

Design Principles for Online Learning: *British Columbia Study*

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A special report of the Canadian eLearning Network

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Design Principles for Online Learning: British Columbia Study

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Foreword

In February 2021 the Canadian eLearning Network (CANeLearn) began engaging educators across Canada in facilitated conversations about teaching in online learning environments. The purpose of the CANeLearn study was to gain an understanding of the lived experiences of online educators and those who came to online education during the COVID-19 Pandemic.

The study invited classroom teachers required to teach remotely due to the pandemic and online teachers from established online learning programs and schools to conversations about how they designed and structured and facilitated successful practices in their online learning environments. Through an analysis of responses, a set of design principles was developed and refined, honed from teachers' actual practices. The principles will be used to inform future online learning practices through professional learning opportunities based on the principles.

The study began in British Columbia (BC) so that results could inform the work of the BC Ministry of Education's Quality Panel in its development of a quality assurance process for online learning in the province. While the primary audience of the initial study in BC was to inform teacher's and education leader's practices, administrative policy can also be informed by principles of effective teaching and learning practice as well. Accordingly, the initial launch of the study in BC was the elucidation and clarification of design and organization principles to help inform the *Framework for Quality Online Learning in BC*¹.

Dr. Susan Crichton and Ellen Kinsel were commissioned to design the study and complete the initial BC-based process. Independently, the study authors developed a survey to determine demographic information to inform a selection process for teachers to engage in the design conversations. A larger than expected sign up for the study shifted the original planning to include a second survey of all those who signed up, given the scope of the study and conversations were intended for smaller groups, to ensure that the voices of all interested educators were included.

This report shares findings from the British Columbia stage as the study expands to include other educators across Canada. As such, the Design Principles will be refined and updated based on the expanded input. Design Principles are iterative and the study will continue to be updated and validated. The Design Principles will serve as a guide for educator practice as well as the development of professional learning experiences offered through the Canadian eLearning Network. We encourage others to build on this work and share it with the education community.

Randy LaBonte
CEO, Canadian eLearning Network

¹ At the time of publication, this document remains *in press* and is not published.

Design Principles

Design Principles “represent the accumulated wisdom of researchers and practitioners” (<https://www.interaction-design.org/literature/topics/design-principles>). Michael Pollan’s *Simple Rules for Eating* can be seen as design principles for healthy living – ““Eat food. Not too much. Mostly plants.” Design Principles in education are used to help improve practice and help educators design better ways of doing things. They are flexible and open to interpretation by educated professionals. They are not rigid rules or fixed templates. Design Principles require knowledge, insight, and discretion, and they thrive in a supportive and collaborative environment where they can be discussed, challenged, explored and illustrated with exemplars of good practice.

Canadian educators are well trained professionals, and they have much to share. This study adopted a participatory design approach. It trusted the process of design thinking, and it trusted the wisdom of the educators who agreed to participate in the surveys and the design conversations. At this time in the maturity of online education and at this stage in the educational response to COVID-19, the educators in the field are living the experience of the pivot to “remote learning.” Design Conversations are a respectful way to engage with these educators, to hear their stories, and to use their words to inform the Design Principles for Online Learning in British Columbia and Canada.

Purpose of Design Principles

Once developed, Design Principles need to be renewed and revised. They are a living entity that can inform practice, frameworks, guidelines, quality assurance documents, and other things. They are solid and valuable as they provide a foundation of shared understanding for whatever comes next. In the case of the Design Principles developed during this study, they captured the understanding of what good online learning is, has been, and might become. As Dr. David Porter said, “They are what comes after what comes next” in terms of informing the complete ecosystem that impacts the potential and promise of online learning.

