Context

What we know about our learners:

- 209 fundable courses taken by school-aged students mostly from NWSS, 147 fundable courses taken by adults" not FTE (Full Time Equivalent) which would be 8 courses per student or 1672 courses (for the 209 school-aged students) and 1176 courses (for the 147 adult students)
- Increased engagement in online learning leads to course completion. Completion rate is a challenge for all online schools, growing naturally from the fact that completion is open-ended and that learners often take an online course as an 'extra' either over and above regular studies or in addition to family and work responsibilities, and may not be prioritized and also from the fact that interaction with staff is of itself a motivator for completion and is diminished in an online course. Anecdotally and broadly speaking, our completion rate has been about midrange for virtual schools of our kind.

- **Inquiry Question**: What software, equipment, expertise and set-up is needed so that creating and editing instructional videos becomes straightforward, routine and "easy"?

Define

The outcome(s) we wish to improve:

- Increase student academic engagement and increase course completion rate, through the use of high-quality interactive videos
- Visuals that show, demonstrate or explain are helpful to learners as they build their understanding or skill. Difficult concepts explained by their teacher is a more personal and helpful approach
- **Strategic plan connection**: Students - Objective #3: students will thrive emotionally, socially and academically and become whole and healthy learners and Staff – Objective #2: staff will receive support to reach their full potential

Evidence

Evidence that tells us this is the most important thing to focus on at this time:

- Studies of secondary e-learning suggest that teacher interaction is instrumental to learners' success in their online courses (Journell, 2008; Herring & Clevenger-Schmertzing, 2007; Kapitzke & Pendergast, 2005; Tunison & Noonan, 2001)
- Creating constructivist environments that stress the importance of teachers in facilitating active learning online (Berge, 2002), is key to overcoming misconceptions around e-learning (Journell, 2010)
- Research findings have shown that the right technology to deliver the right content is key to engaging online learners (Chakraborty & Nafukho, 2014)

Design

The actions we plan to take to improve student learning:

- Development of short high-quality interactive videos that can be used in a variety of ways (for instruction, for assessment, as an inquiry prompt, etc.) with online learners
- Teaching is relational. Difficult concepts explained by the teacher is more personal and helpful. Visuals that show, demonstrate or explain are helpful to learners as they build their understanding or skill
- Increased engagement and participation leads to greater course completion rates

Success Indicators

How we will know that our actions are having the desired impact:

- Registration to activation and activation to completion rates per course measured per year (MyEd data)
- Evidence gathered within the online learning platform (Blackboard) will include tracking student views, online student survey tools, statistical comparisons (before and after) of success rates for specific test questions and course completion rates.
- Use of Ministry of Education student survey data

Communication

How we will share our learning journey with our community:

- Provide updates through Newsletter to students and parents (sent through email, posted to website)
- Student voice in Newsletter
- Video record specific events