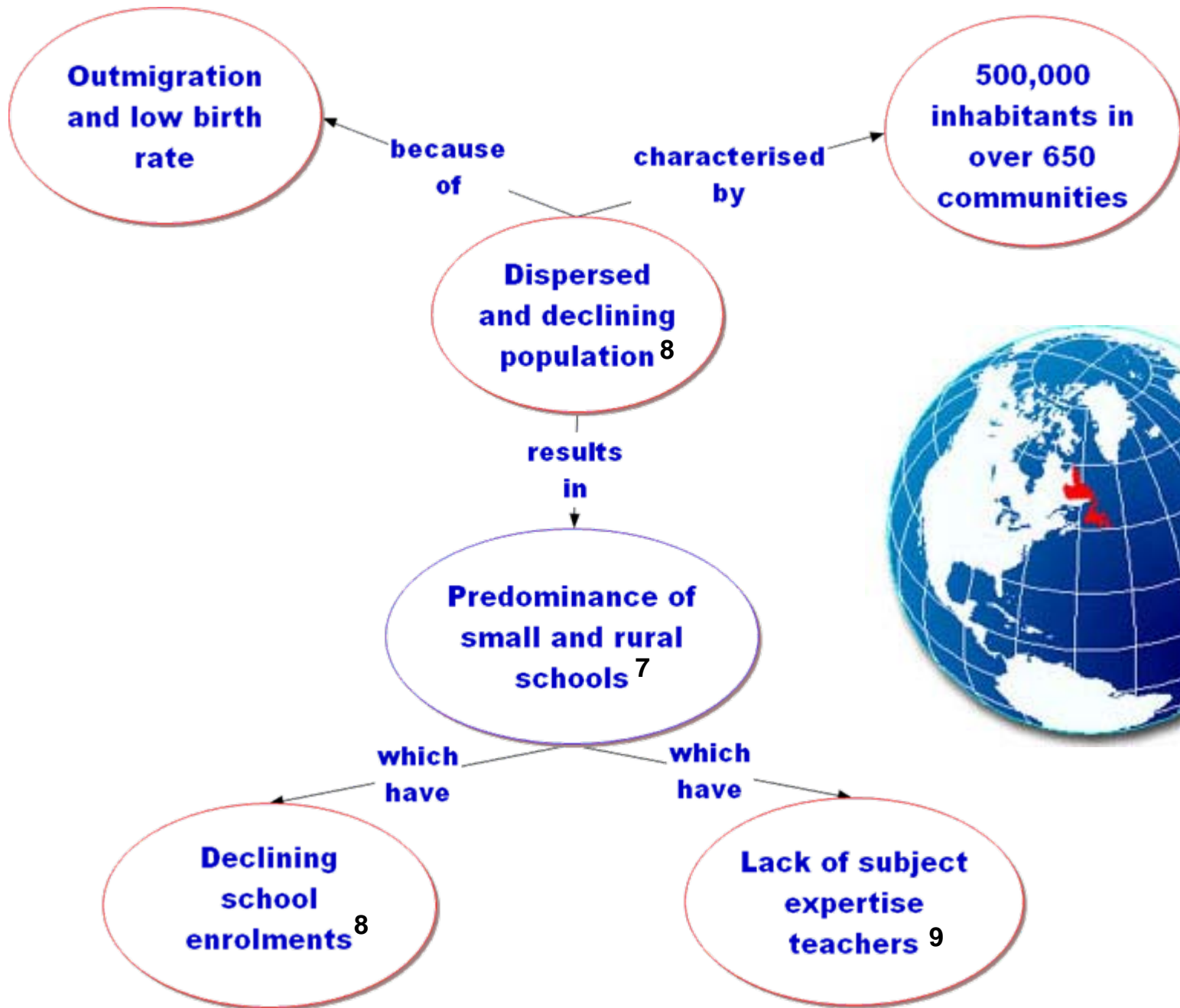
challenges related to distance

educational opportunities

faced by

for

students in rural and remote communities⁶





Gaufois, NL



South East Bight, NL



Milltown, NL



Buchans, NL

28 e-teachers

1,000+ course enrolments¹¹

32 web-based courses

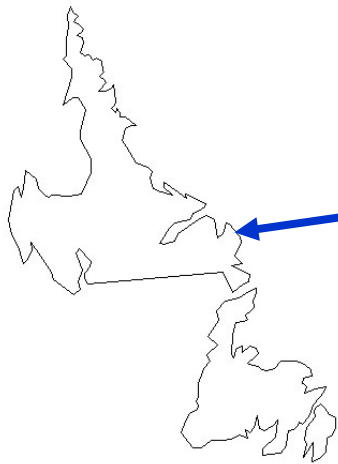
97 schools



Virtual schooling model ¹²:
Students attend physical schools in
their communities while taking
CDLI courses

Courses follow
provincial curriculum





St. Peter's School ¹³

Black Tickle, Labrador

population = 229

School
population =
35 K-12 students

3 high school students
enrolled in distance courses:

- World Geography*
- Canadian History*
- Communications Technology*

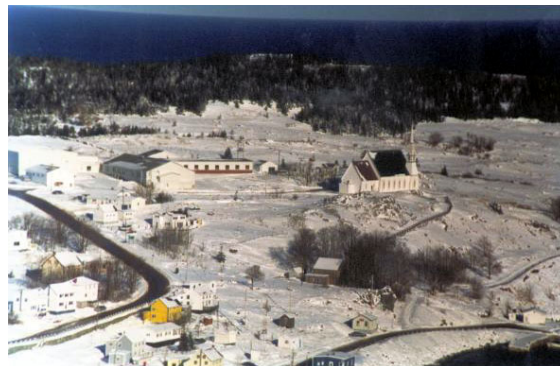




St. Mark's School ¹⁴

King's Cove, Newfoundland
population = 159

School
population =
167 K-12 students



Asynchronous Learning Tools

Login to WebCT



CDLI students should access their online courses by logging into MY.CDLI.CA at www.cdli.ca and use on the *My WebCT* link under *Course Tools*. There is no guarantee that your portal username and password will work in WebCT.