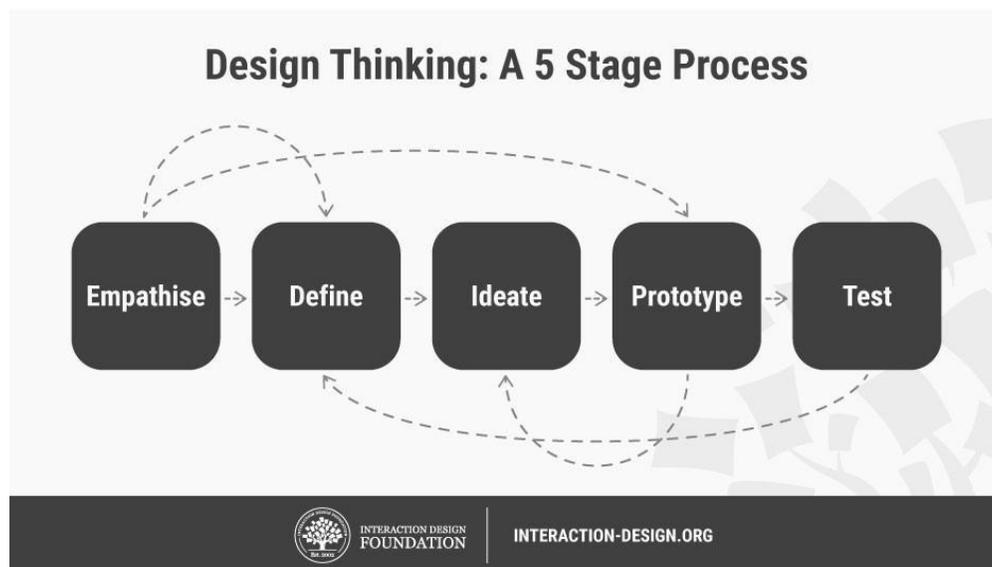


Figure 1. Illustration of iterative nature of Design Thinking Process (<https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>)

The approach for this study followed the Design Thinking process. It was iterative and recursive, by design. The following tables illustrates the process and the proposed outcomes.

Table 1
CANeLearn Study Initial Process

Design Thinking Process – Initial Process				
Empathize	Define	Ideate	Prototype	Test
Design Conversations – Participatory Approach				
<ul style="list-style-type: none"> • Conversations with educators using the Design Challenge as a provocation for conversation 	<ul style="list-style-type: none"> • Discussion responses • Grouping ideas & asking Good Questions • Elaborating • Offering examples 	<ul style="list-style-type: none"> • Building on responses • Ideating suggestions • Drafting core principles • Circulate draft principles to participants 	<ul style="list-style-type: none"> • Following the Design Conversations, thematically analyze responses • Draft an initial set of principles • Use draft principles as another lens to review responses • Revise draft design principles 	<ul style="list-style-type: none"> • Use Draft Design Principles in actual practice – among study participants • Share Design Principles in Symposiums • Share Design Principles amongst online networks & organizations

Table 2
CANeLearn Study Revised Process (due to high response rate)

Design Thinking Process – Revised Process				
Empathize	Define	Ideate	Prototype	Test
Design Conversations – Participatory Approach				
<ul style="list-style-type: none"> • Survey 1 to determine demographic information of the group 	<ul style="list-style-type: none"> • Analysis of survey responses to inform Conversation Groups 	<ul style="list-style-type: none"> • Revise Design Conversation questions / prompts for Survey 2 • Review Design Principles following Design Conversations 	<ul style="list-style-type: none"> • Based on Survey 2 responses, draft initial Design Principles • Revise Design Principles based on Survey 2 respondents’ feedback • Revise reporting of the Design Principles based on final survey with Survey 2 respondents 	<ul style="list-style-type: none"> • Invite representative sample of Survey 2 respondents to a Design Conversation of the initial Design Principles • Circulate revised Design Principles for Survey 2 respondents for their feedback

Participant Responses

Educators across British Columbia were invited to participate in the study.

- The Distributed Learning (DL) Network of online educators; database of CANeLearn subscribers; past participants of symposiums; leaders in independent and DL programs were invited to participate in the conversations or to recommend others. Following the initial contacts, effort was made to ensure a representative sample of educators, specifically requesting participation by Indigenous contacts and schools.
- Invitations included a link to the Study Site (<https://sites.google.com/view/design-conversations/home>) that briefly described the Study and encouraged participation. An FAQ document was made available that provided additional information (<https://sites.google.com/view/design-conversations/faq>). Initially, it was determined the conversations would take place in two stages:
 - Stage One – conversations with online educators
 - Stage Two – conversations with non-online educators, recommended by the Stage One participants, who have done interesting work in response to the COVID restrictions imposed by their school jurisdictions

The Research Team developed criteria to describe school types and grade levels to ensure a representative sample. Types of schools and grade level groupings were used to establish a matrix.

