State of the Nation Study: K-12 Online Learning in Canada

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<th>Province/Territory</th>
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National Overview

- Single provincial programme
- Combination of provincial and district-based programmes
- Primarily district-based programmes
- Use programmes from other provinces
National Trends

• Regulations varied significantly

• Method of delivery is still print-based in many instances
  – Greater reliance upon synchronous tools than elsewhere

• Between 150,000 and 175,000 K-12 students took one or more DE courses
Newfoundland and Labrador

• Online learning began in mid-1990s with district-based programmes

• Single province-wide programme began around 2001

• No specific policies for online learning, but provincial programme is housed within MOE

• Between 1,500 – 1,800 students annually
Nova Scotia

• Online learning began in 2003

• Couple district-based programmes & a provincial wide pilot programme

• 11 provisions included in the agreement between the Government & teachers union

• Between 2,500-2,800 students annually
Prince Edward Island

• Small video conferencing programme & uses online learning programme in New Brunswick

• MOE has issued two directives since 2001 containing guidelines for the use of distance education in K-12 environment

• Approximately 40 students annually
New Brunswick

• Online learning began in 1998

• Single province-wide programme
  – used frequently by face-to-face teachers too

• No specific policies for online learning, but provincial programme is housed within MOE

• Between 1,500-2,000 students annually in English programme & 350-700 students in French programme
Quebec

• MOE devolved distance education

• Société de formation à distance des commissions scolaires du Québec (SOFAD)
  – Approximately 45,000 enrolments

• Learn Quebec
  – Approximately 300 enrolments

• Écoles éloignées en réseau or Remote Networked Schools
  – Connects schools, but no distance education
Ontario

• Online learning began in 1994

• Primarily district-based programmes using the provincial CMS and course content
  — Cooperation between boards through OeLC (OCeLC too)
  — Approximately 10,000 students

• *Consortium d'apprentissage virtuel de langue française de l'Ontario*
  — Approximately 1,300 students

• Three private schools
Manitoba

• Province offers three forms
  – MOE manages correspondence and audio teleconference systems
    • 3400 enrolments for correspondence, approximately 530 for teleconference
  – districts manage their own web-based programme using MOE content
    • approximately 4000 students

• All districts appear to participate in web-based option to some extent
Saskatchewan

- Province devolved responsibility to districts
- Most districts have their own capacity
- Sixteen districts provided space to external students through the Saskatchewan Distance Learning Course Repository
- Approximately 3,500 students
Alberta

• Online learning began in 1994-95

• Numerous district-based, several private, and a province-wide programme

• MOE has no specific online learning policies (simply advises school-based programs to consider how they will treat online learning)

• Release *Inspiring Action on Education* in June

• Between 35,000 and 40,000 students
British Columbia

- First online learning programmes (1993)
- Fifty-three public & 12 private programmes
- Most extensive distributed learning regulations
  - Funding follows student
- Over 71,000 students enrolled
Yukon

• Several MOE programmes and also utilizes programmes from British Columbia & Alberta

• Primarily regulated by Ministry or through inter-provincial agreements

• Thirteen students enrolled in video conferencing programme

• Approximately 100 students enrolled in British Columbia & Alberta programmes
Northwest Territories

- Utilizes programmes from Alberta, beginning to create internal capacity
- MOE active in this provincial-territorial agreement
- Less than 200 students enrolled
Nunavut

• Utilizes programmes from Alberta

• Trying to build internal capacity

• No additional information provided in public venues
National/Comparative Take-aways

• Seen as a substitute when face-to-face learning is not feasible or economic

• Unions are cautious supporters

• Has not become a political issue
Your Questions and Comments
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