WebCT ID:

Password:

[Forgot your password?](#)

To access your Memorial University or Marine Institute WebCT course, please go to <http://webct.mun.ca:8900/>
If you are accessing your MDCme course, please log in using the above WebCT ID and Password fields.

Participant Info

hands raised

- Hot Key Configuration...
- Application Sharing
- Audio
- Breakout rooms
- Calculator
- Moderator
- Multimedia
- Polling
- Recorder
- Video
- WebTour
- Whiteboard

Whiteboard - Main Room

Public Screen 1

Synchronous Learning Tools

Direct Messaging

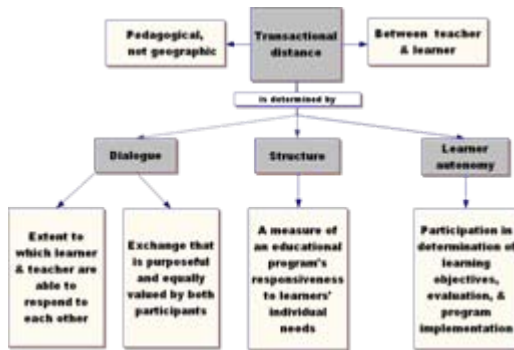
Show: All

Join: 2006-03-14 02:49:44

To: All Send

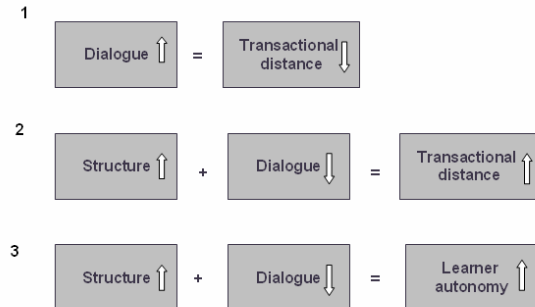
Audio

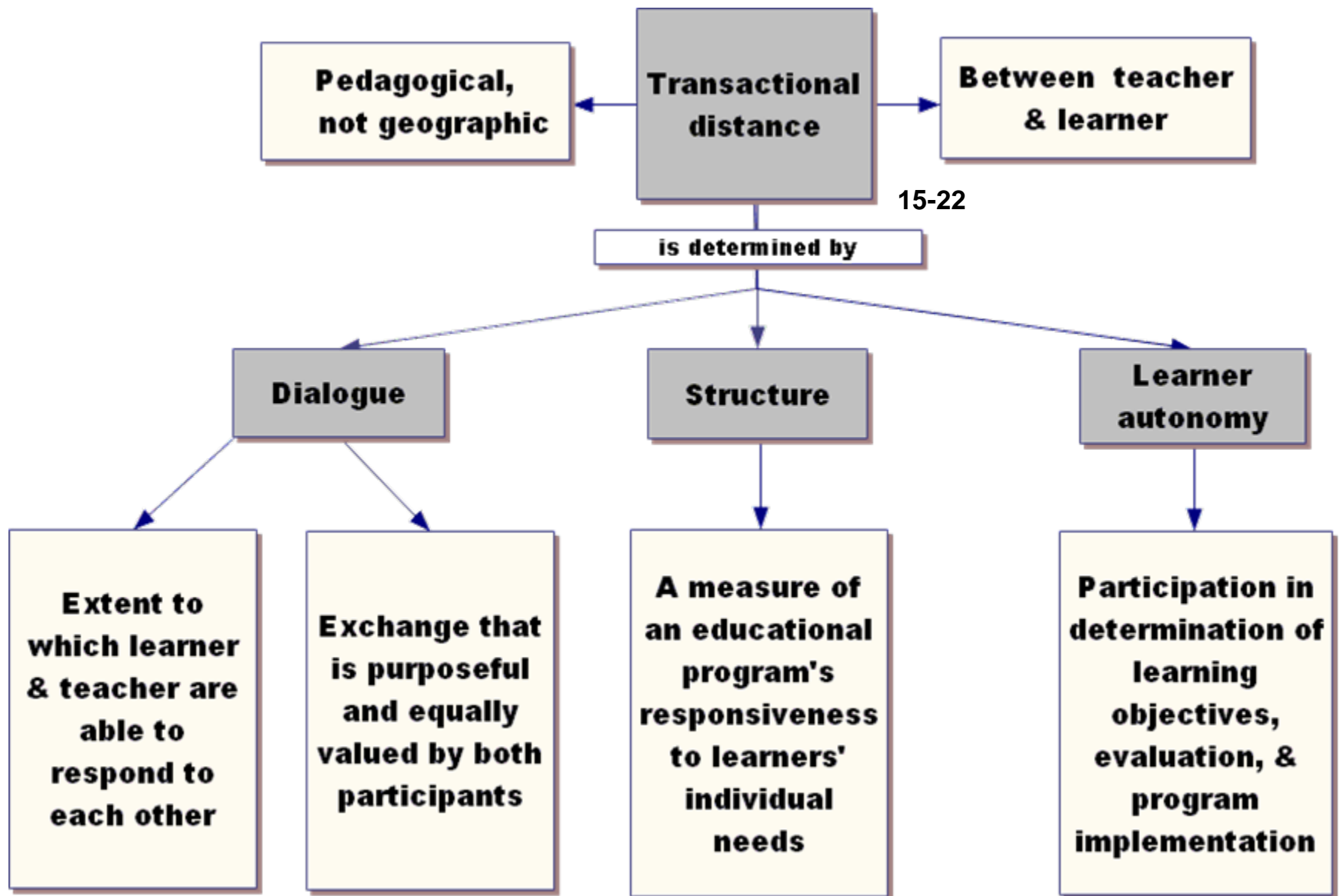
Talk Mic Speaker



Moore's Transactional Distance Theory

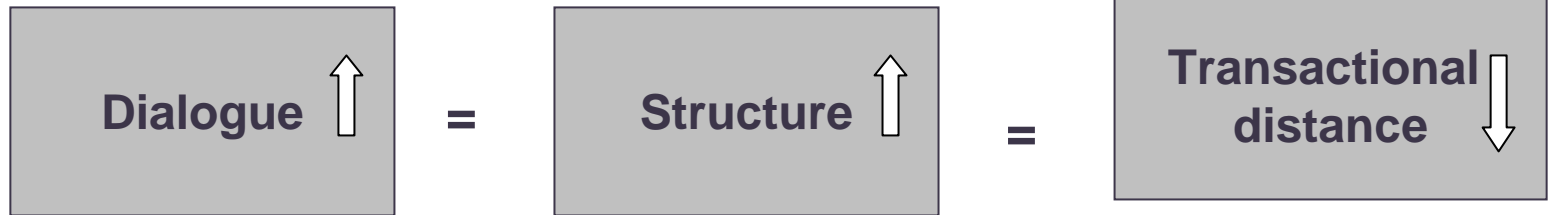
Moore's TDT tenets ²⁰





Moore's TDT tenets ²⁰

1



2



3



Methodology

Participants

- ➔ 15 e-teachers
- ➔ 1 director
- ➔ 1 former director
- ➔ 3 support personnel

Data collection

- ➔ online synchronous semi-structured interviews
- ➔ member checking & validation

Online synchronous interviews



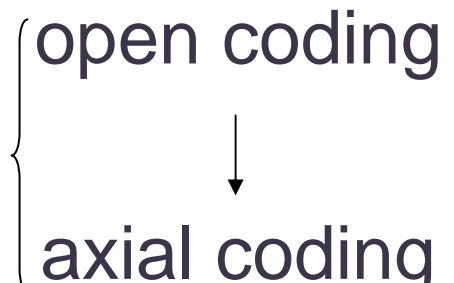
[Manage Meetings](#) | [Manage Recordings](#) | [Help](#) | [Log out](#)

(recording times shown in **Newfoundland Standard Time**, *italicized* recordings were created outside *Elluminate Live!*)