Type of Schools:

- DL Schools PUBLIC
- DL Schools INDEPENDENT
- Classroom PUBLIC
- Classroom INDEPENDENT
- INDIGENOUS

- Grade K-5
- URBAN Grade 6-9
- URBAN Grade 10-12
- URBAN Grade K-5
- RURAL/SMALL Grade 6-9
- RURAL/SMALL Grade 10-12
- RURAL/SMALL Grade K-5

Grade Level Groupings:

The study was conducted in four phases, three of which were surveys and one the design conversation. See Table 3 for details about the number of participants involved at each phase.

Table 3
CANeLearn Phases, Activities and Participant Numbers

Study Phases and Their Activities	Participants
Survey 1 – Demographic information	150
Survey 2 – Design Conversation questions adapted for survey participation due to high response rate	81
Design Conversations via ZOOM – participant volunteers from Survey 2 respondents / reflecting Matrix groupings	22
Survey 3 – Follow up commenting on and ranking the Design Principles offered to Survey 2 respondents	29

Design Principles for BC Online Educators

Eight Design Principles were identified in the BC portion of the study. The principles were distilled from an analysis of the survey responses, and then validated through a series of Design Conversations with survey respondents combined with responses from a final survey.

A detailed analysis of each Design Principle follows in Table 4 - Design Principles Informed by Design Conversations and Questionnaires.

- Principle 1 - Access is needed to Models of Good Learning and Teaching with Exemplars and a Hub of Curated Resources and Materials to Support those Models
- Principle 2 - As COVID showed us, contexts change. Education works when it is flexible, responsive and open to change. Educators need timely supports, including PD, wellness, community, technology, resources and materials to be flexible, responsive and open to change. Supports must reflect educators' career cycles, contexts, etc.
- Principle 3 - Educators and families need to develop a deep understanding the Importance of Engagement and how to foster and encourage it in Learning and Teaching
- Principle 4 - Educators and families need to develop a deep understanding of ways to enhance Relationships that are academic and intellectual, including creative and social activities.
- Principle 5 - Recognition that technologies are the enablers of online learning and teaching. Tech Support is essential for all within the system. Technologies including hardware, software, access, attention to future trends and directions. Technologies inform Models of Good Learning and Teaching not dictate them.
- Principle 6 - Intentional / professional preparation is needed for educators and administrators for the specific realities of online learning – post secondary degrees, certificates, micro-credentials, etc. Mentorship is important and needs to be recognized and intentional.
- Principle 7 - Research is needed that is timely, strategic, focused, etc. and used to Inform policy and practice. This will help to honor the field as a field of study and add respectability.
- Principle 8 - System level focus on Wellness / Ergonomics / Well Being for students, teachers, families, extended families - everyone

When asked to rank the individual principles, respondents reported they were challenged to do so. The numbering and order of the principles do not imply a rank order of importance. Respondents suggested they found the principles to be well connected, noting the cohesion amongst the set as a whole, with few being more important than others – especially the first four principles.

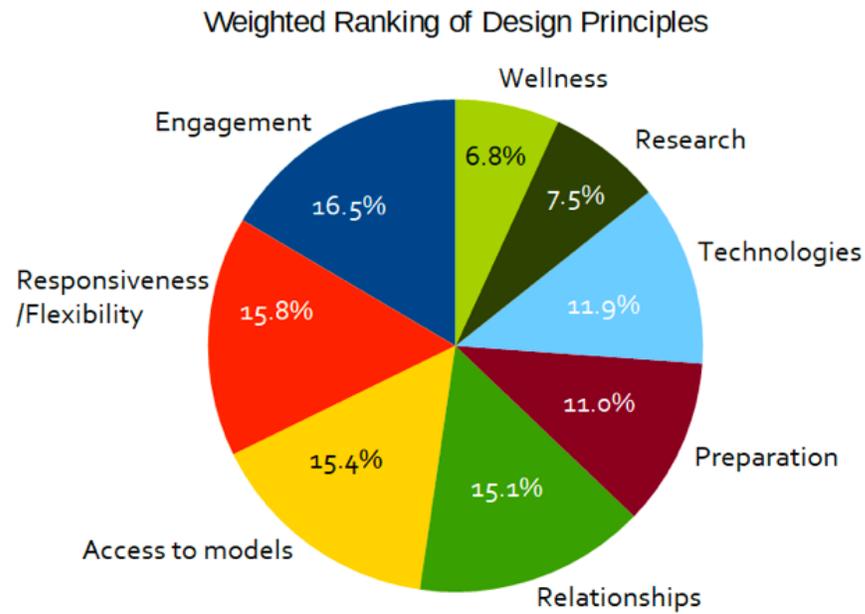


Figure 2. Weighting of Design Principles

Review of Literature in Support of Design Principles

The BC study reported in this document used the iterative Design Thinking / Participatory Approach to engage K-12 educators in a series of survey and Design Conversations. Throughout the study responses was a call for relevant K-12 research / literature to support good online practices. The literature summarized here was used to inform the study design and is shared in relation to the individual [Design Principles](#).

Principles 1 and 2 support the need for timely, appropriate professional learning, exemplars and relevant supports. Steffy, Wolfe, Pasch and Enz (2002) suggested the attrition rate among “teachers is escalating due to retirements and new-teachers dropouts ... and supply cannot meet demands” (p. vii). This was well before the current impacts of the COVID 19 global pandemic and other pressures on course teachers who are among the essential members of the workforce. After being required to pivot to new ways of teaching in March 2020, many teachers expressed burnout and frustration with system level supports and responses (Alhmidid, 2020).

Steffy et al (2002) identified the need for personalized professional learning and support across teachers’ career cycle. They suggest an educator’s career is on a continuum of practice and the support that practice needs. Probably the most significant aspect of their work is the recognition that professional learning and support must reflect the stage of a teachers’ career – one size fits all professional learning is not only inappropriate but often is a waste of effort as it misses the mark in terms of needs and interest.

The assumptions that underpinned Steffy et al’s work include:

- Teacher development is directional and impelled by the need to improve.
- The level of development in the life cycle of teaching is a function of personal characteristic, school contexts, support systems, and solid preparation.
- A community of inquiry about teaching encourages learning among teachers and students.
- Teaching excellence is influenced by one’s ability to learn, do scholarly work, and commit to growth.
- Situation or context is a powerful force for growth and / or withdrawal.
- Excellence in teaching depends upon the centrality of caring – for students, self, ideas, and the profession (p. 3).

They identified six stages: novice, apprentice, professional, expert, distinguished, and emeritus. The BC Study reported in this document asked teachers to identify themselves within one of the stages.

Table 4.
Career Cycle Descriptors Linked to BC Study

Career Stage	Description (from Stefy et al, 2002)	BC Study Demographics
Novice	Begin when preservice students first encounter practicum experiences as part of their teacher education program.	0
Apprentice	Begins for most teacher when they receive responsibility for planning and delivering instruction on their own. Typically, up to the 3 rd year of teaching.	9
Professional	Emerges as teachers grow in their self-confidence as educators and begin to view themselves as student advocates and begin to help their colleagues.	55
Expert	Begins for teachers as they anticipate student responses, modifying and adjusting instruction to promote growth. They begin to reflect on practice, facilitating growth and change.	45
Distinguished	Reserved for teachers who are truly gifted in their field. They exceed expectations and are recognized as making their schools better places in which to teach and learn.	36
Emeritus	Marks a lifetime of achievement in education. Often this is marked with a career change – teacher education or administration or district level work or retirement.	5

Principles 3 and 4 align well with the Canadian Education Association (CEA, 2009, p.2) study entitled, “*What Did you Do at School Today.*” This multi-year research study “was designed to capture, assess and inspire new ideas about enhancing the learning experiences of adolescents in classrooms and schools.” The study identified three types of engagement and the importance of relationships to foster each type.

The table below illustrates the characteristics and outcomes of each type.