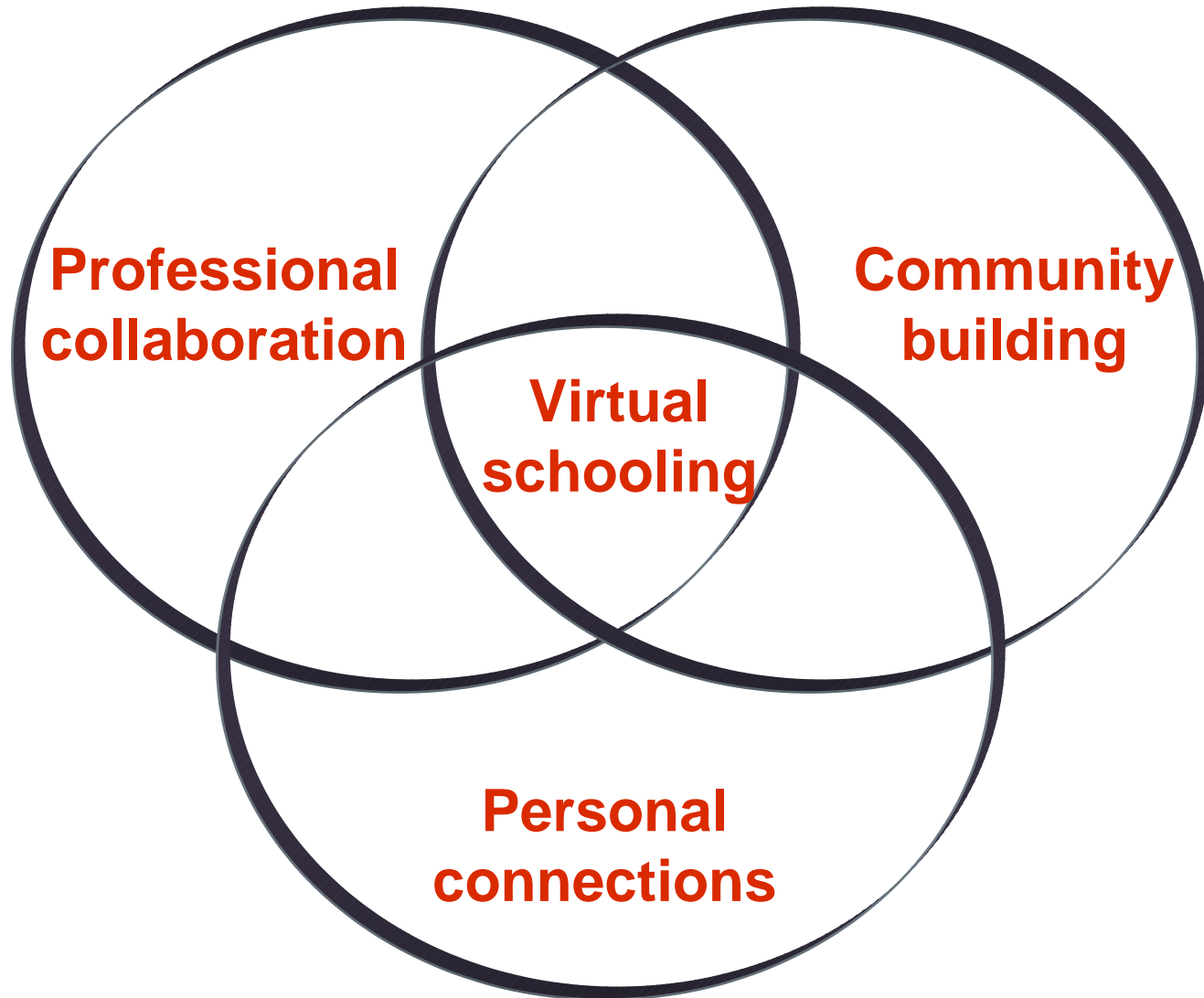
Date Recorded ▲	Recording Name	Size
Oct 12, 2005 01:05 PM	CDLI Study	4,521.0 KB
Nov 07, 2005 01:45 PM	CDLI Study	3,692.0 KB
Nov 08, 2005 03:15 PM	CDLI Study	3,162.0 KB
Nov 15, 2005 09:39 AM	CDLI Study	39.0 KB
Nov 15, 2005 12:04 PM	CDLI Study	810.0 KB
Nov 16, 2005 01:30 PM	CDLI Study	4,492.0 KB
Nov 18, 2005 01:23 PM	CDLI Study	7,862.0 KB
Nov 22, 2005 12:42 PM	CDLI Study	4,423.0 KB
Nov 22, 2005 02:53 PM	CDLI Study	3,981.0 KB
Nov 24, 2005 02:12 PM	CDLI Study	4,040.0 KB
Nov 30, 2005 12:53 PM	CDLI Study	4,294.0 KB
Dec 07, 2005 01:36 PM	CDLI Study	3,860.0 KB
Dec 08, 2005 01:51 PM	CDLI Study	4,340.0 KB
Dec 13, 2005 09:38 AM	CDLI Study	5,174.0 KB
Dec 20, 2005 08:43 AM	CDLI Study	3,441.0 KB
Dec 21, 2005 09:51 AM	CDLI Study	3,071.0 KB
Feb 21, 2006 04:02 PM	CDLI Study	2,904.0 KB