Table 5.
CEA Types of Engagement

	Social Engagement	Academic Engagement	Intellectual Engagement
Definition	Meaningful participation in the life of the school	Active participation in the requirements for school success	Serious emotional and cognitive investment in learning
Factors Influencing Engagement	<ul style="list-style-type: none"> • School teams, clubs, student government, and school-wide campaigns such as environment week • Positive relationships with peers and adults • High expectations for success. 	<ul style="list-style-type: none"> • Defined curriculum outcomes • Assignments, tests, and marks • Individual student effort • High expectations for success • Positive classroom disciplinary climate • Intellectually challenging lessons • Teacher and parental encouragement • Direct and indirect consequences. 	<ul style="list-style-type: none"> • Instructional challenge, characterized by: <ul style="list-style-type: none"> • Curriculum as discipline • Exploration, understanding of concepts • Development of ideas through the disciplines and through work on authentic problems • Individual and collective knowledge building • Effective learning time • Positive classroom disciplinary climate • High expectations for success • Positive relationships with teachers
Developmental Outcomes	Friendships, social networks, sense of belonging, self-confidence, and often enjoyment of school.	Academic success, credit accumulation, and high school graduation. Post-secondary destinations. Orientation to good work and personal responsibility.	Confidence as knowledge-builders, problem-solvers, conceptual thinkers, self-motivated learners. Orientation to original work and often collaboration.

Critical to each type of engagement was the involvement of student, family, support system and teachers / school administrators.

Principle 5 speaks to the need to view technologies as enablers of teaching and learning. Technologies must be responsive tools that help us complete the tasks we need to do. Januszewski and Molenda (2008) reflect the work of the Association for Education Communications and Technology (AECT) when they describe technologies as enablers of human capabilities. Often when a specific technology is selected for non-pedagogical conditions (i.e., cost, server location, technical support, etc.), teachers are trained in the technology and then required to adapt their practices to the tool's affordances. AECT reminds us that teaching practices and student learning needs should inform the select of the most appropriate technologies (Schumacher, 1973). Schumacher's philosophy is one of *enoughness*, suggesting appropriate technologies are the simplest tools that can achieve the intended purposes. During COVID-19 teachers experienced the degree to which the digital divide exists. They reported often students did not have adequate bandwidth or access to computers or tablets to download, engage or even participate in online learning (Gautreaux & Hales, 2020).

Principle 6 is tied directly to Principles 1 and 2. The field of online learning is a discipline to be studied and prepared for in intentional and purposeful ways. Crichton and Childs (2004) reported on a study of online educators in Alberta, asking what is the knowledge based for online educators and how might we prepare them for practice? Their findings suggest the “skills required for online educators can be broadly categorized as follows: (1) technology and support, (2) online pedagogy, and (3) opportunity to practice” (p. 27). The study details each category and recommends these skills be developed in teacher education as well formalized professional development, micro-credentials, and graduate certificates and degrees. The recent BC study, completed almost 20 years after the Alberta study learned 61% of respondents had received no formal training for teaching online, and approximately 19% were in progress or has completed a graduate degree specific to educational technology or teaching online. Fewer than 5% reported either having completed or in progress for a diploma specific to educational technology or teaching online.

Principle 7 calls for specific research into good / promising practices for K-12 educators. Too often educators are required to extrapolate research conducted in the post-secondary sector to K-12 learning. In 2009, iNACOL (International Associate for K-12 Online Learning) reported “Few rigorous research studies of the effectiveness of online learning or K-12 students have been published” (p. 4). A scan of the reference list from a 2020 John Hopkins study into key K-12 practices for online teaching cited 52 articles with only 8 published within the last 5 years. Further, it was hard to determine how many of the references were specifically K-12 contexts. A recent article Ken McKay (2020) at the University of Waterloo identified at least “50+ differences between the average, normal Canadian high school experience and what you will experience at university;” further supporting the need for specific research to inform K-12 teaching and learning. Bates (2021) calls for additional study in good practices, asking the question, “Online learning and (k-12) schools: do we need a different curriculum for online learning?”

Principle 8 reflects the stress and anxiety which surfaced during COVID-19. Teachers were placed in complex situations, both personally and professionally. They are the front line support for many students, and as teaching moved online and into homes, educators were required to

provide emotional support, tech support, and education not only to the students but the families as well. Issues of access to emotional supports, counselling, meals and the myriad of other forms of assistance that school provided were surfaced during the COVID-19 pandemic. The Secretary General of the United Nations, António Guterres reminds us “When education is interrupted, it affects everyone”, he said, and “all of us pay the price”, stressing that education is the foundation for expanding opportunities, transforming economies, fighting intolerance, protecting our planet and achieving the Sustainable Development Goals (SDGs)” (UN News, 2021).