Methodology

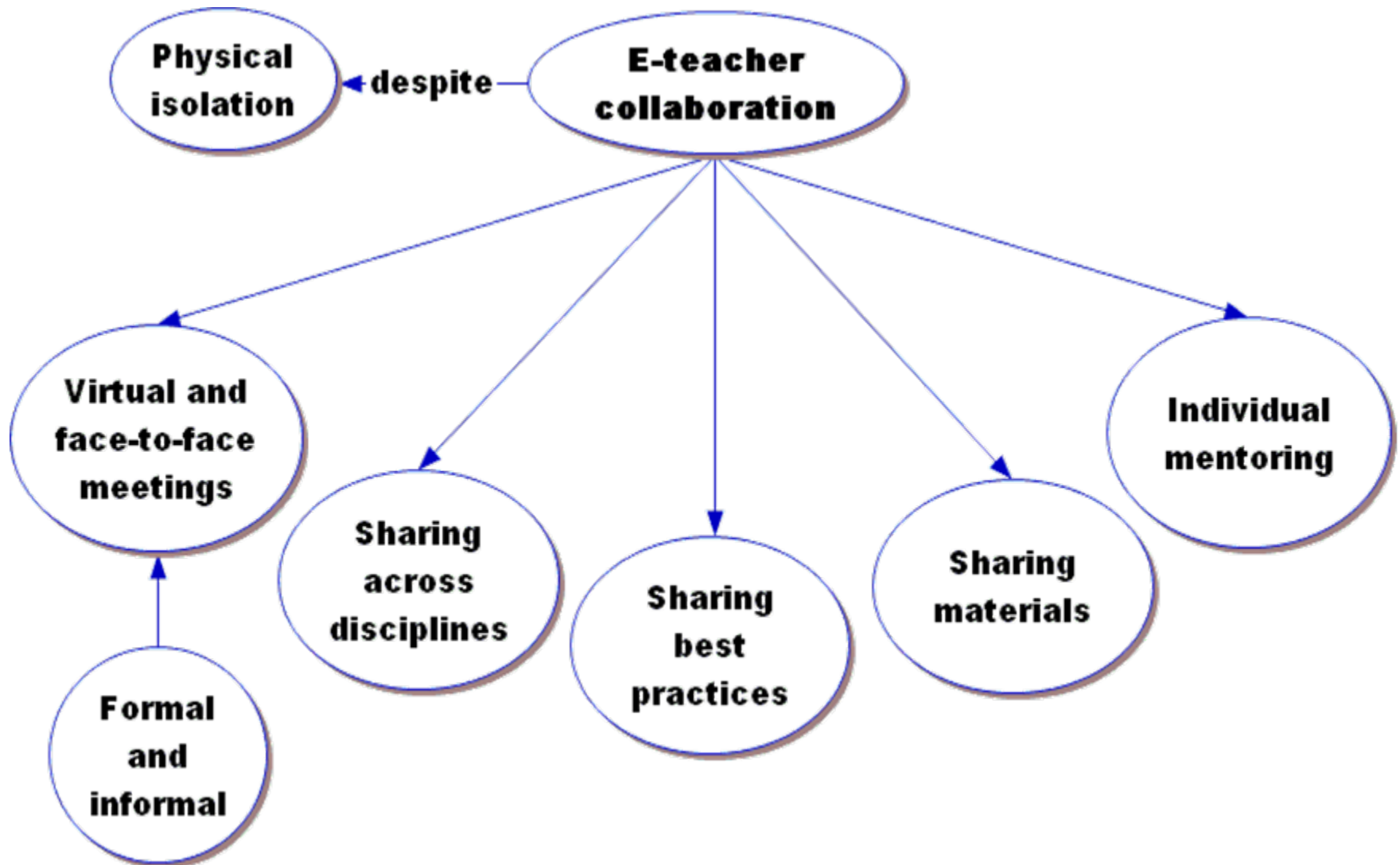
Data analysis

- grounded theory 
- use of MAXqda2TM
qualitative analysis software

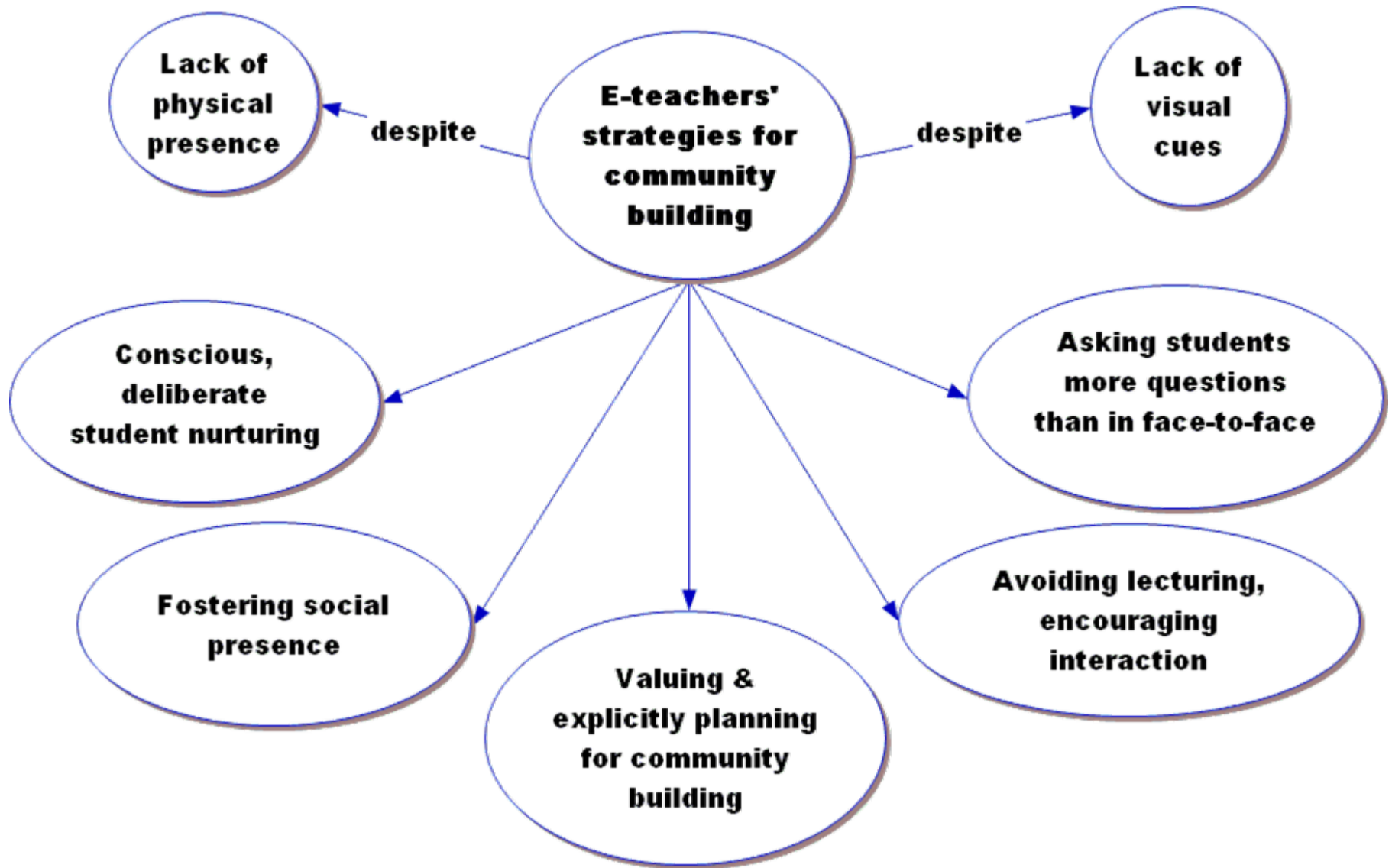
Findings



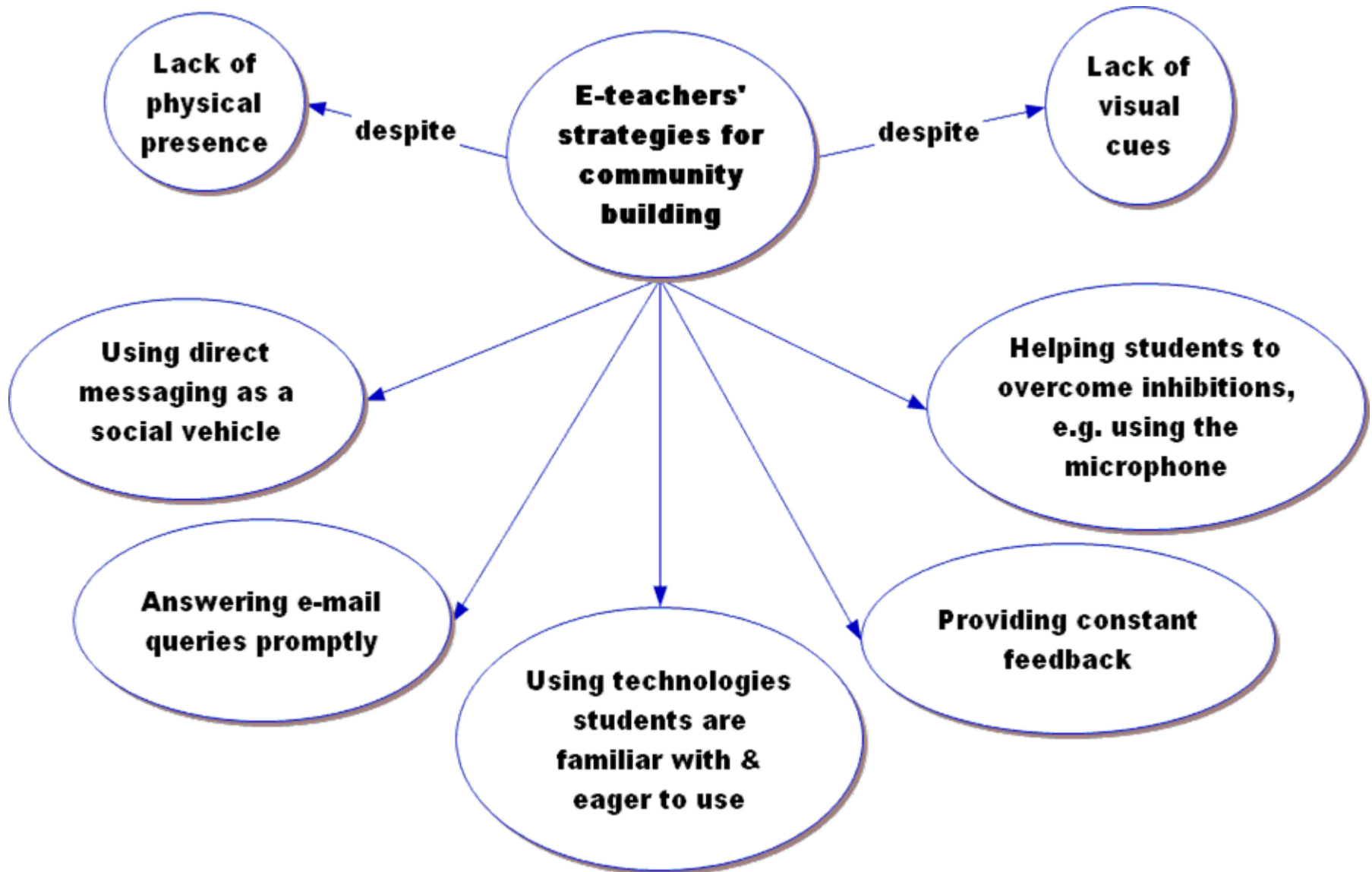
Findings: Professional collaboration



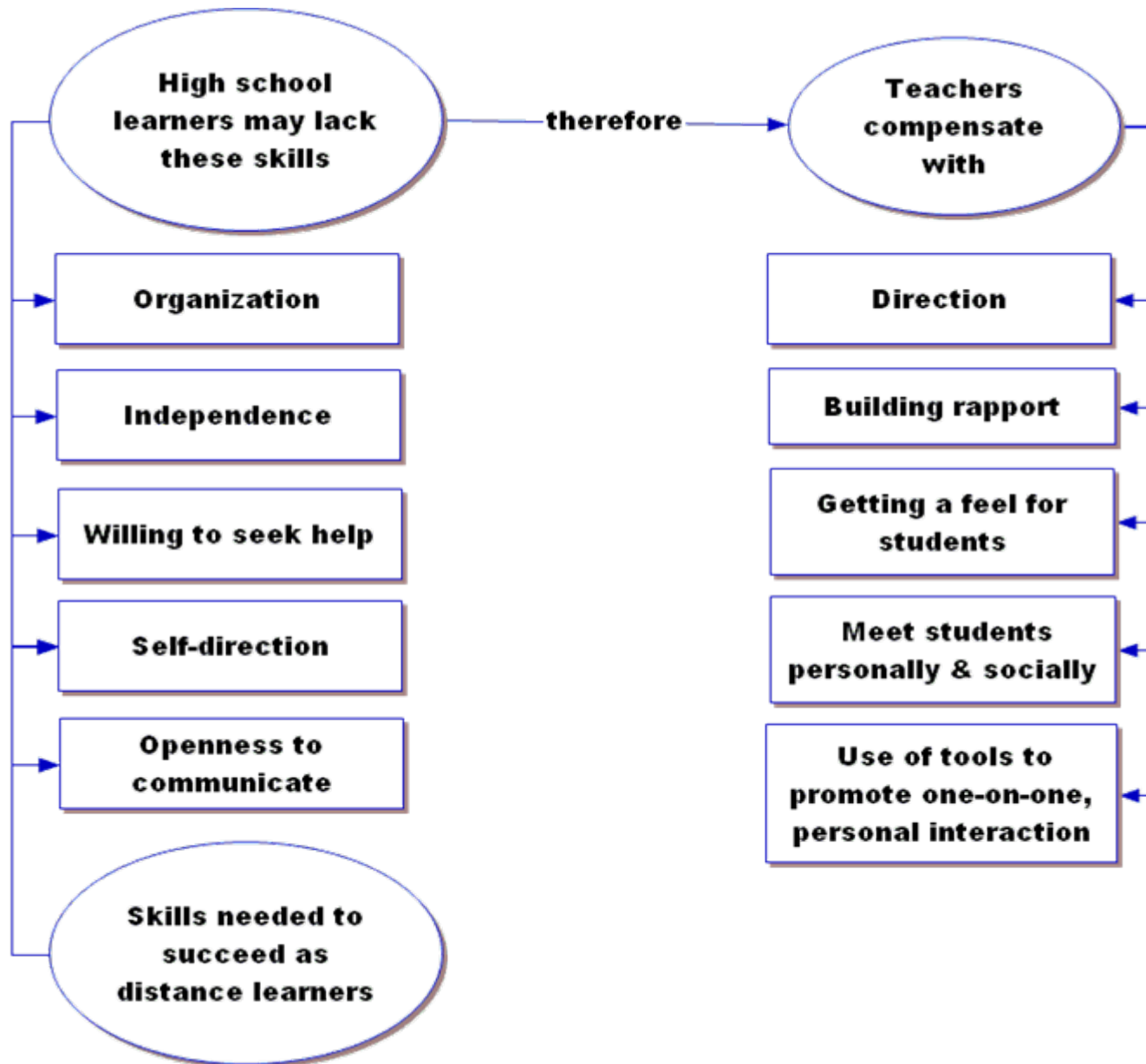
Findings: Community building



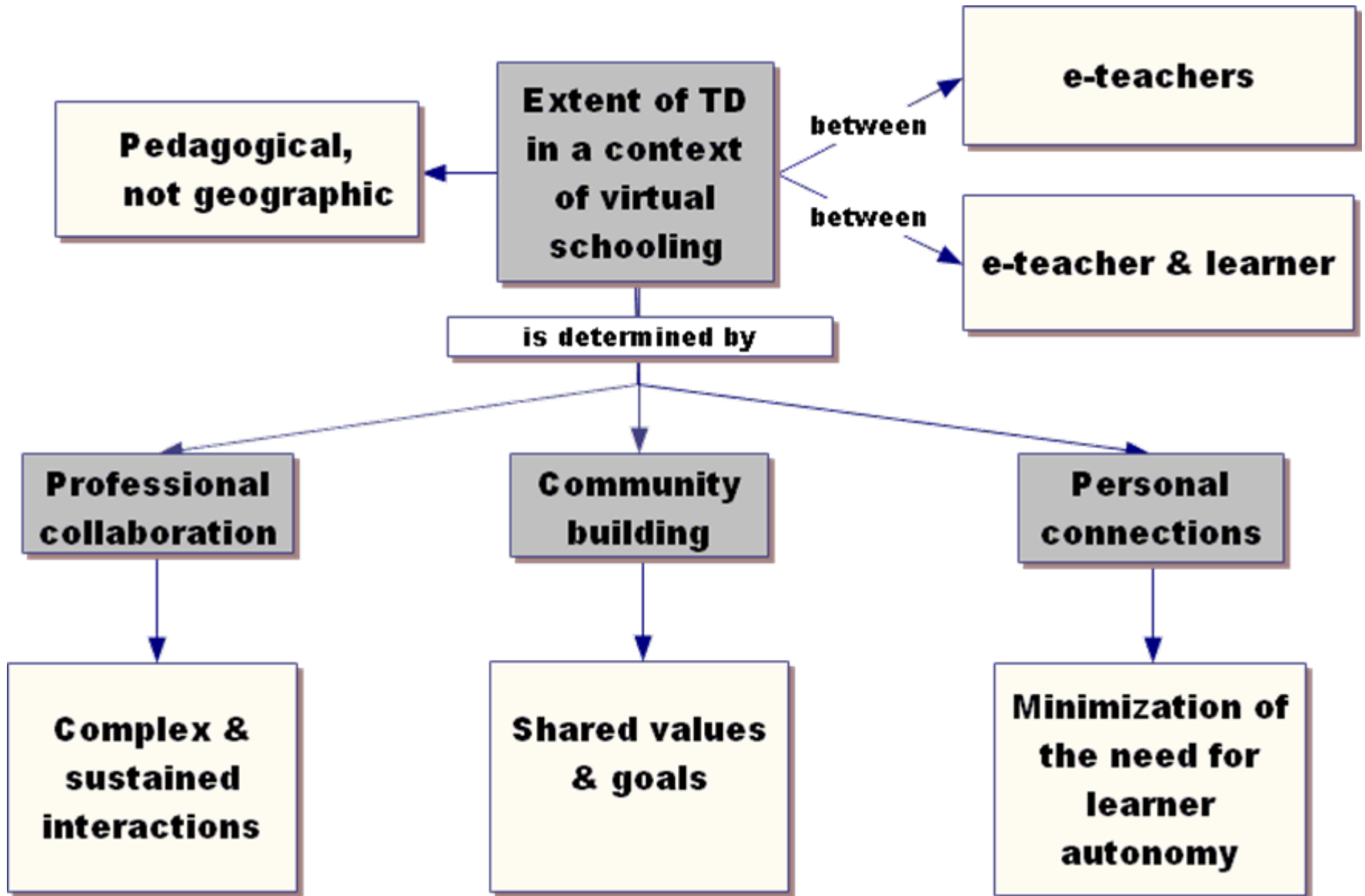
Findings: Community building



Findings: Personal connections



Discussion



TDT concepts in a context of virtual schooling

Dialogue

Collaboration

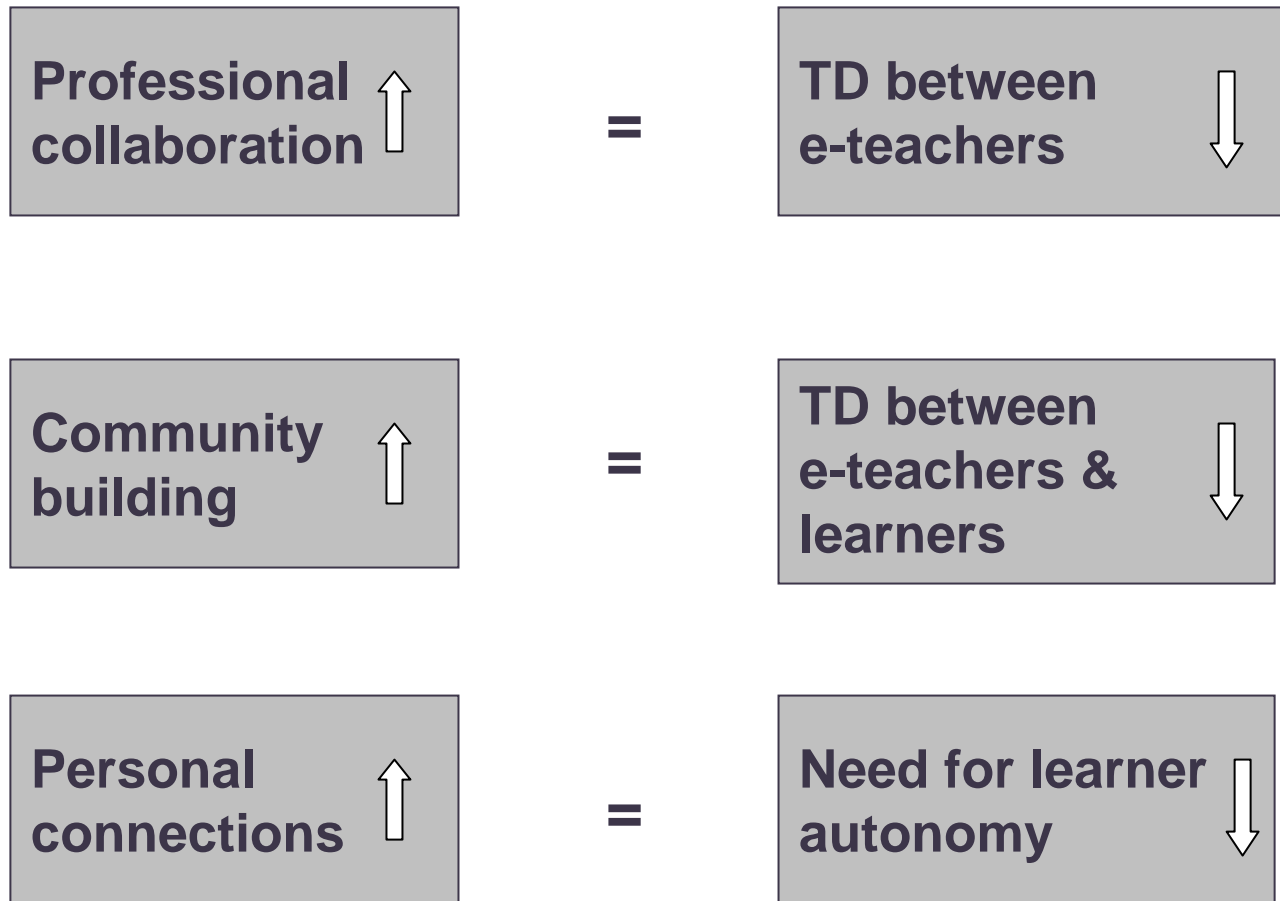
VS.

Community

Structure

Connections

TDT in a context of virtual schooling



Conclusion

TDT concepts need revision

```
graph TD; A[TDT concepts need revision] --> B[to account for changes in behaviors, relationships & preoccupations]; A --> C[in light of technologies that render distance increasingly irrelevant]; A --> D[to reflect unique requirements distance education in high-school contexts];
```

to account for
changes in
behaviors,
relationships
&
preoccupations

in light of
technologies
that render
distance
increasingly
irrelevant

to reflect
unique
requirements
distance education
in
high-school
contexts

Years 2 & 3

Investigate temporal distance as it relates to learner autonomy

Explore role of & strategies for Direct Messaging

Compare practices related to asynchronous vs. synchronous teaching & learning



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Thank You, Merci

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Notes

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Picture sources

- Slide 4. http://www.rdc.ab.ca/distance_learning/images/globemouse.jpg
- Slide 5. <http://www.theodora.com/maps/>
- Slide 6. <http://www.gov.nf.ca/>
- Slide 7. http://www.ed.gov.nl.ca/edu/pub/stats04_05/stats04_05.htm
- Slide 9. <http://www.gov.nf.ca/nfld&lab/location.htm>
- Slide 10 & 11. <http://www.cdli.ca/>
- Slide 12. <http://www.sps.k12.nf.ca/>
- Slide 13. <http://www.waet.uga.edu/canada/canada.htm>