When we consider wellness and well-being online we must consider issues of digital citizenship, digital literacy and fluency, and social emotional concerns. Baum and McPherson remind us “students with weak academic backgrounds and other risk factors struggle most in fully online courses, creating larger socioeconomic gaps in outcomes than those in traditional classroom environments”.

Of additional concern are the issues of screen time and ergonomic workstations. The Human Environmental Research Organization (HERO, inc.) reports, “The only truly effective way to maintain a seated posture for extended durations is to continuously cycle through a range of natural, centered and healthful positions.” A question that arises is the degree to which teachers and their students understand the cycle of healthful positions? Further, “the Canadian 24 Hour Movement Guidelines for Children and Youth recommend just two hours of screen time per day (school work doesn’t count toward this total), plus at least 60 minutes of exercise for kids and teens ages 5 to 17” (Hulick, 2020). These findings have significant impact for K-12 online learning environments, and require system wide attention.

Summary

To continue to be effective, the Design Principles need to be renewed and revised. Participants in the study were concerned that the principles be shared widely and used to move practice forward. They believed the principles would help enhance the reputation of online learning, and should be used to continue discussions about online learning practice amongst their colleagues.

Design Principles are a living entity that can inform policy, practice, frameworks, guidelines, quality assurance documents, and professional learning opportunities. They are solid and valuable as they provide a foundation of shared understanding for whatever comes next. In the case of the Design Principles developed during this study, they captured the understanding of what good online learning is, has been, and could become.

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Table 4

Design Principles Informed by Design Conversations and Questionnaires

Design Principle	Definition / Examples / Clarification	Example(s) of Evidence Informing Principle
<p>1. Access is needed to Models of Good Learning and Teaching with Exemplars and a Hub of Curated Resources and Materials to Support those Models</p> <p>2. As COVID showed us, contexts change. Education works when it is flexible, responsive and open to change. Educators need timely supports, including PD, wellness, community, technology, resources and materials to be flexible, responsive and open to change. Supports must reflect educators’ career cycles, contexts, etc. (See Seffy, Wolfe, Pasch & Enz. (2000). <i>Life cycle of the career teacher</i>).</p>	<ul style="list-style-type: none"> ● Continuous development must be renewed, peer reviewed, reflective of contexts, and inclusive of learners’ needs ● Professional Learning must be appropriate to educators’ career stage and context ● Educators need time to experiment, test, and explore new practices before Incorporating them into Practice ● Educators need to be empowered to find the supports and access to expertise that enables their practice based on their career cycle needs and experiences – this needs to be supported and intentional, not left to the educator to sort out alone. ● Contexts vary so needs vary ... various elements / conditions require specific and sustain supports ● EVERYONE needs to see exemplars – students, teachers, parents ● ONE central repository of quality courses available to everyone throughout the province created via funding from the BC government for the CORE courses – teachers spend too much time engaged searching for content ● Need to retain flexibility with curriculum and resources is more important. 	<p>When asked where educators find assistance / support:</p> <ul style="list-style-type: none"> ● Colleagues 73% ● PD 70% ● Workshops 50% ● Online supports 48% <p>When asked what support is needed:</p> <ul style="list-style-type: none"> ● Common database ● Curated resources ● Open sharing of collectively generated / curated information <p>Respondents to the survey reported their students</p> <p>51% Urban 20% Rural 10% remote 9% large urban</p> <ul style="list-style-type: none"> ● Too many US models or Higher Education that needed to be adapted ● Resources must be exciting to compete with other online options ... exciting = engaging = learning ● Evolution is ongoing and never static, we need to embrace this growth mindset as well

Design Principle	Definition / Examples / Clarification	Example(s) of Evidence Informing Principle
<p>3. Educators and families need to develop a deep understanding the Importance of Engagement and how to foster and encourage it in Learning and Teaching</p>	<ul style="list-style-type: none"> ● Types of Engagement: academic, social & intellectual https://education.alberta.ca/media/3069762/cea-2009-wdydist-concept.pdf, page 12 ● Orientation to online – teachers, families and students ... What is the learning environment and opportunity they are about to join? What is needed to engage well in this environment? ● Models of good practice / instructional strategies to foster all forms of engagement with learning / studying ● Used to inform Models of Good Learning and Teaching ● Used to inform preparation of educators / administrations ● Used to inform selection of technologies and supports needed ● Without engagement there will be little learning. ● I really see #6 and #7 as one item. When people are engaged, they build relationships 	<ul style="list-style-type: none"> ● Accurately judge where my students are in their learning; address gaps in learning; differentiating learning (5) ● Parents / F2F teachers' confidence in online learning due to media; long term impact on online learning after the COVID rush to online (4) ● Need to link instructional strategies to engagement intentions ● "I regularly tell them [students] that if an assignment or activity in a text or online course isn't sparking enthusiasm, then let's try something else. I don't ever want families to feel that they're just ticking boxes." ● "We just don't have the time or budget at the school level to create quality resources around this"
<p>4. Educators and families need to develop a deep understanding of ways to enhance Relationships that are academic and intellectual, including creative and social activities.</p>	<ul style="list-style-type: none"> ● Relationships are key. ● Foster a great relationship with the student and the family and then all the other parts will fall into place. ● Loss of traditional relationships – so what replaces them or addresses this loss ● Amongst educators and administrators across the system ● Amongst educators and colleagues ● Amongst educators and students ● Amongst educators and families ● Amongst all in the system and the internal / external support networks ● Establishing community / creating presence and voice. <ul style="list-style-type: none"> ○ Personalize learning through student centred approaches and flexibility ○ COVID showed us, contexts change. Education works when it is flexible, responsive and open to change. ● Educators need timely supports – PD, wellness, community, technology, resources and materials to be able to be flexible, responsive and open to change. 	<ul style="list-style-type: none"> ● Relationships are key (14) ● Lack of relationships – loss of physical contact; socialization (11) ● Need for flexibility, student choice, student exploration (5) ● Being adaptable, compassionate and flexible continue to be important (3) ● Rethink community and how it is fostered (2) ● Parental involvement / capacity is the biggest indicator of success for students, especial K-7 (2) <p>"I have always told my parents that good parents are always teaching their children. Their job is to share what they are doing, talking about and learning and I can take that information and show how the Core Competencies are being developed"</p>

Design Principle	Definition / Examples / Clarification	Example(s) of Evidence Informing Principle
<p>5. Recognition that technologies are the enablers of online learning and teaching. Tech Support is essential for all within the system. Technologies including hardware, software, access, attention to future trends and directions. Technologies inform Models of Good Learning and Teaching not dictate them.</p>	<ul style="list-style-type: none"> ● Used to inform Models of Good Learning and Teaching ● Used to inform Preparation of educators / administrations for realities of online learning ● Used to inform policy and practices ● Used to inform funding models ● Use technologies well to reduce the use of technologies – blend online with outdoors, etc. ● Using the BEST tools - not necessarily the tools a district endorses ● Tech support is very important, and teachers often become the tech support without proper training or boundaries. ● Technology does not replace good design, or relationships. ● Need for digital literacy / fluency 	<ul style="list-style-type: none"> ● Families’ challenges with technology (2) ● Build in video creation and editing tools – ways to make effective instructional videos easily ● Using GOOGLE Apps for education instead of MICROSOFT products – address FIPPA, servers ● Adequate funding to keep a strong and talented technical staff. I like designing lessons, but I lack the technical expertise (or time) to both design lessons and to make them technically excellent online experiences for the student. ● “Broken links, videos that don't work, issues with browser compatibility can be a huge source of stress for students and we need to be able to get them up and running again quickly, before they get too frustrated.”
<p>6. Intentional / professional preparation is needed for educators and administrators for the specific realities of online learning – post secondary degrees, certificates, micro-credentials, etc. Mentorship is important and needs to be recognized and intentional.</p>	<ul style="list-style-type: none"> ● Teachers need to be intentionally prepared to teach online ● It's hard to believe that in this day and age, proper training of new teachers in online learning is not standard in all teaching programs! ● Professional Learning and supports across educators’ career cycles and personal development ● Inclusion of DL into Teacher Education Programs, Graduate Education Programs – leadership, curriculum design, pedagogy specific for DL contexts ● Respect for the need to develop and implement good practices and policies that enable online learning environments ● Regardless of what form teaching takes, having supportive administration and coworkers is absolutely needed ● Have language in our provincial and local contracts dealing with online educators. We have worked outside of our contract language this whole time, our student numbers are ridiculous, and the hoops we have to jump through for the Ministry of Education are archaic and still very bricks and mortar driven. ● How can “certification” help with seniority and access to DL jobs and respect for the work DL teachers do ● Recognize professional learning as a form of intentional support for practice 	<p>Responses concerning formal training for teaching online</p> <ul style="list-style-type: none"> ● No formal training for teaching online = 61.3% ● Completed or in progress for a graduate degree specific to educational technology or teaching online = 18.7% ● Completed or in progress for a diploma specific to educational technology or teaching online = 4.7% ● The remainder are single responses given in "other." <p>Responses describing informal training</p> <ul style="list-style-type: none"> ● Attended professional development sessions = 76% ● Taught myself through online tutorials and websites = 67.3% ● Taken one or more courses specific to teaching online (including locally developed courses) = 36.7% ● No informal training = 3.3% ● The remainder are single responses in "other.” ● “I would love to see administrators looking at trying novel and intentional experiments with blended learning rather than asking classroom teachers to put stuff online or online teachers to hold more events.”

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<p>7. Research is needed that is timely, strategic, focused, etc. and used to Inform policy and practice. This will help to honor the field as a field of study and add respectability.</p>	<ul style="list-style-type: none"> ● Define consistent terminology allowing all sectors to speak clearly amongst one another – online, distributed, blended, remote, open, flipped, technology enabled learning????? ● Used to inform Models of Good Learning and Teaching and unbiased so reliable and usable. ● Used to inform Preparation of educators / administrations for realities of online learning ● Used to inform policy and practices ● Used to inform funding models ● Collaboratively develop sustained and respectful ways to Indigenize the curriculum and pedagogy, knowing it will benefit all educators and students ● DL educators can easily provide plenty of good research questions! ● Distance Learning has generally been frowned upon from my limited experience by "brick and mortar" schools unless this last year when COVID has forced us to re-examine our practices. I think that Distance Learning should have a respectable status which can only come about through consistent practice, quality content and maintainable standards! 	<p>Survey responses requesting research on best practices, emerging practices, effective instructional strategies</p> <ul style="list-style-type: none"> ● Expanded research into best practices within the K-12 realm. ● The ability to choose a model that works for me and not be restricted by a time table or scheduling – based on good practices and research informed decision making ● Development of funding models that support DL schools while allowing for differentiation and adaptations to contexts and practice – encourage choice and learning options! ● Research / data helping district and f2f schools to understand the value of DL schools and therefore, having their backing. ● “This would be invaluable, encouraging research that exposes the value, diversity and completeness of DL or home learning. I believe this can be done by working with post-secondary institutions, educating them on what our schools do.” ● “This is key- yet in our current climate- where it feels like a crisis and we are putting out fires this feels like a privilege or a luxury item.”
<p>8. System level focus on Wellness / Ergonomics / Well Being for students, teachers, families, extended families - everyone</p>	<ul style="list-style-type: none"> ● If your teachers are not healthy and given all that they need to promote this (ergonomics, etc.) then they will burn out, take medical etc. Invest in your assets! ● Ergonomics has been an issue and I've spent a lot of time at the chiropractor due to all my seated computer work. My eyes have had issues from all the screen time as well. ● Balance – personal / professional ● Nutrition ● Physicality of online work, including ergonomics ● Mental health and anxiety ● Mental health and anxiety need to be addressed for everyone ● Balance, wellness and self-care 	<ul style="list-style-type: none"> ● Students must Maslow before they can Bloom (25) ● Social piece; student anxiety; mental health ● Overwork; creating personal boundaries (7) ● Students who need school for stability, for access to healthy food, and for mental wellbeing support. ● Mental health and anxiety must be supported and acknowledged ● “We can only love others as much as we love ourselves, in a healthy way. When we care for ourselves, we are able to care for others. When our focus is on others, we are most healthy, because we want to be healthy for them. If I am sick, I can't serve.”